

**INFLUENCE OF SELECTED HYGIENE AND MOTIVATIONAL FACTORS ON
TEACHERS' STRESS IN PUBLIC PRIMARY SCHOOLS IN KAJIADO CENTRAL
SUB-COUNTY, KENYA**

SADYA ISABEL OMONDI

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for the Masters of Education Degree in Guidance and Counseling of Egerton
University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This project is my original work and to the best of my knowledge has not been presented before for an award of a degree in any other university.

Signature 

Date 27th August, 2021

Sadya Isabel Omondi

EM16/00597/02

Recommendation

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



Signature

Date ...31/8/2021.....

Prof. T. Njonge, PhD

Department of Psychology, Counseling, and Educational Foundations

Egerton University

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DEDICATION

I would like to Dedicate this work to my late father Remjius Joseph Sadya, who was a great inspiration to me. His words of wisdom still live with me today.

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This Research Project would not have been possible without the exceptional support of my supervisor Prof. Teresia Njunge, to whom I am so grateful. Her enthusiasm, knowledge and exacting attention to detail have been an inspiration and kept my work on track. I am also thankful to the Department of Psychology, Counseling and Education Foundation for the opportunity to study, for their patience and understanding they had while I was unwell. I take this opportunity to appreciate my beloved husband Dr. Philip Onyango Omondi, my children Joshua Onyango, Deborah Muthoni Omondi and Shalom Grace Omondi for their continuous encouragement, support, love and patience they had with me while I was carrying my study and research work. Above all, I thank God for His Grace, unconditional love, and wisdom, for without Him I would not have made it.

ABSTRACT

Educationists and other stakeholders have recognized teachers' psychological wellbeing as a key aspect in teacher motivation. It has been used to judge the ability of teachers and thus the main determinant of teachers' performance and employment. Motivation hence has played an important role in the management of schools, because it may have a positive relationship with the stress of the teachers. The purpose of this study was therefore to determine the influence of selected hygiene and motivational factors on teachers' stress in public primary school in Kajiado Central Sub-County, Kenya. The study adopted a correlational research design. The target population of this study comprised of 826 public primary school teachers, and 80 deputy head teachers and 80 head teachers from the 96 public primary schools from Kajiado Central Sub-County. The accessible population of the study therefore comprised of 697 public primary school teachers, and 80 deputy head teachers and 80 head teachers from the 80 public primary schools from Kajiado Central Sub-County. Sampling of the public primary schools and teachers was done using stratified random sampling while the sampling for head teachers and the deputy head teachers was done using purposive sampling. The total study sample size was 253 respondents, which comprises of 248 teachers and five head teachers from the five wards. Data was collected through questionnaires for teachers and interviews scheduled for head teachers. Data was analysed using Statistical Package for Social Sciences (SPSS) version 24. The study found that teachers' supervision, remuneration, teacher-pupil interaction and teacher workload significantly influenced the teacher stress in Kajiado Central Sub County. Among the four independent variables of the study, teachers' workload had the greatest contribution to teacher stress, followed by teacher-pupil interactions, the teacher supervision and lastly teachers' remuneration. In policy making, the study recommends that the education stakeholders to consider increasing the resources for more teacher employment and resource mobilization to ensure the teaching duties are not overwhelming the teachers as high workload has an effect of increasing the stress. The findings may inform the Teachers Service Commission and the government policy makers on what needs to be changed or enhanced to promote hygiene factors and reduce job stress among the primary school teachers.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-arid Lands
ASSET	A Short Stress Evaluation Tool
BOG	Board of Governors
CGD	Center for Global Development
FPE	Free Primary Education
FTI	Fast Track Initiative
KNUT	Kenya National Union of Teachers
LIC	Low income countries
MDGs	Millennium Development Goals
MFST	Miller-Fraser Stress Tool
PE	Person-environment
PTA	Parents Teachers Association
TYHS	Teaching and Your Health Questionnaire
UK	United Kingdom
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Universal education has led to an increase in the growth of educational institutions all over the world. Across the globe, education is at the heart of sustainable development goal. The goal ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. This particular development goal is also essential for the success of all the other sustainable development goals (UNESCO, 2015). From a global perspective, educating a nation remains the most vital strategy for the development of the society throughout the developing world (UNESCO, 2019). In achieving this goal, teachers are looked upon as the key stakeholders in the teaching profession. Therefore, their wellbeing is crucial in determining their output in the profession. Teachers' psychological wellbeing has been used to judge the ability of teachers and thus the main determinant of teachers' performance and employment. However, teachers like other workers in different professions do experience stress (Malik & Tirmizi, 2019).

Teacher stress refers to when the pressures upon a teacher exceed the resources to cope with those pressures (Balakrishnan *et al.*, 2017). Indicators of teacher stress can be through the level in which the teachers get upset or irritated by teaching profession, lack of control, confidence and ability to cope with others as well as the level of teacher nervousness (Saqib & Rehman, 2018). Stress in teaching profession restrains the quality of the teacher and creates a misery in the minds of the teachers. It erodes the peacefulness in the mind and life of teachers, it also has a negative effect on their work performance as well (Ashiabi & Neal, 2015; Mocheche *et al.*, 2017; Njoroge, 2015). Johnston (2018) asserts that teacher stress compromises their health, sleep, quality of life, and teaching performance. On the other hand, Kini and Podolsky (2016) posits that when teachers are highly stressed, students show lower levels of both social adjustment and academic performance.

Brady Scott and Brady (2019) gave risk factors for teacher stress that included working with learning and behaviour difficulties in increasingly diverse classrooms, as well as the lack of adequate instructional time to satisfyingly teach the curriculum and large classroom sizes. In addition Saqib and Rehman (2018) added that personal reasons on the part of the teacher, such as struggling to interact with the parents and difficulties with their teaching peers and administration can cause teacher stress. Other possible reasons for teacher stress include lack of motivators and negative hygiene factors as explained in Herzberg's hygiene-motivators two-

factor theory (Teck-Hong & Waheed, 2015). Motivators are related to job content while the hygiene factors are related to job context (Herzberg, 2009). According to Herzberg, motivating factors (also called job satisfiers) are primarily intrinsic job elements that lead to satisfaction. Hygiene factors (also called job dissatisfiers) are extrinsic elements of the work environment (Yusoff *et al.*, 2013). Examples of motivators include achievement, recognition, work itself, responsibility, advancement, growth and job security among others. On the other hand, salary and benefits, interpersonal relationships at work, working conditions supervision, and company policy are some of the examples of hygiene factors (Teck-Hong & Waheed, 2015).

Most hygiene factors in a school setup are teacher supervision, changes in remuneration, teacher-pupil interaction. Changes in remuneration refers to the variation of the amount of compensation or payment that an individual or employee receives as payment for their services or the work that they do for an organization or company (Hughes, 2016). Teacher supervision refers to the management process involving junior teacher and senior teacher or principal with a view of monitoring, diagnosing problems, developing skills and evaluating the performance of teachers (Tarhan *et al.*, 2019). It refers to the continuous process of guidance, evaluation and monitoring aspects of primary school teachers in their teaching profession and is measured in terms of performance appraisal, frequency of supervision, supervision demands and sensitivity of supervision.

In school set up, an example motivational factor is teacher's workload. Teacher workload refers to the amount of work assigned to or expected from a teacher in a specified time (Tarhan *et al.*, 2019). It is the amount of work a primary teacher is expected and required to do and time spent in teaching and assessment of students, reporting, supervision, attending meetings, implementation of new programmes and curriculum. Lastly, teacher-pupil interaction refers to the way students interact with their teachers and vice versa in classrooms that permits the co-construction of meaning between teachers and pupils (Swargiary & Baglari, 2018). It may be denoted by the frequency of consultations, comfortability of interactions, respect between teachers and pupils and availability of teacher for the pupils in a primary school.

Interventions on the organizational or individual level, or those that reach both, can help reduce teacher stress by changing the culture and approach to teaching (Brady Scott & Brady, 2019; Kini & Podolsky, 2016; Saqib & Rehman, 2018). Programs for mentoring, workplace wellness, social emotional learning, and mindfulness are all proven to improve teacher well-being and

student outcomes (Betemariam, 2017; Desta *et al.*, 2013). Teacher motivation plays an important role in the promotion of teaching and reduction of job stress among teachers. Motivational factors include supervision, changes in remuneration, teacher-pupil interaction and teachers' workload that may influence stress of a teacher (Areekkuzhiyil, 2014). Generally, motivated teachers are more likely to motivate pupils to learn in the classroom, promoting of satisfaction and fulfilment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated (Alam, 2011).

Good working conditions, for instance, will keep teachers at a job but won't make them work harder (Mocheche *et al.*, 2017). But poor working conditions, which are job dissatisfiers, may make employees quit (Tien, 2018). According to Herzberg, a manager who wants to increase employee satisfaction needs to focus on the motivating factors, or satisfiers (Herzberg, 2009). A job with many satisfiers will usually motivate workers, provide job satisfaction, and prompt effective performance. But a lack of job satisfiers doesn't always lead to dissatisfaction and poor performance; instead, a lack of job satisfiers may merely lead to workers doing an adequate job, rather than their best (Akbar *et al.*, 2015; Baluyos *et al.*, 2019; Rintaugu, 2017).

On global perspective, Johnston (2018) noted that teacher stress was high among schools where there was unsupportive administrations. Large class sizes was found to be a contributor of teacher stress in schools (Borg *et al.*, 2017). According to Brady Scott and Brady (2019) teacher stress impact the teacher's thinking, emotions, and physical wellbeing, often leading to increased stress and personal hardships. Sprenger (2011) found out that stress level of teachers is influenced by different motivational factors such as supervision, changes in remuneration as well as teacher-pupil interaction and workload. This is supported by Beckley (2011) who in his study revealed that changes in remuneration and teacher workload were the leading causes of stress in teachers. Other studies showed that gender and marital status contributed to the stress of teachers. For example, Anbu (2015) found out that the stress level of male teachers was less affected by supervision, changes in remuneration, teacher-pupil interaction and workload compared to the female teachers. Married teachers were found to have more stress than unmarried teachers this was specifically due to workload from both the school and family. According to Conlon (2014) external factors can lead to job stress, these include workload, job security, and the number and the nature of students or pupils.

In African context, Desta *et al.* (2013) noted that most primary teachers in Ethiopia faced challenges related to stress such as burnout leading to quitting the profession. Areekkuzhiyil (2014) identified nine factors responsible for causing stress among teachers. These factors were interpersonal relationships in the school, professional and competence development, recognition in the school, work environment, autonomy in work, work family interaction, role conflict, job security and remuneration, and non-academic works. Studies reviewed on stressors in teaching by Okeke and Dalamin (2013), and Sulaiman and Akinsanya (2014) have also found poor pay and job security to contribute to stress among teachers.

In Kenyan context, Kamau and Wachira, (2019) noted that teachers were less motivated in their teaching profession due to over-crowded classrooms and poor remuneration. Baraza and Gogo (2016) found out that 6.06% of the teachers recorded low levels of stress, 37.37% recorded moderate levels of stress and 56.57% recorded high levels of stress. Mwenda (2013) found that rural public primary school teachers have relatively high stress compared to urban school teachers. Their stress was influenced by supervision, changes in remuneration, teacher-pupil interaction and workload. Similarly, Wangai (2012) found out that changes in remuneration was ranked as the most important factor towards job stress level. Karihe *et al.* (2015) found that stress among teachers led to unwanted behaviours like absenteeism, mistakes during work, drugs use and abuse and violence at work. The resulting effect of stress include complaints from parents and other stakeholders on the status of service delivery in the schools, frequent strikes and poor performance of the pupils in general, and eventually the overall image of the school gets damaged.

Despite the existence of vast literature on factors contributing to teachers' stress in the county, a literature gap exists on the relationship between teachers' stress and teacher supervision, changes in remuneration, teacher-pupil interaction and teacher workload. Previous studies conducted on the influence of motivational factors on the stress of teachers failed to capture the motivational factors such as supervision, changes in remuneration, teacher-pupil interaction and workload, which is the focus of this study. Since education is under the Social Pillar of Kenya Vision 2030 and educationists and other stakeholders have recognized teachers' psychological wellbeing as a key determinant in teacher motivation, the study contributed to the realization of these goals. It is on this background that this study sought to examine the influence of selected hygiene and motivational factors on teachers' stress levels.

1.2 Statement of the Problem

In Kajiado Central Sub-county, several schools have reported high stress level of teachers that is evidenced through resigning of teachers, cases of suicide and low teachers' motivation in teaching. Most teachers work under stress, in overcrowded classrooms and dilapidated buildings without the necessary learning resources. In Kajiado County, more than 10% of teachers have quit the teaching profession due to the amount of stress at work. Others exhibit unwanted behaviour such as absenteeism, work related accidents, impaired decision-making, mistakes during work, drugs use and abuse and violence at work. Some schools in Kajiado County have applied several strategies of reducing teacher stress such as reducing the number of pupils per class, reducing the number of lessons per teacher, providing a conducive learning environment among others. Despite the possible strategies put in place by the school administrators to reduce the stress levels of teachers, teachers' stress levels are escalating day by day especially in Kajiado Central Sub-county which is in an urban set up that has the most schools in the entire Kajiado County. Despite the existence of vast literature on factors contributing to stress among teachers in the county, a literature gap exists on the relationship between teachers' stress and teacher supervision, changes in remuneration, teacher-pupil interaction and teacher workload, yet there is coherence between the variables considered in the study. This study seeks to bridge this existing gap by scrutinizing and shedding more light on the influence of these hygiene and motivational factors on teacher stress among public primary school teachers in Kajiado Central Sub-County.

1.3 Purpose of the Study

The aim of the study was to establish the influence of selected hygiene and motivational factors on teachers' stress in public primary school in Kajiado Central Sub-County, Kenya.

1.4 Objectives of the Study

This study was guided by the following four objectives;

- i) To establish the influence of teacher supervision on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.
- ii) To determine the influence of changes in remuneration on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.
- iii) To establish the influence of teacher-pupil interaction on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.

- iv) To determine the influence of teacher workload on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.

1.5 Research Hypotheses

The study was guided by the following hypotheses:

- H₀₁ There is no statistically significant influence of teacher supervision on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.
- H₀₂ There is no statistically significant influence of changes in remuneration on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.
- H₀₃ There is no statistically significant influence of teacher-pupil interaction on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.
- H₀₄ There is no statistically significant influence of teacher workload on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.

1.6 Significance of the Study

The Government and especially the Ministry of Education may benefit from the findings in reducing teacher stress among the teachers in public primary schools. The study may provide important information especially to government policy makers as to what needs to be changed or enhanced to promote hygiene factors and reduce job stress among the teachers. For example, Teachers Service Commission (TSC) may use these results to address the problem of teachers' stress of teachers in Kajiado Central Sub-county. School management within Kajiado Central Sub-County may also benefit in that they may be able to understand the reasons behind the teacher stress among the teachers in their schools. Furthermore, teachers will stand to benefit from this study in that the study recommendations were aimed at reducing teacher stress in their profession which may in return improve their performance. Further, as a result of the study, pupils will be able to enjoy a conducive learning environment under motivated teachers if the results of this study are integrated in policy making.

1.7 Scope of the Study

The study specifically investigated four hygiene factors which include teacher supervision, changes in remuneration, teacher-pupil interaction and motivator which is teacher workload as the independent variables. It further assessed teacher stress based on psychological stress and not medical stress. This therefore formed the content scope of the study. The population scope

of this study was 826 public primary school teachers, and 80 head teachers and 80 deputy head teachers from the 96 public primary schools from Kajiado Central Sub-County. The research was conducted within a period of three months which formed the time scope of the study.

1.8 Limitations of the Study

The study encountered the following limitations;

- i. Some of the teachers sampled in this study were first unwilling to take part in the study due to fear of victimization by the school head teachers. To overcome this limitation, the study assured the teachers of their anonymity in participating in the study and therefore the questionnaire did not contain identifying details of the respondents.
- ii. Since the study was done in Kajiado Central Sub-county that has unique characteristics, generalization of the study findings should be done with caution.
- iii. The data collection tools were based on social sciences and thus do not represent all possible measures of the study variables and therefore should not be treated as the ultimate measure of the hygiene factors as well as stress factors.

1.9 Assumptions of the Study

The study was carried out under the following assumptions;

- i) That the teachers in all public primary schools in the Kajiado Central Sub-County had adequate exposure to hygiene factors such as supervision, changes in remuneration, teacher-pupil interaction and workload.
- ii) That the teachers employed in all public primary schools in the Kajiado Central Sub-County were on payment terms and not on voluntary terms.

1.10 Operational Definition of Terms

Changes in Remuneration: Changes in remuneration refers to the variation of the amount of compensation or payment that an individual or employee receives as payment for their services or the work that they do for an organization or company (Hughes, 2016). In this study, changes in remuneration refers to variation in the amount of salary and allowances given to a primary teacher by the Teacher Service Commission (TSM) at the end of the month in their teaching career.

Teacher Stress: Teacher stress is defined in terms of unpleasant negative emotions, such as anger, frustration, anxiety, depression and nervousness that teacher experience due to some facets of their job (Johnston, 2018). In this study,

teacher stress refers to unpleasant negative emotions resulting to irritability, lack of control, nervousness, lack of confidence and lack of ability to cope among primary school teachers.

Teacher Supervision: Teacher supervision refers to the management process involving junior teacher and senior teacher or principal with a view of monitoring, diagnosing problems, developing skills and evaluating the performance of teachers (Tarhan *et al.*, 2019). In this study, teacher supervision refers to the continuous process of guidance, evaluation and monitoring aspects of primary school teachers in their teaching profession and is measured in terms of performance appraisal, frequency of supervision, supervision demands and sensitivity of supervision.

Teacher Workload: Teacher workload refers to the amount of work assigned to or expected from a teacher in a specified time (Tarhan *et al.*, 2019). In this study, teacher workload refers to the amount of work a primary teacher is expected and required to do and time spent in teaching and assessment of students, reporting, supervision, attending meetings, implementation of new programmes and curriculum.

Teacher-pupil Interaction: Teacher-Pupil interaction refers to the way students interact with their teachers and vice versa in classrooms that permits the co-construction of meaning between teachers and pupils (Swargiary & Baglari, 2018). In this study, teacher-pupil interactions refers to the frequency of consultations, comfortability of interactions, respect between teachers and pupils and availability of teacher for the pupils in a primary school.

Hygiene Factors: Hygiene factors are satisfying aspects that enable an employee to stay in a given organization and which included but not limited to amount of salary, job security, supervision, working conditions and relationship between peers and bosses among others (Teck-Hong & Waheed, 2015). In this study, hygiene factors refers to the satisfying aspects of teaching profession among teachers in primary schools that includes supervision, changes in remuneration, teacher-pupil interaction and workload.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter seeks to assess scholarly literature related to the selected hygiene and motivational factors and teacher stress. It explores the influence of selected hygiene factors namely; supervision, change in remuneration, teacher-pupil interaction and teachers' workload on teachers' stress levels. It also covers various theoretical studies to explain how hygiene factors influences teachers' stress level. A conceptual framework was used to aid in the explanation of variables' relationship in this study.

2.2 Teachers Stress

The education industry offer services in terms of moulding and crafting youngsters into good citizens of a country. This is where pupils learn good values and various techniques and strategies they can use as they grow up in life. These values, techniques and strategies are usually imparted to the pupils in all educational institutions through teaching methods that every teacher uses when conducting the lessons (Wigfield *et al.*, 2004). Teaching is a very challenging job in which the teachers' performance is wrapped up in their personality. It requires a unique talent and sense of vocation if the teachers want to perform their role exceptionally well. According to Jali (2000) a very good teaching performance usually results when a teacher is motivated and teaches with enthusiasm, competence, effectiveness and with dedication to the profession. The teachers have to do dual tasks of instilling knowledge as well as ensuring that the pupils understand the concepts. Such concerns demand that those persons teaching the pupils must be creative and practice diligently and faithfully. Like any other professional endeavours, those in the teaching career have a wide scope of social responsibilities to take care of.

The society has always expected a lot from the teachers such as to serve a large population as second parents dealing with the emotional tangles and torments of the adolescent stage of the youth entrusted to their care. Faced with this scenario, some teachers can tire of catering to individual needs and at the same time striving for professional excellence. Along this line Jarvis (2002) asserted that teachers often feel that they are under-motivated or burned out, this directly affects their teaching performance. Stress in the teaching profession restrains the quality of the teachers and at the same time creates misery in the minds of the teachers due to heavy workload, low pay emoluments, lack of career development, and lack of communication, harassments in

the school or college by peer teachers/workers/pupils/others and financial problems. Teachers stress erodes the peacefulness in the mind and life of teachers. It has a negative effect on their work performance.

Briner (2012) affirms on the one hand that stress is not always bad, in small doses, it can motivate one to perform better since stress is part of life's challenges. An acceptable level can serve as a challenge to improve the teachers' efficiency, though if the level of stress is such that the teacher will not be able to satisfactorily handle it, the result of teachers' efficiency may be negative. In the same vein, he claimed that stress is what keeps you alert and alive to tackle your responsibilities during presentation at work, it sharpens your concentration and even compels you to reach your target. However, if it is already beyond stipulated boundaries; stress may cause major damage to health, mood, relationships, efficiency and then productivity as well as the quality of one's life. Teacher stress may lead to strain (a reaction to stress) and teacher burnout (a state of emotional, physical and attitudinal exhaustion) which is usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from aspects of the teacher's job. It is mediated by the perception that the demands made upon the teacher constitute a threat to his or her self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat (Galton & MacBeath, 2008).

A good teacher has not only to teach in a way that satisfies the class with the prominent teaching style, but must also manage time and other duties assigned to them apart from teaching. These duties may include managing ethics and discipline in class, motivating pupils, ensuring pupils' interaction, and maintaining a proper link with the parents and the administration (Hanif *et al.*, 2010). According to Bakker and Demerouti (2007) both job resources and personal resources play a significant role in buffering the effects of job stress on the teachers' performance, in this case the resources act as a means to achieve desired targets. The job resources mean those physical, psychological, social, or organizational facets of the job, which are functional in achieving work related goals, reduce job demands and the associated costs. These stimulate growth, learning and development. Personal resources refer to those resources, which are commonly associated with the people's self-evaluation, which enable them to control and influence their environment, this may also be referred to as hygiene factors that enable the teachers accomplish their work.

Motivation plays an important role when it comes to employee satisfaction and retention (Ramlall, 2004). The knowledge of what motivates people therefore is important to the manager (head teacher). The building of motivating factors into organizational roles and the entire process of leading people must be built on knowledge of motivation. Sobe (2013) asserts that the educational manager's job is not to manipulate people but rather to recognize what motivates people to perform best in their roles. The significance of teacher motivation research is also self-evident as it is a crucial factor closely related to a number of variables in education such as pupil motivation, educational reform, teaching practice and teachers' psychological fulfilment and well-being (Kyriacou & Kunc, 2007). Therefore, it is helpful for administrators to determine how to attract potential teachers and retain them in teaching.

Aswathappa (2005) asserts that teachers were better motivated if their work experience satisfies their needs. Motivation can direct behaviour (increased effort) that can be felt in improved performance (Hoy & Miskel, 2008). Aquinas (2006) argues that the primary task of managers is to motivate his/her subordinates so that they can come to work regularly and on time, to work hard and to make a positive contribution towards the achievement of organizational goals. Ousmane (2013) observed that embracing new technology and new ways of doing things determine institutions ability to renew itself and maintain a competitive edge over rivals. It was also noted that schools that were able to remain relevant in undertaking their key mandates to society focused on the human capital development through superior motivational rewards.

Sprenger (2011) reported that the teaching profession is stressful, with 72% describing the profession as extremely stressful. In studies conducted in China, it was found out that the stress level among teachers was very high and widely prevalent (Kyriacou & Chien 2004; Meng & Liu 2008). Studies conducted in Australia, the United Kingdom and America cited the highest level of occupational stress compared to other professions. Causes of high level of teachers' stress were mentioned to be excessive workload and long working hours, poor pupil behaviour including aggression from the pupils and parents and pressures of assessment targets and inspection (Milbun, 2011). Nadeem *et al.* (2011) observed that poor salary, excessive workload, poor infrastructure, lack of library facilities, lack of teaching and learning material, teachers' morale, working relations with staff and head teacher and the working environment are the factors which affect the female teachers' performance negatively. Other factors include political interference, responsibilities at home, distance of residing area, stress, status of teacher and respect in society.

Studies carried out in Ghana, Lesotho, Namibia, Malawi, India, Pakistan and Zimbabwe showed that factors such as workload, teacher pupil ratio, living and working conditions, salary, recognition, and responsibilities contributed heavily to low or high levels of motivation in teaching (Voluntary Service Overseas, 2002). Ololube (2006) found that teacher related sources of job satisfaction such as good relationships with colleagues, better performance of learners among others and school related sources of job satisfaction such as participatory leadership, recognition, material rewards, advancement, pay and supervision had a greater impact on teachers' performance. Alderman (2008), and Dike (2009) found out that factors such as poor salaries, lack of resource and bad working conditions decreased teachers' morale and levels of commitments.

A study done by Njogu (2011) has shown that teachers were demotivated with increased workload, teaching between 41 to 45 lessons per week. At the same time schools faced acute shortage of teachers caused by freezing of employment of teachers by government as well as many others quitting their jobs. The Kenya National Union of Teachers (KNUT) indicated that between January and June 2018, six hundred teachers left the classrooms for better paying jobs and good working conditions (Kaviti, 2018). According to Mwai and Muchanje(2018), teachers felt that there was a lack of proportional increment in extra time compensation despite the increase in their workload, the teachers were handling classes of up to 70 pupils instead of the 1:30 teacher pupil ratio recommended by the Ministry of Education. It is clear that there are a lot of similarities in factors which increase motivation and reduce stress, the study's intention is to analyse the relationship between the hygiene factors and the teachers' stress level in relation to public primary schools in Central Kajiado County.

2.3 Influence of Supervision on Teacher Stress

According to Alam (2011) if the head teacher is cooperative, democratic and friendly the teachers were motivated and become more responsible in their job. A study by *Bod et al.* (2003) showed that teachers who perceived their principal's supervision as participatory were significantly more satisfied with their jobs than those who perceived the Principal's supervision as domineering. The study found that the older the principal the more satisfied were the teachers. The findings by Ololube (2006) showed that there was a significant relationship between democracy and teachers' job satisfaction. It indicated that democratic principles could improve the job performance among teachers. Other sources of stress have been linked to a lack of supervision, weak inspection systems, time constraints, a lack of regular performance

feedback, inadequate management and participation management, and decentralized teachers monitoring systems. Working in large schools these systems inhibit effective supervision (Blix *et al.*, 2014).

In the Kenyan context, the behaviour of school inspectors has been criticized due to unprofessional conduct which has had a serious impact on teaching and learning. Some of the criticism involves the inspectors harassing and being harsh to teachers in the midst. They are found to be condescending and dictatorial, demanding for bribes, threatening and working against teachers just to prove their incompetence. Consequently, teachers have regarded inspection as very stressful due to the fear of the unknown (Wanzare, 2002). Therefore, according to Gardner (2010) it is important to design inspections in a way that focuses on classroom evaluation so as to offer support to teachers in determining the areas of weaknesses and improvement. This process should be done with care and consideration for school inspectors must realize that transformation among teachers cannot happen within a short period of time, and should offer professional support rather than just criticism. The study also asserted that school inspection should consider an external monitoring and evaluation process that compliments the internal procedures such as self-evaluation and staff appraisal, as self-evaluation offers a set of comparative standardized perspective. Having a combined process may ensure positive results in that the feedback given may be more relevant, understandable, clear and useful. Furthermore, when the teachers are involved in the supervision process, the feedback given may have a high probability of being utilized in the recommendation process and when support is provided for them, both mechanisms promote school improvement and satisfy the demands for accountability.

Aguti (2015) affirms that the teachers' supervision process was not meant to put more pressure upon schools and their systems, since the purpose is for accountability in the schools, appraise and evaluate the quality and standards of education of a school in an objective way. In the Kenyan context, school supervision is a basic component in monitoring teaching and learning process (Karanja, 2009). The success of any organization depends entirely on how effectively its workers are supervised. Therefore, every administration needs an inbuilt supervision system to provide the cohesion and direction necessary to achieve the purpose of the organization. Teachers are directly under the head teachers' supervision, who play a vital role on the motivation of the teachers.

Muriithi (2011) concluded that most head teachers do not perform their instructional supervisory duties, for instance, classroom observation, checking pupils notes and teaching notes frequently. As a result, schools where the head teacher did minimal instructional supervisory duties experienced inadequate learning outcomes. Kiruja, and Mukuru (2013) found that among the challenges being faced by head teachers are heavy workload and poor relationships with the teachers they supervise who feel being policed and victimized and denied promotion. Okumbe (1998) adds that instructional practices involve such activities as helping in the formulation and implementation of schemes of work, evaluating and overseeing modification of instructional programs and delivering instructional resources. Other activities include conducting and coordinating staff in-service, advising and assisting teachers involved in instructional programs.

These instructional activities are mainly carried out to support, motivate and stimulate the teachers to assist them improve their classroom instructions. When principals support the teachers in this way the pupils' academic achievement is improved. These processes of instructional activities help the teachers to identify teaching and learning problems and to seek various alternative solutions. In Kenya, Ngari *et al.* (2013) established that the school administrators experienced stress in their work. The authors found that 54.5% of the respondents recorded high levels of stress resulting from their school workload and other responsibilities, of the reviewed studies. The previous studies have majorly focussed on school workload and stress, less studies have been done on the correlation between supervision and stress especially in Kajiado County. The current study intended to fill this research gap.

2.4 Influence of Change of Remuneration on Teacher Stress

Monetary rewards as perceived by Tromp (2005) are defined as “the process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. Like other organizations, in educational institutions a balance is determined between the performance of the teachers and their commitment to the work. Monetary rewards and recognition are the two, along with many other factors, which may have an effect on job satisfaction and the motivation of teachers. With regard to statistics, there is an important link between monetary reward and recognition, motivation with satisfaction (Ali & Ahmed, 2009).

Using Herzberg's hygiene factors and motivators, Tan *et al.* (2011) found out that hygiene factors such as the working environment and recognition significantly affect the job satisfaction

level of the work force. They also discovered a relationship between salary and job satisfaction including a mediating variable – love for money. They identified that if employees for whom money is very important, receive a pay their job satisfaction increases as well. Fleek *et al.* (2015) discovered that job satisfaction dimensions jointly and independently predict job performance as pay and the quality of the supervisor-subordinate relationship. Vieira and Serrano (2005) examined low and high paid workers' job satisfaction in the European Union (EU). Their results show that when low paid employees were compared to high paid employees, low paid employees had a lower level of job satisfaction. Their results also indicate that the gap between low paid employees' and high paid employees' job satisfaction is greater in the Southern European countries than in Sub-Saharan Africa, this is because declined salaries have had an impact on teacher turn-over in recent years. For instance, absenteeism in Kenya has been reported to be as high as 20% of the time while it's been reported to be 26% in Uganda (Scanduraa & Williams, 2004).

Adediwura and Tayo (2013) cites that when a teacher gets a monetary reward which exceptional, that experience becomes more tremendous for the recipient since changes in rewards and recognition can bring a definite change in work motivation and satisfaction. Ali and Ahmed (2009) confirmed the strong positive effects of monetary rewards and recognition on job motivation and satisfaction. Ali and Ahmed (2009) stated that motivation and job performance of teachers can be increased considerably if more attention is given to teachers' rewards and their recognition. Satisfaction, motivation, knowledge and collaboration with partners and colleagues, dedications, holding and participation may be in the order of the most important aspects of human resource management results.

Akram (2012) emphasises that for any organizations to be able to retain competitive employees, they must be able to provide them with good working conditions, competitive salaries, employment security and autonomy. He further affirms that financial aspects, especially salary, is the most preferred to working conditions and job security because each employee needs a livelihood to support his/ her family. Kabir and Parvin (2011) found out that there are many variables that can affect job satisfaction of a person including salary and fringe benefits. Their results also prove that relations with peers, work efficiency, supervision and salary significantly affect the level of job performance of employees.

A Market and Opinion Research Institute (MORI) poll published in 2017 and conducted in April 2015 among British adults revealed that teaching is considered to be hard, poorly paid and is being held in low public esteem. Graduates had significantly more negative opinion about teaching than non-graduates. The ante of teacher stress was upped in 2000 when Jan Howell won a landmark victory against Newport County Borough Council for failing to respond to her suffering stress in the classroom and was awarded £250,000 compensation. Teacher stress is now firmly on the political agenda, and representations of the nature of stress have become unhelpfully polarized between unions and employers, the former seeing stress as organizational and the latter as an individual issue. According to Ankomah *et al.* (2012) for a high performance and organizational growth, rewards must be provided to the employees. He further examined the effect of extrinsic and intrinsic rewards on employee job satisfaction and concludes that extrinsic rewards significantly affect the job satisfaction level of employees in call centers.

On teachers' remuneration system in Kenya, Karega (2013) proposed that it may consist not only of monetary terms but may also involve recognition and feedback where teachers' good work is acknowledged publicly and privately. Their work can not only be recognized through prize giving but also through positive feedback or letters of appreciation from the head teachers. This is because praise and recognition particularly when sincere, can be effective ways of motivating teachers in improving their performance. This has been demonstrated by a study done by Musila (2010) where 67.3% of respondents experienced motivation when they received recognition from their immediate supervisor. Kageha (2004) also highlighted that head teachers motivated their staff through the provision of better housing at subsidized rates, providing meals (breakfast, lunch and supper) through generous contributions of the parent-teacher association sponsorship. Other instances have been through gifts and presents, such as household goods and certificate of merits, which enhanced their job performance. This is because this process enables teachers to engage in extra lessons and give personal attention to the pupils.

Other recommendations made by the Teacher Service Commission (TSC) in Kenya involve teacher promotions from one job group to another (Silsil, 2011). This is because stagnation of teachers in one job group can lead to dissatisfaction among teachers and which results in poor teaching and learning with a trickling effect on the academic achievement in the schools (Kimani *et al.*, 2013). Therefore, this recommendation among many more hygiene factors

should be taken seriously so as to achieve the educational goals in every learning institution (Nyakundi, 2012). This study sought to shed light on the influence of changes on remuneration on teacher stress among other hygiene factors since other studies dealt only with monetary rewards but not on remuneration as a whole.

2.5 Influence of Teacher-Pupil Interaction on Teacher Stress

Research by Sabol and Pianta (2012) on teacher-pupil relationships focused on documenting the effect of these relationships on children's behavioural and academic adjustment. This research provides strong empirical support for the conclusion that the provision of a supportive teacher-pupil relationship promotes pupils' behavioural adjustment and academic achievement. This research has also documented that supportive teacher-pupil relationships are an educational asset for teachers as well as pupils in their classroom performance. Yet classroom discipline is also a significant source of teachers' stress. Arnolds and Boshoff (2001) examined teachers' estimations of stress arising from being unable to discipline pupils in the way they would like to. Overall, maintaining discipline emerged as a stressor, with those worst affected being teachers who placed great emphasis on pupil empowerment. According to Oredein and Oloyede (2007) classroom management was the teachers second greatest sources of anxiety, the greatest being evaluation apprehension. In England, a group of teachers identified interruptions and time pressures, indiscipline pupils, clerical duties as main areas of complaints.

It seems obvious that the formation of personal, supportive teacher-pupil relationships inherently demands emotional involvement from teachers. For pupils, it is evident that the affective quality of the teacher-pupil relationship is an important factor in their school engagement, wellbeing, and academic success (Roorda *et al.*, 2011). Teacher-pupil relationships characterized by conflict and mistrust have deleterious effects on children's learning (Hamre & Pianta, 2001). Yet, relatively little is known about the interpersonal demands that teachers may experience from their pupils (Myers, & Claus, 2012). A study undertaken by Galton and MacBeath (2008), suggests that pupil indiscipline is the prime obstacle to securing improvements to teachers' lives.

This lends support to the view that initiatives to reform the school workforce will only succeed in reducing teacher stress if they are fully integrated into a comprehensive range of measures which address all the root causes of stress in the teaching profession. Montgomery, MacFarlane

and Trumpower (2012) conducted a study on pupil teacher stress and physical exercise. The study examined the relationship between pupil teachers' stress and physical exercise, forty-three pupil teachers at the University of Ottawa completed the Miller-Fraser Stress Tool (MFST) and the Teaching and Your Health Questionnaire (TYHS). A factor analysis revealed four factors related to pupil teacher stress (interpersonal conflict, assessment and driven behaviour, workload and academic malaise). Further analyses revealed that assessment and driven behaviour was the most stressful element of the pupil teacher experience, followed by workload, interpersonal conflict and academic malaise. Participants in the study performed aerobic activity most frequently, with strength training and flexibility training following. Consequently, strength training was seen as a useful strategy for coping with workload stress within the study (Montgomery *et al.*, 2012 ; Blix *et al.*, 2014)

Primarily, improving the pupil-teacher relationship produces significant, positive and long lasting implications. Those pupils who have a good relationship with their teachers will experience higher levels of achievement than those experiencing conflict in their relationship. Furthermore, teachers who foster positive relationships with their pupils experience a conducive classroom environment where learning meets pupils' developmental, emotional and academic needs. Like any other profession, teachers' experience depleted energy levels and increased stress or burnout. Physically and emotionally exhausted teachers struggle to maintain strong relationships with pupils. Teachers' wellbeing is very important to their success in the classroom, especially in their ability to develop high quality relationships with pupils (Rimm-Kaufman & Hamre, 2010;). This is because teachers are raising and shaping the future society. Therefore, it is crucial for them to look after themselves and receive support in order to improve their capacity to interact with pupils (Sattar, 2012).

Bindhu and Sudheesh (2006) conducted a study on job satisfaction and stress coping skills of primary school teachers. The study found out that teachers are more prone to stress because dealing with pupils and causing them to perform better throughout the day is in itself a stressful situation. School is considered to be a major source of stress in the lives of both pupils and teachers. Teachers work daily with pupils; cope with numerous interruptions, pupil absenteeism and pupils with special needs, insufficient funding and lack of personal support. Moreover, teachers have to perform a lot of work after they reached home like preparation, referencing, correcting the note books and evaluation. All these indicates that stress is always

present with the teacher. Additionally, the ability to control pupils in a classroom is important in education, when teachers are not able to adequately deal with pupils when they are disruptive in the classroom, then teaching and learning time is quickly consumed. As a result, this leads to burnout, stress, exhaustion and negative attitudes among teachers (Brouwers & Tomic, 2000).

The Health and Safety Executive (HSE) research in 2000 reported teaching to be the most stressful occupation in the UK with poor pupil behaviour compounded by large class sizes, listed as one of the main sources of high levels of stress. This study also showed that 41.5% of teachers reported themselves as 'highly stressed'. Similarly, research done by the teachers Scientist Network (TSN) in 2008 listed pupil indiscipline of pupils to be accountable for 47% of the issues that led to teachers resigning (National Union of Teachers, 2012). Similarly, 63% of teachers reported pupil disciplinary problems as the most stressful aspects in their work environment, based on a study of over 5,000 American and Canadian teachers. Research on interaction during classroom instruction also revealed that pupil disruptive behaviour has a positive effect on teacher burnout. Nevertheless, Brouwers and Tomic (2000) stated that emotional stability of teachers resulted in better performance of pupils.

There is substantial research on the importance of teacher-pupil relationship in the early elementary years. However little is known about the effect of teacher-pupil relationships in high schools. Studies show that early teacher-pupil relationships affect early academic and social outcomes as well as self-esteem of the pupil (Hamre & Pianta, 2001). However, few researchers have looked at the effects of teacher-pupil relationships on teachers, researchers who have investigated teacher-pupil relationships for older pupils have found that positive teacher-pupil relationships are associated with positive academic and social outcomes for high school pupils (Cataldi *et al.*, 2009). This study is on primary school pupils. Some studies found that teacher-pupil relationships are important in transition years; the years when the pupils transit from elementary to middle school or middle to high school (Alexander *et al.*, 1997).

Odhiambo (2010) contends that there is a growing demand from the Kenyan government and the public for teacher accountability in pupils' performance. Teachers celebrate and are rewarded when their schools and subjects are highly ranked. Therefore, if the teachers-pupil interaction is negative, stress will develop within the teacher resulting in poor performance. In his study, Musili (2015) found that social relations between teacher and pupil was correlated

with teacher performance though not significant. Yala and Wanjohi (2011) found that teachers who excel in their subjects are rewarded during open days. For the teachers to realize good pupil academic achievement, there must be a positive pupil-teacher social relationship and therefore a reduction in teachers' stress.

Levin *et al.* (2011) reported that the academic achievement of pupils is not only a pointer of the effectiveness of schools but also a major determinant of the relationship of pupils' and the teacher. If the pupil-teacher interaction is not positive, teachers will have stress and hence poor performance which is seen through the academic achievement of their pupils. Yusuf and Adigun (2010), Lydiah and Nasongo (2009) noted that the performance of pupils in any academic task has always been of special interest to the teachers and therefore a positive pupil-teacher relationship posts positive academic achievements. Odhiambo (2005) asserts that there is a growing demand from the Kenyan government and the public for positive pupil-teacher relationship. Akiri and Ugborugbo (2008) found that there was a significant relationship between teacher-pupil relationship and pupils' academic achievement with stress. Yala and Wanjohi (2011) and Adeyemi (2010) found that teachers' attitude towards their pupils is the prime predictors of pupils' academic achievement. These results were consistent with those by Kimani, Kara and Njagi (2013) on teacher factors influencing pupils' academic achievement in Kenya. However, the above studies gave inconclusive findings and did not establish a link between teacher-pupil interactions and stress of teachers. This constitutes a research gap which was intended to be filled by the current study, it therefore warrants a keen investigation of the teacher-pupil interaction in relation to their stress.

2.6 Influence of Teachers' Workload on Teacher Stress

Such institutions usually find it increasingly difficult to retain and attract capable, motivated and resourceful employees because their staffs may be greatly demotivated and demoralized to perform due to high workload with no clear understanding of what is expected of them. Frequent interferences also demoralize the staff in their place of work. It might be logical therefore to conclude that minimum work load with proper supervisions, would enable the teachers to exhibit their potentials, measure their independences as well as their degree of participation in any activity.

Expectations together with workload have been identified as some of the sources of high level of stress among teachers. Teachers have experienced pressures of assessment targets and

inspection (Clunies-Ross *et al.*, 2008; Kyriacou, 2001; Pillay *et al.*, 2005) which disconnects them from actively engaging in their work and performing in their role (Flook *et al.*, 2013). Consequently, stress has led to more than one in four teachers suffering from emotional exhaustion in their early career and expect to leave their profession within the first five months of teaching (Osagie & Okafor, 2010). Liu and Ramsey (2008) found that stress from poor work conditions had the strongest influence on teachers' job satisfaction and noted that inadequate time for planning and preparation and a heavy teaching workload reduced satisfaction from teaching.

As observed by Ssekamwa (2001), feeling good at the workplace, being in control over one's immediate environment are perfect conditions for job satisfaction and optimum work performance of employees in organizations or institutions. Fringe benefits, in institutions have however, become effective in attracting new employees but rarely motivate them to use their potentials more effectively. In institutions and schools in particular, teachers and management perform well when the work is very interesting with greater participation, challenges and opportunities for development. In developing nations, countries such as Ghana, Lesotho, Malawi, Pakistan, India and Zimbabwe indicated workload and responsibilities as some of the factors that have contributed to the teachers' level of motivation and the performance of the pupils (Karega, 2013).

A study by Njogu (2011) has particularly shown that teachers were demotivated due to increased workload, teaching between 41-45 lessons at a time including the pressure involved with the acute shortage of teachers caused by the obstruction of teachers' employment by the government. Subsequently, a significant number of teachers are leaving their profession as reported by the Kenya National Union of Teachers (KNUT), who stated that six hundred teachers had left for better paying jobs and good working conditions between January and June (Karega, 2013). With regard to workload, Majanga *et al.* (2010) highlighted the issue of increased class sizes due to the Free Primary Education (FPE) affecting classroom interaction. Teachers were found demoralized because they were handling many pupils and worked for long hours. Before 2003, primary schooling was a big burden to many parents leading to many children of school-going age out of school. This is part of the reason that the Government of Kenya promised to make primary education free. True to their promise primary education was made free but with no proper infrastructure put in place to facilitate the implementation. This gave rise to many problems that the Government had not anticipated. First, over two million

children joined the primary schools, these made the schools overwhelmed by the numbers since the classrooms were not expanded or added (Too, 2004). Teachers were few and there were no desks or chairs for the newly enrolled pupils. Some classes still have high number of students beyond the average number expected in a class, which is 40 and therefore resulting to high pupil to teacher ratio. However, few studies have been done on the influence of teachers on workload and stress level in Kajiado County which the current study intends to further its investigation on, to fill the existing research gap.

2.7 Theoretical Framework

This study adopted two theories; one for hygiene and motivational factors and one for teacher stress. These theories are; Two Factor Theory and the Lazarus Theory of Psychological Stress.

2.7.1 Two Factor Theory

Two Factor Theory was developed by Frederick Herzberg in 1968 (Herzberg, 1968). The theory states that there are certain factors in the workplace that cause job satisfaction while a separate set of factors cause dissatisfaction, all of which act independently of each other (Herzberg, 2009). According to Herzberg, the job satisfiers (also called motivating factors) are primarily intrinsic job elements that lead to satisfaction (Herzberg, 1968). Job dissatisfiers (also called hygiene factors) are extrinsic elements of the work environment (Yusoff *et al.*, 2013). Two-factor theory defines motivators (such as challenging work, recognition for one's achievement, responsibility, opportunity to do something meaningful, involvement in decision making, sense of importance to an organization) as those factors that give positive satisfaction, arising from intrinsic conditions of the job itself, such as recognition, achievement, or personal growth (Tien, 2018). Hygiene factors on the other hand is defined (such as status, job security, salary, fringe benefits, work conditions, good pay, paid insurance, vacations) as factors that do not give positive satisfaction or lead to higher motivation, though dissatisfaction results from their absence (Bexheti & Bexheti, 2016). These are extrinsic to the work itself, and include aspects such as company policies, supervisory practices, or wages and salary (Kamau & Wachira, 2019).

According to the theory in order to remove dissatisfaction in a work environment, hygiene factors must be eliminated. Possible ways to decrease dissatisfaction would be to pay reasonable wages, ensure employees job security, reduction of workload and to create a positive culture and inter-relations in the workplace (Adeyemi & Adu, 2012). Herzberg

considered the following hygiene factors from highest to lowest importance: company policy, supervision, employee's relationship with their boss, work conditions, salary, and relationships with peers. Eliminating dissatisfaction is one half of the task of the two factor theory (Subramaniam, 2017). The other half would be to increase satisfaction in the workplace. This can be done by improving on motivating factors needed to motivate an employee to higher performance (Mocheche *et al.*, 2017). However, Herzberg thought it was important to eliminate job dissatisfaction before going onto creating conditions for job satisfaction because they would work against each other.

According to the Two-Factor Theory, there are four possible combinations. The first combination is High Hygiene and High Motivation which is the ideal situation where employees are highly motivated and have few complaints. The second combination is High Hygiene and Low Motivation whereby employees have few complaints but are not highly motivated. The third combination is Low Hygiene and High Motivation which implies that employees are motivated but have a lot of complaints. This is the situation where the job is exciting and challenging but salaries and work conditions are not up to par. The last combination is Low Hygiene and Low Motivation which is the worst situation where employees are not motivated and have many complaints (Herzberg, 1968).

According to the combinations, the first combination is highly preferred to the last combination and thus hygiene factors of great importance compared to motivators. In a school set up, when teachers are well supervised and appraised, paid well and when teachers relate well with students; there will be high hygiene. Similarly, poor remuneration, poor teacher-student interactions and unfavourable supervision may result to low hygiene (Bexheti & Bexheti, 2016). On the other hand, the right workload may result in high motivation while high workload may cause low motivation of teachers (Tien, 2018). Therefore, the two factor theory of motivation-hygiene factors adequately guided the current study to examine the influence of teacher supervision, changes in remuneration, teacher-pupil interaction, and teacher workload on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.

However, the two Factor theory (Motivator-Hygiene concept) is critiqued on the basis that satisfaction and dissatisfaction are generally no longer considered to exist on separate scales. The separation of satisfaction and dissatisfaction has been shown to be an artifact by Herzberg to record events (Kenny & Kenny, 2019). However, in this study, both the satisfaction

(motivators) and dissatisfaction (hygiene factors) are jointly studied. Furthermore, it has been noted that the theory does not allow for individual differences, such as particular personality traits, which would affect individuals' unique responses to motivating or hygiene factors.

2.7.2 Transactional Theory of Stress and Coping

Transactional Theory of Stress and Coping was developed by Lazarus and Folkman (1984). The theory explained coping as a phenomenon that involves both cognitive and behavioural responses that individuals use in an attempt to manage internal and/or external stressors perceived to exceed their personal resources. According to the proponents of the theory, psychological stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being. This happens in two phases; cognitive appraisals and coping.

Cognitive appraisals refer to cognitively evaluating a given encounter with its various facets in respect to their potentiality of causing stress. This appraisal goes through two cognitive mechanisms which are primary and secondary appraisals. Primary appraisal is an assessment of whether someone is in trouble or being benefited, now or in the future, and in what ways. If the answer to this question is yes, then people categorize the situation as being a threat, a challenge or a loss. Loss refers to damages or harms that have already happened while threat appraisals refer to potential danger to one's well-being or self-esteem. Challenge suggests that one focuses on the success, the social rewards and the personal growth that the situation could bring. As stated by Lazarus and Folkman (1984), threat and challenge appraisals can occur simultaneously, for instance, an upcoming event can be particularly threatening and challenging (Berjot & Gillet, 2011).

Secondary appraisal on the other side refers to the assessment of coping resources and whether someone can cope with the situation. It indicates confidence in one's ability to cope with the situation because one has the resources to cope with it. Resources can be physical (e.g., health, energy), social (e.g., social support one can get from family, friends and social network), psychological (e.g., beliefs, self-esteem, perceived control, morale), or material (e.g., financial, tools). Coping phase on the other hand refers to cognitive and behavioural efforts to master, reduce, or tolerate the internal and/or external demands that are created by the stressful transaction. Lazarus and Folkman (1984) proposed that coping serves two major functions. One is the regulation of emotions or distresses that come with the stressful situation (emotion-

focused coping). The other is the management of the problem that is causing the stress by directly changing the elements of the stressful situation (problem-focused coping). Both forms of coping are dependent of the way one appraises the situation (as a threat and/or a challenge) (Berjot & Gillet, 2011).

The use of transactional models of stress explain and predict the variety of responses that people show when encountering adverse challenges as well as the effect of the challenges on self-esteem and stress. In a school context, teachers are able to evaluate cognitively various situations and encounters in their teaching profession and determine whether they have potential of resulting into stress. The encounters can be a threat, a challenge or a loss. Dependent of their appraisal of the encounters in their career, the teachers device a coping strategy either to master, reduce, or tolerate the stressful encounter. This can be either by regulating emotions or distresses that come with the stressful situation (emotion-focused coping) or managing the problem that is causing the stress by directly changing the elements of the stressful situation (problem-focused coping). Thus the Transactional Theory of Stress and Coping was relevant in explaining the phenomena of teacher stress among primary school teachers. However, the Transactional Theory of Stress and Coping in some cases could not specifically differentiate between the two kinds of stressors (the one from potential stressors and the ones from existing or already occurred situation or encounter). However, the current study does not seek to differentiate the potential stressors from the already existing stressors to the teachers. This implies that the theory was still useful despite its limitation (Berjot & Gillet, 2011).

2.7.1 Conceptual Framework

The conceptual framework for the study is as shown in Figure 1. In the conceptual framework, teachers' stress is dependent on the independent variables of the study which are teachers' supervision, changes to remuneration, teacher-pupil interaction and teachers' workload. These independent variables may be controlled, manipulated or moderated by government policy, management policy and personality trait which are the intervening variables in this study.

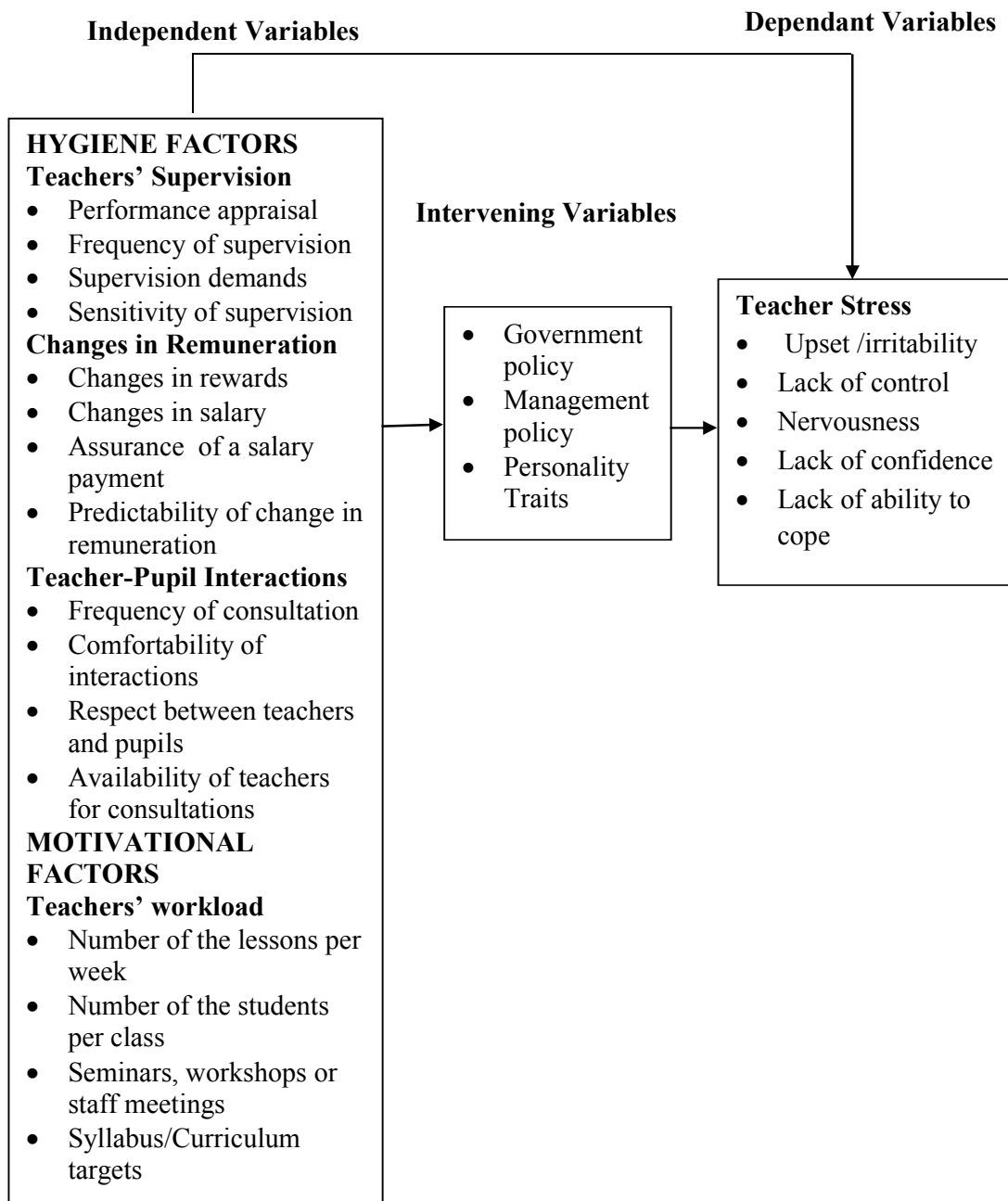


Figure 2.1: Influence of Selected Hygiene and Motivational Factors on Teacher Stress

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology to be followed in order to obtain the required data to meet the objectives of the study. This chapter provides a description of the research design, study location, population of the study, sampling techniques and sample size, instrumentation, data collection procedures, data analysis and presentation plan.

3.2 Research Design

The study adopted a correlational research design. Almalki and Arabia (2016) asserts the correlational research design is able to measure the relationship between two variables or phenomenon as well as the effects of short term aspects and influence of long time aspects. According to Vanderstoep and Johnston (2009) correlational research design is able to show the nature of influence in terms of direction, strength and significance. Therefore by using descriptive survey research design, the study was able to establish the influence of selected hygiene and motivational factors on teacher stress among public primary school teachers in Kajiado Central Sub-County.

3.3 Location of the Study

The study was conducted in Kajiado Central Sub-County, Kenya. The sub-county is surrounded by four other sub-counties namely; Kajiado North, Kajiado South, Kajiado West and Kajiado East. Kajiado Central Sub-county lies within an area of 4,212.60 km² with five wards namely; Eukarika, Ilbissi, Kajiado, Namanga and Elangata (County Government of Kajiado, 2020). Kajiado Central Sub-County was chosen since it is the sub-county that covers the headquarters of Kajiado County. Further, it shows very unique and heavily challenging issues for teachers within this County. These issues include teacher absenteeism, work related accidents, impaired decision making, mistakes during work, drugs use and abuse, as others even quit the profession (TSC Kajiado County Office, 2019).

3.4 Population of the Study

The target population of this study comprised of 826 public primary school teachers, and 96 head teachers and 96 deputy head teachers from the 96 public primary schools from Kajiado Central Sub-County. However, 9 of the public primary schools were located in areas with intercommunity clashes and thus closed while seven of the schools had few classes and thus

not complete from class one to class eight and thus not included in the study. The accessible population of the study therefore comprised of 697 public primary school teachers, and 80 head teachers and 80 deputy head teachers from the 80 public primary schools from Kajiado Central Sub-County. The study targeted the teachers, the deputy head teachers and the head teachers for they are knowledgeable on teacher supervision, changes in teacher remuneration, teacher-pupil interaction, workload that teachers have as well as stress involved in teaching, which are the variables under investigation in this study. Table 1 shows a summary of how the population is distributed across the five wards in Kajiado Central Sub-county.

Table 3.1

Population of the Study

Ward	No. of schools	Deputy Head teacher	Head teacher	No. of teachers
Ilbissi	26	26	26	226
Kajiado	18	18	18	157
Eukarika	15	15	15	130
Namanga	12	12	12	105
Elangata	9	9	9	79
Totals	80	80	80	697

Source: TSC Kajiado Central Office (2020)

3.5 Sampling Procedure and Sampling Size

According to Latunde (2017) a sample size equivalent to 20% of the population is considered adequate for a descriptive study. In line to the recommendation by Latunde (2017), this study used a sample size of 16 public primary schools which was selected using stratified random sampling. The stratified random sampling technique was used since it takes into account the population's different subgroups and guarantees that the sample accurately represents the population on specific characteristics (Creswell, 2014). The five wards in Kajiado Central Sub-county formed the stratification criteria. To do this, the list of all primary schools in Kajiado Central Sub-county was obtained from the TSC office in Kajiado County. Therefore, using stratified random sampling, five schools were selected from Ilbissi ward, four schools from Kajiado ward, three schools in Eukarika ward, two schools in Namanga ward, and two schools in Elangata ward.

Krejcie and Morgan (1970) formula was used to determine the sample size of teachers as follows;

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where:

S = Required Sample size

X = Z value (e.g. 1.96 for 95% confidence level)

N = Population Size

P = Population proportion (expressed as decimal and assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (0.05); It is margin of error

$$Sample = \frac{1.96 \times 697 \times 0.5 \times (1 - 0.5)}{0.05 \times 0.05 \times (697 - 1) + 1.96 \times 1.96 \times 0.5 \times (1 - 0.5)}$$

Sample = 248 teachers

The sampled 248 teachers were selected using stratified random sampling with the five wards as the stratification criteria. This implies that the number of teachers selected from each ward was proportionate to the total number of teachers in the ward. The following expression was used;

$$Sample = \frac{248 \text{ (Sample size of teachers)}}{697 \text{ (Population of teachers)}} \times \text{No. of Teachers in the Ward}$$

Using the formula, 80 teachers were selected from Ilbissi ward, 56 teachers from Kajiado ward, 46 teachers from Eukarika ward, 38 teachers from Namanga ward, and 28 teachers from Elangata ward. Additionally, one head teacher was purposively sampled from each of the sampled five wards. The purposive sampling was based on the head teacher with the highest experience as head teacher. Therefore the total sample size was 253 respondents for the study. Table 3.2 shows the sample size distribution.

Table 3.2

Sample Size Distribution

Ward	No. of schools	No. of teachers	Sampled schools	Deputy/Head teacher	Sampled teachers
Ilbissi	26	226	5	1	80
Kajiado	18	157	4	1	56
Eukarika	15	130	3	1	46
Namanga	12	105	2	1	38
Elangata	9	79	2	1	28
Totals	80	697	16	5	248

3.5.1 Instrumentation

This study obtained its data through the administration of questionnaires to teachers. The questionnaires were based on specific research objectives. Section A handled demographic characteristics of respondents, Section B supervision, Section C changes in remuneration, Section D teacher-pupil interaction, Section E workload and Section F teacher stress. The rating scales on supervision, changes in remuneration, teacher-pupil interaction and workload comprised of descriptions such as strongly agree, agree, undecided, disagree and strongly disagree. In this study, respondents filled the questionnaire based on a five-point Likert scale. The rating was scored as follows; 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

The teacher stress was measured using stress inventory on Perceived Stress Scale (PSS) by Sheldon (1994) which is a standardized research inventory that was adopted. The Perceived Stress Scale (PSS) was selected because it is, arguably, the most widely-used stress measure in social science research. Research using the scale has previously reported high reliability with test-retest correlations in the range of 0.82 to 0.88 and Cronbach's alpha in the range of 0.77 to 0.88 (Cohen, 1994). Scoring of the teacher stress was as follows, 0 = Never, 1 = Rarely, 2 = Sometimes, 3 = Often and 4 = Always. Items with an asterisk (stated on negative) was reverse coded, that is, 4 = Never, 3 = Rarely, 2 = Sometimes, 1 = Often and 0 = Always at the data analysis phase. The higher the score, the higher the stress level (Cohen, 1994).

The researcher opted to interview the head teachers because interviews presents oral-verbal information (Hall, 2015). Interviews provide in-depth information from the respondents. It is also friendly, flexible and easily adaptable to the interviewee (Sekaran & Bougie, 2011). This study required detailed information from the head teachers in regard to teacher supervision, changes in teacher remuneration, teacher-pupil interaction, workload that teachers face as well as stress involved in teaching which would not be obtained using questionnaires and therefore the choice of interview guides to complement data obtained through research questionnaires.

3.5.2 Validity of Instruments

To ensure content validity of the research instruments, the researcher constructed the instruments in line with the research objectives of the study. Additionally, to ensure face and content validity, the researcher also consulted research supervisors and lecturers from the Department of Psychology, Counselling, and Educational Foundations to provide feedback on the validity of the instruments. The supervisor's input was used to improve the validity of the research instruments.

3.5.3 Reliability of Instruments

A test-retest approach was used to gauge the reliability of the research questionnaires based on a pilot study. The pilot study was carried out by administering the research questionnaires twice to the same group of 25 teachers (10% of the sample size, 248) that were not included in the sample of this study. These respondents were selected from the five wards in Kajiado Central Sub-county, that is, 5 teachers from one school in each ward in Kajiado Central Sub-county. The second administering was done after the end of two weeks to find out whether the results from the first and second administration of questionnaires were related. This was established by correlating the scores from a set of teachers who participated in the study in the two occasions. The correlation coefficient of the results from the two tests was calculated using Spearman rank correlation. According to Mugenda and Mugenda (2003) a positive coefficient of 0.7 and above confirms reliability of a measuring tool. The test-rest stability coefficient was found to be 0.762 for supervision items, 0.802 for teacher remuneration, 0.789 for teacher-student interactions, and 0.847 for teachers' workload. Similarly, the study conducted mock interviews with five head teachers to ascertain aspects with ambiguity which were subsequently removed or corrected before the actual study. This implied that the research questionnaires were reliable for use in this study based on the pilot study results.

3.6 Data Collection Procedure

In preparation for collecting data, the researcher obtained a letter of introduction and permission from postgraduate school of Egerton University. The researcher then applied for a permit from National Commission for Science, Technology and Innovation (NACOSTI) to conduct the study in the selected primary schools in Kajiado Central Sub-County. Kajiado Central Sub-County education office was then informed of the proposed data collection exercise. The researcher then visited the selected schools for introduction. During the introductory visit, the researcher sought clearance for the research by the school authorities, made appointments for data collection, briefed the selected respondents on the intended research and sought their cooperation. The researcher returned to the schools on the scheduled dates for data collection. A total of 248 questionnaires for teachers and five interview guides for the head teachers were taken to the sampled schools to collect data. Clarifications were made where necessary and respondents were assured that their responses would only be used for research purposes and be treated confidentially. Filled questionnaires were immediately collected back to avoid data contamination. The head teachers were interviewed during the same period and whereby the researcher took notes of the feedback given.

3.7 Data Analysis

After data collection, the responses from the research questionnaires were tabulated and coded prior to the analysis. Statistical package for social sciences (SPSS) version 24 was used. For descriptive statistics, frequencies, mean, and standard deviation were derived. For inferential statistics, simple linear regressions were done to test the hypotheses of the study. In order to control Type I and Type II errors, the researcher selected a low significance level of 0.05. Qualitative data from the interviews were reported verbatim, transcribed and coded according to various themes, categories and sub categories as per objectives as they emerge during the study using NVivo version 12 software. The results of the analysis were presented by the use of tables and narrative form.

3.8 Ethical Considerations

The study obtained all required permits for data collection. In respect to this, the researcher obtained permission from postgraduate school of Egerton University, National Commission for Science, Technology and Innovation (NACOSTI) and from Kajiado Central Sub-County education office to conduct the study in the selected primary schools in Kajiado Central Sub-County. All the study respondents were briefed on the purpose of the study and requested to

cooperate throughout the data collection. Participation in the study was made voluntary and nobody was forced to take part in the study. The respondents were assured that the information they provided through the data collection was confidential and would only be used for academic purposes. Further, the questionnaires did not ask the respondents to provide their names or any information that could lead to exposure of the identity of the respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study was designed to find out the influence of selected hygiene and motivational factors on teacher stress among teachers in public primary schools in Kajiado Central Sub-county, Kenya. Data on supervision, changes in remuneration, teacher-pupil interaction, teacher workload and stress was collected and analysed systematically, interpreted and presented to achieve the objectives of the study. This chapter presents the demographic characteristics of the population, descriptive analysis and inferential analysis to establish the influence of the independent variable on the dependent variable. The response rate and the background to the study is also presented in this chapter.

4.2 Response Rate

The study used a sample size of 253 respondents, which comprised of 248 teachers and five head teachers. The response rate from the different respondents from Kajiado Central Sub County was as presented in the in the Table 4.1.

Table 4.1

Response rate

Respondents	Sample	Response	Response Rate
Teachers	248	221	89.1%
Head teacher	5	5	100%
Total	253	229	90.5%

The number of questionnaires issued to the respondents in this study was 248 with five interview schedules. The response rate of the questionnaires was 89.1% and 100% for the interviews. The total response rate was depicted as 90.5%. This was an indication that most of the respondents answered the questionnaires as expected. The findings can therefore be generalized to the target population of the study (Leon, 2012). The high response rate was because of proper instructions on how to fill the questionnaires and the duration given to the teachers to respond to the questionnaires.

4.3 Demographic Findings

The study sought to establish the highest level of education and teaching experience of the teachers. Table 4 and Table 5 presents this information respectively.

4.3.1 Highest Level of Education

The respondents were requested to specify their highest level of education and the results were presented in the Table 4.2.

Table 4.2

Highest Education Level of Teachers

Level	Frequency	Percent
Certificate	107	48.4%
Diploma	88	39.8%
Bachelors	23	10.4%
Post Graduate	3	1.4%
Total	221	100.0%

It was established from the study that most of the respondents (48.4%) had the certificate as their highest level of education. This was because most of the respondents were primary school teachers which requires a minimum of P1 certificate for entry to the profession (Ministry of Education, 2018). Among the respondents, it was also established that 39.8% had attained a diploma while 10.4% had a bachelor's degree. Out of the total sample of the respondents only 1.4% were able to attain a postgraduate level of educational qualification.

4.3.2 Teaching Experience

The study further sought to establish whether teaching experience of the respondents was a factor that influenced their stress. The results are as shown in Table 4.3.

Table 4.3

Teaching Experience of Teachers

Years	Frequency	Percent
5 years and below	72	32.6%
6-15 years	93	42.1%
16-25 years	39	17.6%
More than 25 years	17	7.7%
Total	221	100.0%

Through the findings of this study it was revealed that 32.6% of the respondents had teaching experience of 5 years and below which indicated that there was a relatively young teaching staff. Majority of teachers had a teaching experience of 6-15 years; this group represented 42.1% of the respondents. Cumulatively the study established that the respondent with less than 15 years teaching experience constituted the bulk of those involved in the study at 74.6%. It was also observed that 17.6% of the respondents had teaching experience of 16-25 years while 7.7% of the respondents had a teaching experience of more than 25 years. The results indicate that majority of the teachers had a teaching experience of less than 15 years. This is could be due to career progression of most of the teachers who then after fewer years of teaching in primary school move on to teach in secondary schools (Ministry of Education, 2018).

4.4 Influence of Supervision on Teacher Stress

The study used both descriptive and inferential statistics in the analysis of data. Descriptive statistics were used to describe basic characteristics of the data; this was through the use of frequency distributions, percentages, means and standard deviations. The study adopted a five point Likert scale where the responses were assigned the following values; 5=strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree. A mean score in the range between 1 and 1.5 implied tendency to strongly disagree, while a mean of between 1.5 and 2.5 implied the to disagree. A mean score in the range of 2.5 and 3.5 implies the tendency to agree. A mean score above 4.5 implied the tendency to strongly agree (Latunde, 2016). Standard deviation of 1.0 and above implied a large spread of responses from the mean and therefore lack of consensus among the respondents. A standard deviation of less than 1.0 implies presence of consensus among the respondents and that the responses are close to the mean (Briggs *et al.*, 2016). The study used simple linear regression for the inferential statistics. The simple

regressions were used to test the four study hypotheses. Four simple regressions were performed, each for the four hypotheses. The hypotheses were tested at 5% significance level to avoid Type I and Type II error.

Influence of supervision on stress level was the first objective the study sought to establish. The study used the following indicators supervision; sensitivity to the emotional wellbeing and self-care needs, enhancement of skills to deal with socio-cultural issues in an interpersonally sensitive manner, experience for a richer and more accurate appraisal, provision of a safe place for emotional ventilation and support, patterns of emotional response, freedom to work independently, demands to meet, fear towards seniors and concerns with the performance at the expense of psychological wellbeing. Table 4.4 shows the descriptive findings.

Table 4.4

Descriptive Findings of Teachers' Supervision

Description	Frequency and Percentages					Total	
	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Dev
The supervision is sensitive to my emotional wellbeing and self-care needs.	6 (2.7%)	18 (8.1%)	16 (7.2%)	158 (71.5%)	23 (10.4%)	3.79	0.839
Supervision enhanced my skills to deal with socio-cultural issues in an interpersonally sensitive manner.	7 (3.2%)	13 (5.9%)	5 (2.3%)	174 (78.7%)	22 (10.0%)	3.86	0.792
The supervision experience has given me a richer and more accurate appraisal of myself with a view of reducing stress.	8 (3.6%)	22 (10.0%)	9 (4.1%)	155 (70.1%)	27 (12.2%)	3.77	0.916
Supervision provided a safe place for emotional ventilation and support.	5 (2.3%)	27 (12.2%)	13 (5.9%)	143 (64.7%)	33 (14.9%)	3.78	0.925
The supervision helped me understand my patterns of emotional responding.	12 (5.4%)	18 (8.1%)	14 (6.3%)	148 (67.0%)	29 (13.1%)	3.74	0.973
Supervision does not give me freedom to work independently.	30 (13.6%)	151 (68.3%)	12 (5.4%)	22 (10.0%)	6 (2.7%)	2.20	0.892
Supervision demands are high to meet.	29 (13.1%)	154 (69.7%)	11 (5.0%)	20 (9.0%)	7 (3.2%)	2.19	0.891
Supervision creates fear towards my seniors.	24 (10.9%)	153 (69.2%)	6 (2.7%)	28 (12.7%)	10 (4.5%)	2.31	0.980
Supervisors are only concerned with my performance and not my psychological wellbeing.	23 (10.4%)	146 (66.1%)	8 (3.6%)	36 (16.3%)	8 (3.6%)	2.37	0.994

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

The study obtained a mean score of 3.79 and a standard deviation of 0.839 in regard to the sensitivity of the supervision to the emotional wellbeing and self-care needs. The mean score obtained was in the range 3.5 and 4.5 and therefore it implied that on average the teachers tended to agree that supervision was sensitive to the emotional well-being and self-care needs. This is due to 71.5% of the teachers representing the majority indicating that they agreed with the statement. This could be due to good working relationship between teachers and their supervisors and thus being sensitive in the supervisory duties. A standard deviation of less than 1.0 implied that the teachers were in consensus in rating the statement. This further implied that a majority of the teachers gave responses close to the mean. This concurred with a study by Sariah *et al.* (2018) who posited that if the head teacher is cooperative, democratic and friendly the teachers was motivated and become more responsible in their job.

A mean of 3.86 and a standard deviation of 0.792 were achieved in respect to enhancement of skills by supervision to deal with socio-cultural issues in an interpersonally sensitive manner. The mean score obtained was in the range of 3.5 and 4.5 which implied that on average the teachers tended to agree that there was an enhanced skill of supervision to deal with socio cultural issues in an interpersonally sensitive manner. This was due to the fact that majority of the teachers (78.7%) indicated that they agreed with the statement. This could be possible through enabling teachers adopt best instructional practices in their teaching. A standard deviation of less than 1.0 implied that the respondents were in consensus in rating the statement. Majority of the teachers giving responses close to means further evidences this. This is in agreement with a research by Yong (2018) that supervision should include conducting and coordinating staff in-service, advising and assisting teachers involved in instructional programs.

In respect to the richness and more accurate appraisal of the self with a view of reducing stress due to supervision, the study obtained a mean of 3.77 and a standard deviation of 0.916. The mean score obtained is in the range of 3.5 and 4.5 and therefore it implied that on average teachers tended to agree that supervision enhanced a more accurate appraisal of the teachers with a view of reducing stress. This was because majority of the teachers (70.1%) indicated that they agreed with the statement. This implied that there was an objective appraisal for teachers in Kajiado Central Sub County. Majority of the teachers giving responses close to mean further evidences this (standard deviation of 0.916). This was in line with Johnston (2018) who said that it was important to design inspections in a way that focuses on classroom

evaluation so as to offer support to teachers in determining the areas of weaknesses and improvement.

With respect to the provision of a safe place for emotional ventilation and support, the study was able to establish that supervision obtained a mean of 3.78 and a standard deviation of 0.925. The mean score was in the range of 3.5 and 4.5 and therefore it implies that on average the respondents tended to agree that supervision provides a safe place for emotional ventilation and support. This was because majority of the teachers (64.7%) indicated that they agreed with the statement. This implied that in Kajiado Central, teachers were able to express themselves and were assisted in their weaknesses through the teacher supervision. The teachers giving responses close to the mean evidence this. Emmanuel (2015) asserts that teachers need space to express their emotions in the midst of supervision in order to reduce teacher stress.

On the issue of being helped to understand the patterns of emotional responding, the study established a mean of 3.74 and a standard deviation of 0.973 with regard to supervision. The mean score obtained was in the range of 3.5 and 4.5 and therefore it implies that on average teachers tended to agree that supervision helped with the understanding of the emotional patterns. This was because the majority of the teachers (67.0%) indicated that they agreed with the statement. A standard deviation of less than 1.0 implied that the respondents were in consensus in rating the statement. Supervisory guidelines for teachers provide that teachers need to be understood by responding to different emotional patterns displayed by teachers and being ethically sound in the entire process (Mwai & Muchanje, 2018).

The study obtained a mean of 2.20 and a standard deviation of 0.892 the freedom to work independently due to supervision. The mean score was in the range of 1.5 and 2.5 and therefore implies that on average the teachers agreed that supervision enabled the freedom to work independently. This was because of the majority of teachers (68.3%) indicated that they disagreed with the statement that supervision does not give me freedom to work independently. A standard deviation of less than 1.0 implied that teachers were in consensus in rating the statement. This was further evidenced by majority of the teachers giving responses close to the mean. This in line to the head teachers' interview, one of them indicated that;

“most teachers value supervision but they also need to have some freedom hence our presence as supervisors is appreciated but at a controlled level”.

The findings further differed with the findings by Balakrishnan *et al.* (2017) showed that there was a significant relationship between freedom and teachers' job satisfaction. The study by Balakrishnan *et al.* (2017) was done among pre-service teachers and thus were not exposed to much supervision and thus the reason why the study findings differed with the current study that was done among experienced teachers.

A mean score of 2.19 and a standard deviation of 0.891 were achieved in respect to meeting high demands as a result of supervision. The mean score obtained was in the range of 1.5 and 2.5 and therefore this implied that on average teachers tended to disagree that supervision led to meeting high demands. This was because majority of the teachers (69.7%) indicated that they disagreed with the statement. This implied that in Kajiado Central, most of primary school teachers met the demands of supervision and thus a low likelihood of stress. A standard deviation less than 1.0 implying that the teachers were in consensus with the rating as evidenced by majority of the teachers giving close responses to the mean. This was in line with Aguti (2015) who affirmed that the teachers' supervision process was likely to put more pressure upon schools and their systems.

In respect to creating fear towards their seniors, the study obtained a mean score of 2.31 and a standard deviation of 0.980. The mean score obtained was in the range of 1.5 and 2.5 and therefore implies that on average teachers tended to disagree that supervision created fear towards seniors. This was because the majority of the teachers (69.2%) indicated that they disagreed with the statement that supervision creates fear towards my seniors. This is an indication of possible unfriendly supervision of primary school teachers in Kajiado Central Sub-County. A standard deviation of less than 1.0 implied that teachers were in consensus in rating the statement as evidenced by the majority of the teachers giving close to mean. This is in line with the head teachers' interview, one of whom said;

“the supervision exercise is mostly not filled with fear since most of the teachers are long time colleagues and they mostly take the activities in a friendly manner”.

However, Nizam and Adil (2014) assert that teachers have regarded inspection as very stressful due to the fear of the unknown.

A mean score of 2.37 and a standard deviation of 0.994 were achieved in respect to the concern that the supervisors were only concerned with performance and not psychological wellbeing. The mean score obtained was in the range of 1.5 and 2.5 and therefore implies that on average

teachers tended to disagree that supervisors were only concerned with the performance and not the psychological wellbeing. This was because majority of the teachers (66.1%) indicated that they disagreed with the statement. A standard deviation of less than 1.0 implied that the teachers were in consensus in rating the statement. This is further evidenced by the majority of the teachers giving responses close to the mean. The findings are in line with a study by Borg *et al.* (2017) which established that teacher related sources of job satisfaction such as good relationships with colleagues, better performance of learners greater impact on teachers' performance.

The following indicators were used to examine the stress of teachers; frequency of being upset, because of something that had happened unexpectedly being unable to control the important, things in your life being nervous, being confident about your ability to handle your personal problems, feeling that things were going your way, finding that you could not cope with all the things that you had to do, controlling irritations in your life, being angered because of things that were outside of your control, feeling difficulties were piling up so high that you could not overcome them. Table 4.5 shows the descriptive findings of the study.

Table 4.5

Descriptive Statistics for Teachers' Levels of Stress

Description	Frequency and Percentages					Total	
	N	R	S	O	A	Mean	Std. Dev
In the last month, how often have you been upset because of something that had happened unexpectedly?	30 (13.6%)	144 (65.2%)	19 (8.6%)	22 (10.0%)	6 (2.7%)	2.23	0.903
In the last month, how often have you felt that you were unable to control the important things in your life?	29 (13.1%)	155 (70.1%)	21 (9.5%)	11 (5.0%)	5 (2.3%)	2.13	0.784
In the last month, how often have you felt nervous	22 (10.0%)	152 (68.8%)	25 (11.3%)	13 (5.9%)	9 (4.1%)	2.25	0.868
In the last month, how often have you felt confident about your ability to handle your personal problems?	4 (1.8%)	16 (7.2%)	17 (7.7%)	165 (74.7%)	19 (8.6%)	3.81	0.763
In the last month, how often have you felt that things were going your way?	8 (3.6%)	13 (5.9%)	12 (5.4%)	145 (65.6%)	43 (19.5%)	3.91	0.898
In the last month, how often have you found that you could not cope with all the things that you had to do?	19 (8.6%)	154 (69.7%)	18 (8.1%)	20 (9.0%)	10 (4.5%)	2.31	0.918
In the last month, how often have you been able to control irritations in your life?	17 (7.7%)	13 (5.9%)	20 (9.0%)	151 (68.3%)	20 (9.0%)	3.65	0.996
In the last month, how often have you been angered because of things that were outside of your control?	33 (14.9%)	146 (66.1%)	22 (10.0%)	12 (5.4%)	8 (3.6%)	2.17	0.876
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	12 (5.4%)	160 (72.4%)	23 (10.4%)	10 (4.5%)	16 (7.2%)	2.36	0.931

Note: N= Never, R= Rarely, S=Sometimes, O=Often, A=Always

In regard to the frequency of being upset because of something that had happened unexpectedly, the study obtained a mean of 2.23 and standard deviation of 0.903. The achieved mean score implied that on average the teachers rarely were upset because of something that had happened unexpectedly. This is further supported by 13.6% of teachers who indicated they never felt upset and 65.2% who felt that they rarely upset. The achieved standard deviation inferred that there was consensus among the teachers in rating the aspect of being upset. Majority of the interviewed head teachers said that teachers were quite often upset by certain happenings in and outside schools, which led to the affected teachers being outside the school. Saqib and Rehman (2018) indicated that teachers were upset by various things in schools such as poor remuneration, administrative challenges, workload and student management.

The study further sought to examine how the teacher controlled certain things in their life. In respect to this, the study obtained a mean of 2.13 and a standard deviation of 0.784. the achieved mean score implied that teachers were rarely felt that you were unable to control the important things in your life. This is further supported by 70.1% of the teachers who indicated that they rarely felt that they were unable to control the important things in their life. Similarly, the study found out that teachers felt nervous due to a mean of 2.25 and a standard deviation of 0.868 on the frequency of being nervous in the last month. Majority of the teachers (65.2%) also indicated that they rarely felt nervous in their teaching profession. These findings significantly differ with those by Pokhrel (2017) that indicated that teachers were unable to perform certain duties due to nervousness. one head teacher indicated that;

“Sometimes teachers are disturbed by their private issues and bring them on the teaching profession leading to teachers’ ineffectiveness, yes teachers undergo various kinds of stress and nervousness”.

The study obtained a mean of 3.81 and a standard deviation of 0.763 in regard to feeling of confidence about the ability to handle personal problems. The mean score was in the range of 3.5 and 4.5 which implied that the teachers on average often felt confidence about the ability to handle their personal problems. This was also because majority of the teachers (70.1%) indicated that they often felt confidence about the ability to handle their personal problems. A standard deviation less than 1.0 implied that teachers were in consensus in rating the statement as also evidenced by majority of the teachers giving responses close to mean. Baraza and Gogo (2016) found that majority of teachers were courageous and felt confident to solve their own problems. A head teachers indicated that;

“most teachers prefer to handle and manage stress at their own level and seek counselling from avenues away from the school. They are confident that they can be able to overcome their stress”.

A mean of 3.91 and a standard deviation of 0.898 was achieved in regard to the feeling that things were going their own way in the last month. The mean score achieved implied that the teachers on average felt that things were going their own way in the last month. This was because majority of the teachers (68.8%) indicated that they felt that things were going their own way in the last month. A standard deviation less than 1.0 implied that teachers were in consensus in rating this aspect and that majority of the teachers gave responses close to mean.

The study obtained a mean of 2.31 and a standard of 0.918 in regard to the frequency of being able to cope with all things to be done. The mean achieved was in the range of 1.5 and 2.5 which implied that on average the teachers rarely found that they could not cope with all the things that they had to do. This was because of majority of the teachers (69.7%) indicating that they rarely found that they could not cope with all the things that they had to do. A standard deviation less than 1.0 implied that teachers were in consensus in rating this aspect. Yong (2018) also found that teachers attempt to solve their own problems and could cope with the pressures of work place, especially those with high working experience.

A mean of 3.65 and a standard deviation of 0.996 were achieved in regards to the frequency of the ability to control irritations in one's life. The mean score obtained was an indication that the teachers on average were often able to control irritations in their life, an aspect that was further evidenced by majority of the teachers (68.3%) who supported the metric. Wanjala *et al.* (2019) asserts that ability of a teacher to control emotions and irritations is an indication of less stress to such a teacher. A standard deviation less than 1.0 implied that teachers were in consensus in rating the statement as further evidenced by majority of the teachers giving responses close to mean. This is in disagreement to the finding by Saqib and Rehman (2018) that most teachers were unable to control their frustrations and ended up transferring to students. A head teacher also indicated that;

“In the past, some teachers have expressed their frustrations openly and even to the students which resulted to interdiction of the affected teachers. This was due to stress they were undergoing”.

Similarly and in respect to the frequency of being angered due to things being out of control, the study obtained a mean of 2.17 and a standard deviation of 0.876. The achieved mean score implied that the teachers on average were rarely angered because of things that were outside of their control. The achieved standard deviation implied that teachers were in consensus in rating this aspect of being angered by things that were outside of their control. This indicates that primary school teachers in Kajiado Central sub-county were less angered and thus an indication of less stress.

A mean score of 2.36 and a standard deviation of 0.931 were achieved with regard to the frequency of difficulties piling up so high to be overcome. The mean score achieved was in the range of 1.5 and 2.5 and this implied that on average the teachers rarely felt difficulties were piling up so high that they could not overcome them. This was because majority of the teachers (72.24%) indicated that this aspect occurs. The standard deviation achieved implied that teachers were in consensus in rating the statement and that majority of the teachers gave responses close to mean score. One head teacher said that;

“Sometimes the pressure on teachers is too much in addition to pressures of their own private life. Some teachers end of committing suicide but is never brought into the news or the cause of death is attributed to other cause such as blood pressure”

The first hypothesis stated that there is no statistically significant influence of supervision on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya. This hypothesis was tested using simple linear regression. The first model regressed stress of teachers against teacher supervision. Table 4.6 shows the summary.

Table 4.6

.Influence of Teacher Supervision on Teacher Stress

	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.475	0.226	0.222	0.12891

Predictors: (Constant), Supervision

According to Table 4.6, the study established that there was a moderate correlation between the observed values of stress and the predicted values of stress. This was due to R-value of 0.475. This indicates that the model was moderately of good quality. R Square value of 0.226 achieved implied that supervision explained for 22.6% of the variation in the stress of teachers.

The standard error of estimate was 0.12891 implying that there was low error in the model and hence high precision. To establish the significance of the model, ANOVA was carried out as shown in Table 4.7.

Table 4.7

Analysis of Variance for the Influence of Teacher Supervision on Teacher Stress

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.062	1	1.062	63.922	0.000
	Residual	3.639	219	0.017		
	Total	4.701	220			

Dependent Variable: Teacher Stress

Predictors: (Constant), Supervision

Table 4.7 indicates that the model was statistically significant due to $F(1,219) = 63.922$ and $P < 0.05$. This implied that the model gave better prediction more than a model with no predictor variables. This further indicated that the model provided a goodness-of-fit for the data. The model coefficients are as shown in Table 4.8.

Table 4.8

Coefficients for the Influence of Teacher Supervision on Teacher Stress

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.550	0.093		27.367	0.000
	Supervision	0.238	0.030	0.475	7.995	0.000

Dependent Variable: Stress

The study established that there was a significant relationship between the teachers' supervision and teacher stress. In respect to this, it was established that a one-unit increase in the teachers' stress led to 0.238 units increase in the level of teachers' stress when other factors were held constant. This is due to unstandardized beta coefficient of 0.238. The t-statistic obtained was 7.995 which was significant at 5% significance level. In respect to this, supervision was found to be a significant predictor of teachers' stress. Therefore, the first

hypothesis of the study was rejected and concluded that there is statistically significant influence of supervision on stress of primary school teachers in Kajiado Central Sub-County, Kenya. From these results, the following equation was formulated;

$$\text{Teachers' Stress} = 2.550 + 0.238 (\text{Teacher Supervision}) + 0.12891$$

The findings of this study agreed with Pokhrel (2017) who established that if the head teacher is cooperative, democratic and friendly, the teachers were motivated and became more responsible in their job. The study also concurred with a study by Njoroge (2015) which established that teachers who perceived their principal's supervision as participatory were significantly more satisfied with their job than those who perceived the principal's supervision as domineering. Borg *et al.* (2017) notes that the success of any organization depends entirely on how effectively its workers are supervised. Teachers are directly under the head teachers' supervision, which plays a vital role on the motivation of the teachers. Yang (2014) established that there was a positive and significant influence of supervision on stress of workers.

4.5 Influence of Changes in Remuneration on Teacher Stress

The second objective sought to determine the influence of changes in remuneration on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya. The study used the following indicators; changes in rewards and its effects on motivation and satisfaction, salary increases and stress associated with teaching profession, assurance of a salary increment and stress, predictable changes to pay and other benefits enhancing financial planning, changes in remuneration and job promotions, gifts and certificate of merits in enhancing job performance, improved working conditions, competitive salaries, employment security, and reduced stress in teaching. Table 4.9 shows the frequencies, percentages, mean scores and standard deviations.

Table 4.9

Descriptive Findings of Change in Teachers' Remuneration

Description	Frequency and Percentages					Total	
	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Dev
Changes in rewards bring a definite change in my work satisfaction.	7 (3.2%)	16 (7.2%)	13 (5.9%)	161 (72.9%)	24 (10.9%)	3.81	0.842
Salary increases significantly reduce the amount of stress associated with teaching profession.	4 (1.8%)	21 (9.5%)	6 (2.7%)	170 (76.9%)	20 (9.0%)	3.82	0.794
Assurance of a salary increment in the future reduces a lot of stress in me.	9 (4.1%)	17 (7.7%)	7 (3.2%)	166 (75.1%)	22 (10.0%)	3.79	0.875
The predictable changes to my pay and other benefits enhance my financial planning.	8 (3.6%)	22 (10.0%)	11 (5.0%)	152 (68.8%)	28 (12.7%)	3.77	0.923
Changes in remuneration is proportional to my job promotions.	5 (2.3%)	39 (17.6%)	20 (9.0%)	129 (58.4%)	28 (12.7%)	3.62	0.992
Gifts and certificate of merits has enhanced my job performance.	6 (2.7%)	21 (9.5%)	13 (5.9%)	160 (72.4%)	21 (9.5%)	3.76	0.852
Improved working conditions, competitive salaries, employment security and autonomy have reduced stress in my teaching.	11 (5.0%)	15 (6.8%)	14 (6.3%)	162 (73.3%)	19 (8.6%)	3.74	0.896

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

The study obtained a mean score of 3.81 and a standard deviation of 0.842 in regard to rewards and recognition bringing a definite change in the work motivation and satisfaction. The mean score obtained was in the range of 3.5 and 4.5 which implied that reward and recognition do definitely bring change in the work and motivation and satisfaction. In addition, majority of the teachers (72.9%) showed an indication of agreeing with the statement that changes in rewards bring a definite change in my work satisfaction. A standard deviation of less than 1.0 was also noted which implied that the teachers were in consensus in the rating of the statement. This is further proved by most of the teachers responding close to the mean. This was in line to a study by Ali and Ahmed (2009) which indicated an important link between monetary reward and recognition with motivation and satisfaction.

A mean of 3.82 and a standard deviation of 0.794 were achieved in respect to salary increment and the significant reduction of the amount of stress associated with teaching profession. The mean score obtained was in the range of 3.5 and 4.5 which brought out the impression that the teachers on average tended to agree that salary increment resulted in the reduction of the amount of stress associated with teaching. This was further evidenced by majority of the teachers (76.9%) who indicated that they agreed with the statement. A standard deviation of less than 1.0 implied that the teachers were in consensus in rating the statement. This is proved by the teachers giving responses close to the mean. This was in agreement with the head teachers' interviews whereby one of them indicated that;

“the staff are highly motivated by a good salary and allowances and this is in line with enabling them to cater for their needs and families, well paid teachers were stress free and focus most of their efforts in assisting the learners”.

This was in line with a study by Ankomah *et al.* (2012) which established that teacher stress is now firmly on the political agenda, and representations of the nature of stress have become unhelpfully polarized between unions and employers, the former seeing stress as organizational and the latter as an individual issue.

In respect to whether the assurance of a salary increment in the future reduces stress, the study obtained a mean of 3.79 and a standard deviation of 0.875. The means score obtained indicated that the teachers on average agreed that assurance of future salary increment resulted to reduction of stress. This was also supported by the majority (75.1%) indicating that they agreed with the statement. A standard deviation of less than 1.0 was also obtained, an implication that

the teachers were in agreement in rating the statement. This was further proved by most of the teachers giving responses close to the mean. This agreed with a study by Fleek *et al.* (2015) which established that job satisfaction dimensions jointly and independently predict job performance as pay and the quality of the supervisor-subordinate relationship.

The study obtained a mean of 3.62 and a standard deviation of 0.992 in regard to the predictable changes to pay and other benefits enhancing financial planning. The achieved mean score was between 3.5 and 4.5 which was an indication that the teachers on average agreed that predictable changes in pay and other benefits enhanced financial planning. This was also well indicated by the majority (58.4%) of the teachers who agreed with the statement. A standard deviation of less than 1.0 was achieved which implied that the teachers were in consensus in rating the metric.

A mean score of 3.76 and a standard deviation of 0.852 were achieved in respect to whether changes in remuneration proportional to job promotions certificate of merits had enhanced job performance. The mean score obtained in respect to this was in the range of 3.5 and 4.5 which was an indication that the teachers on average agreed that changes in remuneration proportional to job promotions certificate of merits had enhanced job performance. The majority of the teachers (72.4%) indicated that they agreed with the statement. A standard deviation of less than 1.0 implied that the responses were in consensus with the statement. This agreed with a head teacher interviewed who said that;

“teachers at times feel that they are in high administrative positions or they have been assigned greater responsibility but their remunerations are not in tandem a reason for low motivation of some teachers”

In respect to whether improved working conditions, competitive salaries, employment security and autonomy reduced stress in teaching, the study achieved a mean of 3.74 and a standard deviation of 0.986. The mean score was in the range of 3.5 and 4.5 which was in indication that on average teachers agreed that improved working conditions, competitive salaries, employment security were related to the reduction of stress. This was also indicated by the majority of the teachers (73.3%) agreeing with the statement. A standard deviation of less than 1.0 was also achieved which implied that the teachers were in agreement in rating the statement. This was in line with a study by Kosi *et al.* (2015) also highlighted that head teachers motivated

their staff through the provision of better housing at subsidized rates, providing meals (breakfast, lunch and supper).

The second hypothesis of the study stated that there is no statistically significant influence of changes in remuneration on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya. This hypothesis was tested by regression teachers' remuneration against teachers' stress. Table 4.10 shows the summary.

Table 4.10

Influence of Remuneration on the Stress of Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.435	0.190	0.186	0.13190

Predictors: (Constant), Remuneration

Table 4:10 shows that there was a moderate correlation between the predicted and observed values of the teacher remuneration. This is due to R-value of 0.435. It was also revealed that teachers' remuneration accounted for 19.0% of the changes in the stress of teachers. The error term in the model was 0.13190 and therefore implying that there was high precision for the model. The study further performed analysis of variance (ANOVA) in order to establish whether the regression model explains a statistically significant proportion of the variance of teacher stress. Table 4.11 shows the results.

Table 4.11

Analysis of Variance for the Influence of Remuneration on the Teacher Stress

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	0.892	1	0.892	51.244	0.000
1	Residual	3.810	219	0.017		
	Total	4.701	220			

Dependent Variable: Teacher Stress

Predictors: (Constant), Remuneration

The study established that the model predicting teachers stress using the level of remuneration of teachers was statistically significant due to $F(1,219)=51.244$ and $P<0.05$. This further implied that the model provides a better fit for the data than a model with no predictor variables. The sensitivity of the remuneration on predicting teachers' stress was evaluated using the model coefficients as shown in Table 4.12.

Table 4.12

Influence of Remuneration on the Teacher Stress

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.532	0.106		23.778	0.000
	Remuneration	-0.202	0.028	-0.435	7.159	0.000

Dependent Variable: Teacher Stress

Results in Table 4.12 indicate there was strong negative correlation was found between teacher remuneration and stress of -0.435. The study further established that teachers' remuneration is a significant predictor of stress ($\beta=-0.202$, $t=7.159$, $P<0.05$) with a constant of 2.532. This implied that one unit increase in remuneration would reduce stress by 0.202 units while other factors are held constant. Therefore, the second hypothesis of the study was rejected and hence established that there was statistically significant influence of changes in remuneration on stress of primary school teachers in Kajiado Central Sub-County, Kenya. The regression equation is therefore;

$$\text{Teachers' Stress} = 2.532 - 0.202 (\text{Teachers' remuneration}) + 0.13190$$

The findings of this study concurred with the one by Yong (2018) who cited that changes in rewards and recognition can bring a definite change in work motivation and satisfaction this was an indication of the influence of remuneration on workers motivation which is closely related to the reduction in the stress. Similarly Balakrishnan *et al.* (2017) confirmed the strong positive effects of monetary rewards and recognition on job motivation and satisfaction. This cascading factors were likely to result in stress reduction which was the point of focus in the current study. The study also supported the findings by Alyami *et al.* (2017) who stated that motivation and job performance of teachers can be increased considerably if more attention is

given to teachers' rewards and their recognition by increasing their remuneration. A study by Johnston (2018) also concurred on the influence of remuneration on the job performance in which increase in remuneration was foreseen to have an effect in the reduction of the stress of teachers.

4.6 Influence of Teacher-Pupil Interaction on Teacher Stress

The third objective of the study sought to establish the influence of teacher-pupil interaction on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya. The study used the following indicators; stress when handling student, students' availability for academic consultation, comfortability in interacting with students, students' knowledge of expectations and motivation to teaching profession, students' knowledge of teacher at personal level, students' obedience, students' reliability, belief in students and encouragement to perform better. Table 4.13 shows the descriptive statistics for teacher-pupil interactions.

Table 4.13

Descriptive Findings of Teacher-Pupil Interaction

Description	Frequency and Percentages					Total	
	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Dev
I am stressed up when handling students.	29 (13.1%)	150 (67.9%)	8 (3.6%)	18 (8.1%)	16 (7.2%)	2.29	1.034
My students are available for academic consultation.	5 (2.3%)	21 (9.5%)	12 (5.4%)	160 (72.4%)	23 (10.4%)	3.79	.838
I am comfortable in interacting with students.	9 (4.1%)	24 (10.9%)	10 (4.5%)	141 (63.8%)	37 (16.7%)	3.78	.985
My students know my expectations in them and motivate me in my teaching profession.	11 (5.0%)	17 (7.7%)	15 (6.8%)	154 (69.7%)	24 (10.9%)	3.74	.931
My students do not obey me.	14 (6.3%)	28 (12.7%)	6 (2.7%)	145 (65.6%)	28 (12.7%)	3.66	1.057
My students know me at personal level.	28 (12.7%)	161 (72.9%)	12 (5.4%)	11 (5.0%)	9 (4.1%)	2.15	.853
My students are unreliable.	17 (7.7%)	150 (67.9%)	14 (6.3%)	29 (13.1%)	11 (5.0%)	2.40	.979
I believe in my students and encourage them to perform better.	6 (2.7%)	9 (4.1%)	9 (4.1%)	180 (81.4%)	17 (7.7%)	3.87	.715

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

A mean of 2.29 and a standard deviation of 1.034 were obtained with regard to being stressed up when handling students. The value of the mean score achieve was in the range of 1.5 and 2.5 which implied that on average the teachers disagreed being stressed up when handling students. This was supported by the majority (67.9%) of the teachers who disagreed with the statement. However, a standard deviation of more than 1.0 was obtained implying that the teachers lacked consensus in the rating statement. This was in line to a research by Sabol and Pianta (2012) which documented that supportive teacher-pupil relationships are an educational

asset for teachers as well as pupils in their classroom performance. Yet classroom discipline is also a significant source of teachers' stress (Fatih, 2016).

The study obtained a mean of 3.79 and a standard deviation of 0.838 in regard to students' availability for academic consultation. The mean score value was an indication that on average students were available for academic consultation. This was further evidenced by the majority (72.4%) of the teachers who agreed with the statement that students were available for academic consultation. A standard deviation less than 1.0 was obtained which implied that teachers were in consensus in rating the statement. This was further proved through the teachers' statements close to the mean. However Ateş and Yilmaz (2018) cautions that many students availability for academic consultation may lead to stress to teachers especially when the teachers are few.

In respect to teachers being comfortable in interacting with students, the study obtained a mean of 3.78 and a standard deviation of 0.985. The mean score obtained implied that on average the teachers agreed to being comfortable in interacting with the students. This was because the majority of the teachers (63.8%) indicated agreement to the statement. A standard deviation of less than 1.0 was achieved indicating that the teachers were in consensus in the statement rating. In line with this, Rahimi and Hosseini (2015) states that affective quality of the teacher–pupil relationship is an important factor in their school engagement, wellbeing, and academic success.

A mean of 3.74 and standard deviation of 0.931 were achieved in regard to students' knowledge on expectations and motivation of their teachers. The means score obtained implied that on average the teachers agreed on the students' knowledge of teachers' expectations and motivation in teaching profession. This was because the majority (69.4%) indicated agreement with the statement that students knew teachers' expectations of them and motivated them in their teaching profession. This could be a factor to reduce the level of stress in teachers. A standard deviation of 0.931 implied that there was consensus in rating the statement and that majority of the teachers gave responses close to the mean. However, this was not in consensus with the interview response by the head teacher who said that;

“the interaction between the pupils and the teachers is mostly minimal hence there is hindrance in terms of intercommunication of goals between the learners and this is at times as a result of the higher work load and large classes”

The study further sought to establish whether teachers were obeyed by their students. In respect to this, the study established that on average teachers indicated that they were obeyed by their students. This is because of a mean score of 3.66 and 65.6% of the teachers indicating that they agreed with the statement that their students obeyed them. It was however found that there was lack of consensus among the teachers in rating this aspect. This was because of a standard deviation of 1.057, which was more than 1.0. This implies that in some schools, teachers were obeyed by their students while in other schools, students did not obey their teachers. A study by Matoke (2015) found out that students obeyed their teachers while Ateş and Yilmaz (2018) noted that there were indiscipline cases observed among the students.

In respect to students' knowledge at personal level, the study achieved a mean of 2.15 and a standard deviation of 0.853. The mean score was in the range of 1.5 and 2.5 which indicated that on average the teachers disagreed that their students knew them at personal level. This was also because majority (72.9%) of the teachers indicated that they disagreed with the statement. A standard deviation of 0.853 implied that teachers were in consensus in rating the statement. This was in line to a study by Ponmozhi and Balasubramanian (2017) which established that Teacher–pupil relationships characterized by conflict and mistrust have deleterious effects on children's learning.

The study achieved a mean of 2.40 and a standard deviation of 0.979 on students' unreliability. The mean score obtained was in the range of 1.5 and 2.5 which implied that the teachers on average disagreed that students were unreliable. This was because majority of the teachers (67.9%) disagreed with the statement that students were unreliable. A standard deviation less than 1.0 implied that teachers were in consensus in rating the statement. This is further indicated that majority of the teachers gave responses close to mean. This concurred with a head teacher's who responded that;

“pupils are generally reliable, focused and well-disciplined and though they come from different backgrounds they rarely stress their teachers on issues to do with discipline”.

This concurred with a study by Inusah, (2016) which examined teachers' estimations of stress arising from being unable to rely on their pupils in the way they would like to. Overall, maintaining discipline emerged as a stressor, with those worst affected being teachers who placed great emphasis on pupil empowerment.

In respect to believing in students and encouraging them to perform better, the study achieved a mean of 3.87 and a standard deviation of 0.715. The achieved mean score was in the range of 3.5 and 4.5, which implied that on average the teachers believed in students and encouraged them to perform better. This was so because the majority (81.4%) indicated that they agreed with the statement that teachers believed in their students and encouraged them to perform better. A standard deviation of less than 1.0 implied that the teachers were in consensus in rating the statement. This was in line to a study by Levinet *et al.* (2011) which reported that the academic achievement of pupils is not only a pointer of the effectiveness of schools but also a major determinant of the relationship of pupils' and the teacher. If the pupil-teacher interaction is not positive, teachers will have stress and hence poor performance which is seen through the academic achievement of their pupils (Getange, 2016).

The third hypotheses of the study stated that there is no statistically significant influence of teacher-pupil interaction on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya. Simple regression analysis was conducted to establish the significant amount of variation in the values of changes in teacher stress in respect to teacher-pupil interaction. Table 4.14 shows the summary.

Table 4.14

Influence of Teacher-Pupil Interaction on the Teacher Stress

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.497	0.247	0.244	0.12711
Predictors: (Constant), Teacher-Pupil Interactions				

The model indicates that there was a moderate correlation between the observed and predicted values of teacher stress. This is an indication of good quality of the model. A R Square value 0.247 implied that 24.7% of the variations in teacher stress was due to changes in teacher-pupil interactions. A standard error of estimate of 0.12711 implied a high precision for the model. The model significance was tested using ANOVA and presented in Table 4.15

Table 4.15

Analysis of Variance for the Influence of Teacher-Pupil Interaction on the Stress of Teachers

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.163	1	1.163	71.969	0.000 ^b
	Residual	3.539	219	0.016		
	Total	4.701	220			

Dependent Variable: Teacher Stress

Predictors: (Constant), Teacher-Pupil Interactions

The ANOVA in Table 4:15 indicates that the model predicting teacher stress using Teacher-Pupil Interactions as the predictor variable was significant $F(1,219) = 71.969$, and $P < 0.05$. The model therefore provides a goodness-of-fit of data. Beta coefficients were used to show the influence teacher-pupil interaction on teacher stress. These results are presented in Table 4:16.

Table 4.16

Coefficients for the Influence of Teacher-Pupil Interaction on the Teacher Stress

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.593	0.083		31.323	0.000
	Teacher Pupil Interactions	-0.218	0.026	-0.497	8.483	0.000

Dependent Variable: Teacher Stress

The study established that there was a significant relationship between the teacher-pupil interactions and student self-esteem. It was in this respect established that Teacher-Pupil interactions was a significant predictor of stress of teachers ($\beta = -0.218$, $t = 8.483$, $P < 0.05$) with a constant of 2.593. This implies that one unit increase in the interactions of teachers with their pupils would reduce their stress by 0.218 units when other factors are held constant. The third hypothesis was rejected at 5% significance level and therefore concluded that there was statistically significant influence of teacher-pupil interaction on stress of primary school teachers in Kajiado Central Sub-County, Kenya. The regression equation was therefore as follows;

$$\text{Teacher stress} = 2.593 - 0.218(\text{Teacher-Pupil Interactions}) + 0.12711.$$

The findings of this study supported the research by Yong (2018) on teacher-pupil relationships which established that the provision of a supportive teacher-pupil relationship promotes pupils' behavioural adjustment and academic achievement and was also significant in the reduction of the teacher stress. The study findings were further supported by a study by Alyami *et al.* (2017) which posited that Teacher-pupil relationships characterized by conflict and mistrust have deleterious effects on children's learning. Pokhrel (2017) suggests that pupil indiscipline is the prime obstacle to securing improvements to teachers' lives hence there was a high likelihood of a negative influence in an environment of indiscipline and increase in the teacher stress. Similarly a study by Musili (2015) established that social relations between teacher and pupil was correlated with teacher performance and this was in line with the findings of the current study since it is evident that a better performance will enhance in a low stress environment. A study by Saqib and Rehman (2018) notes that for the teachers to realize good pupil academic achievement, there must be a positive pupil-teacher social relationship and therefore a reduction in teachers' stress this was a good indication of the influence of teacher student relations on the stress.

4.7 Influence of workload on Teacher Stress

The fourth objective sought to determine the influence of workload on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya. The study used the following indicators; frequency of being upset because of something that had happened unexpectedly, frequency of being unable to control the important things in your life, frequency of feeling nervous, frequency of feeling confident about ability to handle your personal problems, frequency of feeling that things were going in the right way, frequency of not being able to cope with all the things to be done, frequency of being able to control irritations in life, frequency of being angered because of things that were outside my control, frequency of feeling difficulties piling up so high to overcome. Frequencies, percentages, mean scores and standard deviations are as shown in Table 4.17

Table 4.17

Descriptive Findings of Teachers' Workload

Description	Frequency and Percentages					Total	
	SD	D	N	A	SA	Mean	Std. Dev
I am always required to attend seminars, staff meetings in the midst of my teaching program.	12 (5.4%)	163 (73.8%)	5 (2.3%)	28 (12.7%)	13 (5.9%)	2.40	0.979
I don't feel pressured to complete syllabus in time.	6 (2.7%)	28 (12.7%)	6 (2.7%)	152 (68.8%)	29 (13.1%)	3.77	0.927
The number of lessons that I have is manageable.	5 (2.3%)	27 (12.2%)	11 (5.0%)	151 (68.3%)	27 (12.2%)	3.76	0.900
I am given adequate time to evaluate pupils.	4 (1.8%)	13 (5.9%)	24 (10.9%)	163 (73.8%)	17 (7.7%)	3.80	0.738
I am not forced to take pupils' assignments home since the work can be completed in school.	15 (6.8%)	24 (10.9%)	3 (1.4%)	146 (66.1%)	33 (14.9%)	3.71	1.064
I do not teach in an overcrowded class and the work is manageable.	7 (3.2%)	24 (10.9%)	12 (5.4%)	155 (70.1%)	23 (10.4%)	3.74	0.901
I have leisure time in my teaching profession.	6 (2.7%)	28 (12.7%)	2 (0.9%)	163 (73.8%)	22 (10.0%)	3.76	0.896
I am always under pressure to complete my work.	33 (14.9%)	146 (66.1%)	18 (8.1%)	22 (10.0%)	2 (0.9%)	2.16	0.830
I feel under pressure to meet curriculum targets and the excessive levels of testing.	32 (14.5%)	150 (67.9%)	15 (6.8%)	14 (6.3%)	10 (4.5%)	2.19	0.918
I am always required to be perfect and make no mistakes.	16 (7.2%)	157 (71.0%)	14 (6.3%)	21 (9.5%)	13 (5.9%)	2.36	0.960
I feel pressured in preparing schemes of work, lesson plans and pupils' progress records every week.	22 (10.0%)	152 (68.8%)	13 (5.9%)	20 (9.0%)	14 (6.3%)	2.33	0.993

Note: SA= Strongly Agree, A= Agree, N=Neutral, D=Disagree, SD=Strongly Disagree

In regard to attending seminars, staff meetings in the midst of teaching program the study obtained a mean of 2.4 and a standard deviation of 0.979. The study achieved a mean score of

the range 1.5 and 2.5, which implied that the teachers on average disagreed on attending seminar and staff meetings in the midst of teaching programs. This was because majority of the teachers (78.3%) indicated that they disagreed with the statement that they were always required to attend seminars, staff meetings in the midst of their teaching program. A standard deviation less than 1.0 implied that the teachers were in consensus in rating the statement. This was further evidenced by the teachers giving responses close to the mean.

A mean of 3.77 and a standard deviation of 0.927 were obtained with regard to feeling pressured to complete syllabus in time. The value of the mean score achieved was in the range of 3.5 and 4.5 which implied that the teachers on average agreed feeling pressured to complete the syllabus. This was supported by the majority (68.8%) of the teachers who agreed with the statement that they don't feel pressured to complete syllabus in time. A standard deviation of less than 1.0 was obtained implying that the teachers were in agreement in the rating statement. This differed with a head teachers' interviewed who indicated that;

“the teachers are mostly engaged in both administrative and class based activities and this at times has the impact of stalling them since the syllabus to be covered is wide and the students have a wide range of abilities leading to challenges in completing the syllabus”.

The reason for such divergent may be due to different interests between the teachers and the head teachers who perform the supervisory roles. This was in concurrence to a study by Parsonson (2016) which established that the expectations together with workload have been identified as some of the sources of high level of stress among teachers. Teachers have experienced pressures of assessment targets this being the inclusion of syllabus coverage in a timely way.

The study obtained a mean of 3.76 and a standard deviation of 0.900 in regard to manageability of the number of lessons. The mean score value was between 3.5 and 4.5 which was an indication that on average the teachers agreed concerning the statement that the number of lessons that teachers had were manageable. This was further evidenced by the majority (68.3%) of the teachers who agreed with the statement. A standard deviation less than 1.0 was obtained which implied that teachers were in agreement in rating the statement. This was further proved through the teachers' statements close to the mean. Eze (2016) states that the number of lessons

taught per teachers determines their performance. The researcher observed that there was statistically significant relationship between the number of lessons and stress.

In respect to being given adequate time to evaluate the pupils, the study obtained a mean of 3.80 and a standard deviation of 0.738. The mean score obtained implied that on average the teachers agreed to adequate time to evaluate pupils. This was because the majority of the teachers (73.8%) indicated agreement to the statement that they are given adequate time to evaluate pupils. A standard deviation of less than 1.0 was achieved indicating that the teachers were in consensus in the statement rating. This was further proved by the teachers giving responses close to the mean. Abdullah *et al.* (2018) notes that stress from poor work conditions had the strongest influence on teachers' job satisfaction and noted that inadequate time for planning and preparation and a heavy teaching workload reduced satisfaction from teaching.

A mean of 3.71 and standard deviation of 1.064 were achieved in regard to not being forced to take pupils' assignments home since the work could be completed in school. The means score obtained was in the range of 3.5 and 4.5 which implied that on average the teachers agreed they didn't not force their students to carry out their homework at home if the work could be completed in school. This was further supported by 66.1% of the teachers. A standard deviation of greater than 1.0 was achieved implying lack of consensus in rating the statement and wide spread of responses. This concurred with the head teachers interview in which one of them indicated that;

“the teachers have a varied patterns of interest, some prefer to work from school while some carry work home and work from their places of residence. I may not be too sure if it is purely the teachers' preference or the high demand of their workload”

In respect to not teaching in an overcrowded class and the work manageability a mean of 3.76 and a standard deviation of 0.90. The mean score indicated that on average the teachers agreed that they did not teach in overcrowded class rooms. This was also because the majority (70.1%) of the teachers indicated that they agreed with the statement. The achieved standard deviation implied that respondents were in consensus in rating the statement and that majority of the teachers gave responses close to the mean. This differed with a study by Ramakrishnan *et al.* (2019) which established issues of increased class sizes due to the Free Primary Education (FPE) affecting classroom interaction.

The study achieved a mean of 3.76 and a standard deviation of 0.896 on having leisure time in teaching profession. The mean score obtained implied that the teachers agreed on having leisure time. This was further evidenced majority of the teachers (73.8%) indicated that they agreed with the statement that they do not teach in an overcrowded class and the work is manageable. A standard deviation achieved in regard to this statement implied that teachers were in consensus in rating the statement and further evidenced by majority of the teachers giving responses close to mean. Lu *et al.* (2017) notes that leisure time is a great reliever of stress in any profession.

In respect to always being under pressure to complete work, the study achieved a mean of 2.16 and a standard deviation of 0.83. The achieved mean score implied that on average the teachers disagreed that they were always being under pressure to complete work. Similarly, a mean score of 2.19 and standard deviation of 0.918 were achieved in respect to the statement that teachers felt under pressure to meet curriculum targets and the excessive levels of testing. This therefore implied that on average, there was no much pressure in meeting the curriculum targets. Again, teachers indicated that on average they were not always required to be perfect and make no mistakes due to a mean score of 2.36 and a standard deviation of 0.960. Teachers on average disagreed that they felt being pressured in preparing schemes of work, lesson plans and pupils' progress records every week due to a mean score of 2.33 and 0.993. This differed with a study by Sofu and Asola (2016) which established that teachers were demotivated due to increased workload.

The fourth hypothesis stated that there is no statistically significant influence of workload on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya. Simple regression analysis was conducted to test this hypothesis and the summary presented in Table 4.18

Table 4.18

Influence of Workload on Levels of Stress of Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.504	0.254	0.251	0.12652

Predictors: (Constant), Workload

It was observed that the model had an R-value of 0.504, which implied a moderate correlation between the observed values and predicted values of teachers' stress. R-Square value of 0.254 was achieved which implied that 25.4% of the variation in teachers' stress was caused by changes in the level of teachers' workload. The significance of the Model as a whole is shown in Table 4.19.

Table 4.19

Analysis of Variance for the Influence of Teachers' Workload on Levels of Stress of Teachers

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.196	1	1.196	74.702	0.000 ^b
	Residual	3.506	219	0.016		
	Total	4.701	220			

Dependent Variable: Teacher Stress

Predictors: (Constant), Workload

The study established that the regression model to predict teachers' stress using teachers' workload was statistically significant as evidenced by $F(1,129)=74.702$ and p-value less than 0.05. The model coefficients are as shown in Table 4.20

Table 4.20

Coefficients for the Influence of Teachers' Workload on Teacher Stress

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.489	0.093		26.665	0.000
	Workload	0.260	0.030	0.504	8.643	0.000

a. Dependent Variable: Teacher Stress

Table 24 indicates that teachers' workload has a significant influence on the stress due to $\beta=0.504$, $t=8.643$, and $P < 0.05$, with a constant of 2.489. It implied that if workload increases with one unit, the level of teachers' stress increased with 0.260 units when other factors are held constant. The fourth hypothesis of the study was rejected and concluded that there was statistically significant influence of workload on stress of primary school teachers in Kajiado Central Sub-County, Kenya. The following regression equation was formulated;

$$\text{Teachers' stress} = 2.489 + 0.260(\text{Teacher workload}) + 0.12652$$

The findings of this study are in agreement a study by Balakrishnan *et al.* (2017) which implied the influence of a higher workload as likely to disconnects teachers from actively engaging in their work and performing in their role. This consequently resulted to stress for teachers and suffering from emotional exhaustion. Similarly, a study by Lidberg (2017) supported the findings of this study that stress from poor work conditions had the strongest influence on teachers' job satisfaction and noted that inadequate time for planning and preparation and a heavy teaching workload reduced satisfaction from teaching. A study by Baraza and Gogo (2016) indicated workload and responsibilities as some of the factors that have contributed to the teachers' level of motivation. This study also supported a study by Johnston (2018) that particularly showed that teachers were demotivated due to increased workload, teaching between 41-45 lessons at a time including the pressure involved with the acute shortage of teachers caused by the obstruction of teachers'. Similarly with regard to workload, Ojaga (2015) found that teachers were found demoralized because they were handling many pupils and worked for long hours hence the increase in workload was one of the probable cause of stress concurring with the current study on the influence of workload on stress.

Comparing the influence of the various factors on stress, the study established that teachers' workload was the highest contributor to teachers' stress. In respect to this, 25.4% of the variation in teachers' stress was caused by changes in the level of teachers' workload. It was also found that if workload increases with one unit, the level of teachers' stress increased with 0.260 units when other factors are held constant. The second highest influencer of teachers' stress was found to be teacher-pupil interactions. In respect to this, 24.7% of the variations in teacher stress was due to changes in teacher-pupil interactions. It was also noted that one unit increase in the interactions of teachers with their pupils would reduce their stress by 0.218 units when other factors are held constant. It was also found that supervision explained for 22.6% of the variation in the stress of teachers and that one-unit increase in the teachers' stress led to

0.238 units increase in the level of teachers' stress when other factors were held constant. The least influencer of teachers' stress was teachers' remuneration whereby teachers' remuneration accounted for 19.0% of the changes in the stress of teachers and that one unit increase in remuneration reduced stress by 0.202 units while other factors are held constant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the major findings of the study, conclusions and recommendations as well as suggestion for further studies.

5.2 Summary of Study Findings

The study sought to establish the influence of selected hygiene factors on stress of teachers in public primary schools in Kajiado central sub-county, Kenya. In respect to this, the study specifically sought to establish the influence teachers' supervision, remuneration teachers' student interaction and workload on the stress of teachers in public primary schools in Kajiado Central Sub-County Kenya. In this section, major findings in respect to the purpose and objectives of the study are made.

5.2.1 Influence of Teachers Supervision on Stress

The first objective of the study sought to establish the influence of teachers' supervision on teacher stress among public primary schools in Kajiado Central Sub County. The study established that there was a significant relationship between the teachers' supervision and teacher stress. In respect to this, it was established that a one-unit increase in the teachers' stress led to 0.238 units increase in the level of teachers' stress when other factors were held constant. Therefore, the first hypothesis of the study was rejected and concluded that there is statistically significant influence of supervision on stress of primary school teachers in Kajiado Central Sub-County, Kenya.

5.2.2 Influence of remuneration on the stress

The second objective of the study sought to determine the influence of changes in remuneration on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya. In respect to this objective, the study established that there was statistically significance influence of teachers' remuneration on the stress level of teachers in Kajiado Central Sub County. In respect to this, one unit increase in remuneration was found to reduce stress by 0.202 units when other factors are held constant. Therefore, the second hypothesis of the study was rejected and hence established that there was statistically significant influence of changes in remuneration on stress of primary school teachers in Kajiado Central Sub-County, Kenya.

5.2.3 Influence of Teacher Pupil Interaction on Stress

The third objective of the study sought to establish the influence of teacher-pupil interaction on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya. The study established that there was a significant relationship between the teacher-pupil interactions and student self-esteem. It was in this respect established that teacher-pupil interactions was a significant predictor of stress of teachers ($\beta=-0.218$, $t=8.483$, $P < 0.05$) with a constant of 2.593. This implies that one unit increase in the interactions of teachers with their pupils would reduce their stress by 0.218 units when other factors are held constant. The third hypothesis was rejected at 5% significance level and therefore concluded that there was statistically significant influence of teacher-pupil interaction on stress of primary school teachers in Kajiado Central Sub-County, Kenya.

5.2.4 Influence of Workload on Stress

The fourth objective of the study sought to determine the influence of workload on s teacher stress among of primary school teachers in Kajiado Central Sub-County, Kenya. It was established that teachers' workload has a significant influence on the stress due to $\beta=0.504$, $t=8.643$, and $P < 0.05$, with a constant of 2.489. It implied that if workload increases with one unit, the level of teachers' stress increased with 0.260 units when other factors are held constant. The fourth hypothesis of the study was rejected and concluded that statistically significant influence of workload on stress of primary school teachers in Kajiado Central Sub-County, Kenya.

5.3 Conclusions of the Study

From the study findings, the following conclusions were reached;

- i. It was concluded that there is statistically significant influence of supervision on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.
- ii. The study further concluded that there was statistically significant influence of changes in remuneration on stress of primary school teachers in Kajiado Central Sub-County, Kenya.
- iii. In relation to the teacher-pupil interaction, this study concluded that there was statistically significant influence of teacher-pupil interaction on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.

- iv. In respect to teachers' workload, the study concluded that there was statistically significant influence of workload on teacher stress among primary school teachers in Kajiado Central Sub-County, Kenya.
- v. The study also concluded that among teachers' supervision, remuneration, teacher-pupil interaction and teacher workload, teachers' workload had the greatest contribution to teacher stress, followed by teacher-pupil interactions, the teacher supervision and lastly teachers' remuneration.

5.4 Recommendations of the Study

The following recommendations were made;

- i. In respect to teachers' supervision, the study recommends the enforcement of supervision, which caters for the psychological wellbeing of teachers with much priority. This will help in provision of a safe place for emotional ventilation and support as well as explaining self with a view of reducing teacher stress.
- ii. In the context of remuneration, the study recommends that all teacher promotions to be accompanied by allowances or increased pay. Changes in rewards would bring a definite change in teachers' work satisfaction and hence significantly reduce the amount of stress associated with teaching profession.
- iii. The student-pupil interaction should be increased with inclusion of non-academic activities that enable a friendlier and non-formal environment so as the teacher can get well acquainted to the learner. This will increase interaction and ensure the teacher is recommending learners' specific remedies to the various problems.
- iv. In policy making, the study recommends that the education stakeholders to consider increasing the resources for more teacher employment and resource mobilization to ensure the teaching duties are not overwhelming the teachers as high workload has an effect of increasing the stress.
- v. The study recommends that the education stakeholders should consider putting a Guidance and Counseling program to support the Teachers manage their stress. This will motivate them for optimal productivity and job satisfaction.

5.5 Suggestions for Further Studies

The following suggestions for further studies were made based on the scope of the current study and its findings;

- i) A further study to be conducted among students in the secondary schools and higher institutions of learning to establish the influence of hygiene factors on stress of teachers in public primary school in Kajiado Central Sub-County, Kenya.
- ii) A further study should be carried to establish gender differences in the stress of teachers in primary schools.
- iii) An examination of adherence to the ministry of education policies addressing workload of teachers in both primary and secondary levels of education can also be done.

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APPENDICES

Appendix A: Questionnaire for Teachers

This questionnaire has been designed to collect information from selected teachers of Public Primary Schools in Kajiado Central Sub-County for academic purposes only. The questionnaire is divided into six sections. Section A seeks to capture the profile of teachers while section B-F will capture issues pertaining to the specific objectives of the study. Please complete each section as instructed. Do not write your name or any other form of identification on the questionnaire. All the information in this questionnaire was treated in confidence.

Section A: Demographic information

1. Kindly indicate your highest level of education attained.

(a) Certificate ☐

(b) Diploma ☐

(c) Bachelors ☐

(d) Post graduate ☐

2. How long have you been in teaching profession?

a) 5 years or less ☐

b) 6 to 15 years ☐

c) 16 to 25 years ☐

d) More than 25 years ☐

Section B: Influence of supervision

This section attempts to establish the influence of supervision on the level of stress among primary school teachers in Kajiado Central Sub-County. Please use the Likert scale. The response scale for the questions is as below:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

No	Statement	1	2	3	4	5
3	The supervision is sensitive to my emotional wellbeing and self-care needs.					
4	Supervision enhanced my skills to deal with socio-cultural issues in an interpersonally sensitive manner.					
6	The supervision experience has given me a richer and more accurate appraisal of myself with a view of reducing stress.					
7	Supervision provided a safe place for emotional ventilation and support.					
8	The supervision helped me understand my patterns of emotional responding.					
9	Supervision does not give me freedom to work independently.					
10	Supervision demands are high to meet.					
11	Supervision creates fear towards my seniors.					
12	Supervisors are only concerned with my performance and not my psychological wellbeing.					

Section C: Changes to remuneration

This section attempts to determine the effect of changes in remuneration on levels of stress among public primary school teachers in Kajiado Central Sub-County. Please use the Likert scale. The response scale for the questions is as below:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

No	Statement	1	2	3	4	5
13	Changes in rewards and recognition bring a definite change in my work motivation and satisfaction.					
14	Salary increases significantly reduce the amount of stress associated with teaching profession.					
15	Assurance of a salary increment in the future reduces a lot of stress in me.					

No	Statement	1	2	3	4	5
16	The predictable changes to my pay and other benefits enhance my financial planning.					
17	Changes in remuneration are proportional to my job promotions.					
18	Gifts and certificate of merits has enhanced my job performance.					
19	Improved working conditions, competitive salaries, employment security and autonomy have reduced stress in my teaching.					

Section D: Teacher-pupil interaction

This section attempts to establish the effects of teacher-pupil interaction on level of stress among public primary school teachers in Kajiado Central Sub-County. Please use the Likert scale. The response scale for the questions is as below:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

No	Statement	1	2	3	4	5
20	I am stressed up when handling students.					
21	My students are available for academic consultation.					
22	I am comfortable in interacting with students.					
23	My students know my expectations in them and motivate me in my teaching profession.					
24	My students know me at personal level.					
25	My students do not obey me.					
26	My students are unreliable.					
27	I believe in my students and encourage them to perform better.					

Section D: Teachers' workload

This section attempts to establish the effects of excessive workload on levels of stress among public primary school teachers in Kajiado Central Sub-County. Please use the Likert scale. The response scale for the questions is as below:

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

No	Statement	1	2	3	4	5
28	I am always required to attend seminars, staff meetings in the midst of my teaching program.					
29	I don't feel pressured to complete syllabus in time.					
30	The number of lessons that I have is manageable.					
31	I am given adequate time to evaluate pupils.					
32	I am not forced to take pupils' assignments home since the work can be completed in school.					
33	I do not teach in an overcrowded class and the work is manageable.					
34	I have leisure time in my teaching profession.					
35	I am always under pressure to complete my work.					
36	I feel under pressure to meet curriculum targets and the excessive levels of testing.					
37	I am always required to be perfect and make no mistakes.					
38	I feel pressured in preparing schemes of work, lesson plans and pupils' progress records every week.					

Section E: Teacher Stress

This section attempts to assess teacher stress among primary school teachers in Kajiado Central Sub-County using stress inventory on a Perceived Stress Scale (PSS). The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you was asked to indicate by circling how often you felt or thought a certain way. Use the Likert scale where; **0 = Never 1 = Rarely 2 = Sometimes 3 = Often 4 = Always**

No	Statement	0	1	2	3	4
39	In the last month, how often have you been upset because of something that had happened unexpectedly?					
40	In the last month, how often have you felt that you were unable to control the important things in your life?					
41	In the last month, how often have you felt nervous					
42	In the last month, how often have you felt confident about your ability to handle your personal problems?					
43	In the last month, how often have you felt that things were going your way?					
44	In the last month, how often have you found that you could not cope with all the things that you had to do?					
45	In the last month, how often have you been able to control irritations in your life?					
46	In the last month, how often have you been angered because of things that were outside of your control?					
47	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					

THE END OF QUESTIONNAIRE

Appendix B: Head Teachers' Interview Guide

1. How is teacher supervision done in your school?

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2. Do you think that supervision influences stress of primary school teachers?

Please, explain your answer

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3. How often does change in remuneration occur to teachers in your school?

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4. Do you think that change in remuneration influences stress of primary school teachers?

Please, explain your answer

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5. Please explain the extent in which teachers and pupils interact in your school.

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6. Do you think teacher-pupil interactions influence stress of primary school teachers?

Please explain your answer

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7. Please describe the amount of teacher workload in your school.

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.....

8. Do you think teacher workload influences stress of primary school teachers?

Please, explain your answer

.....

.....

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.....

THE END

Thank you.

Appendix C: Introduction Letter from the University

EGERTON Tel. Pstn: 254-51-2217620 254-51-2217877 254-51-2217631 Dir. line/Fax: 254-51-2217847 Cell Phone		UNIVERSITY P.O. Box 536 - 20115 Egerton, Njoro, Kenya Email: bpgs@egerton.ac.ke www.egerton.ac.ke
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OFFICE OF THE DIRECTOR GRADUATE SCHOOL

EM16/00597/02	3 rd April, 2019
---------------	-----------------------------

Ref:..... Date:.....

Ms. Sadya Isabel Omondi
Dept. of Psychology
Egerton University,
P. O. Box 536,
EGERTON.

Dear Ms. Omondi

RE: CORRECTED PROPOSAL

This is to acknowledge receipt of two copies of your corrected proposal entitled
"Influence of Selected Motivational Factors on Stress Levels of Teachers in Public Primary Schools in Kajiado Central Sub-County, Kenya."

You are now at liberty to commence your fieldwork. However note the following: -

1. You must register each semester.
2. Pay your fees every semester.
3. Submit progress reports every four (4) months (Masters) or six (6) months (PhDs). Without this, your thesis/project will not be accepted. Forms are available at the Board.
4. You are expected to publish one (1) paper (Masters) or two (2) papers (PhD) in peer-reviewed journal and present them before issuance of "Intent to Submit Thesis/Project" form by the Board.

Thank you,

Yours sincerely


Prof. Nzula Kitaka
DIRECTOR, BOARD OF POSTGRADUATE STUDIES



c.c. Dean, FEDCOS
COD, Psychology

Supervisors

NK/vk

Transforming Lives Through Quality Education

Appendix D. Research Authorization


**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/62047/30242** Date: **29th May, 2019.**

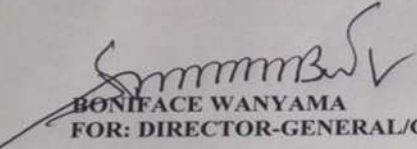
Isabel Sadya Omondi
Egerton University
P.O. Box 536-20115
NJORO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of selected motivational factors on stress levels of teachers in Public primary schools in Kajiado Central Sub-County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **23rd May, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

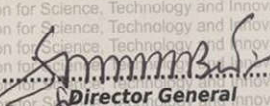
National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix E: Research Permit

THIS IS TO CERTIFY THAT:
MS. ISABEL SADYA OMONDI
of EGERTON UNIVERSITY, 27996-100
NAIROBI, has been permitted to
conduct research in Kajiado County
on the topic: INFLUENCE OF SELECTED
MOTIVATIONAL FACTORS ON STRESS
LEVELS OF TEACHERS IN PUBLIC PRIMARY
SCHOOLS IN KAJIADO CENTRAL
SUB-COUNTY, KENYA
for the period ending:
23rd May, 2020

Permit No : NACOSTI/P/19/62047/30242
Date Of Issue : 29th May, 2019
Fee Received : Ksh 1000




Director General
National Commission for Science,
Technology & Innovation

Applicant's Signature

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.

National Commission for Science, Technology and innovation
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REPUBLIC OF KENYA


National Commission for Science, Technology and Innovation
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CONDITIONS: see back page

Appendix F: Research Publication

Journal of Education and Practice
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Vol.11, No.29, 2020

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Influence of Supervision as a Motivation Factor on Stress Levels of Teachers in Public Primary Schools in Kajiado Central Sub-County, Kenya

Sadya Isabel Omondi, Njonge Teresia

1. Masters Student in Education Guidance and Counselling of Egerton University
2. Department of Psychology, Counseling and Educational Foundations, Egerton University

Abstract

Educationists and other stakeholders have recognized teachers' psychological wellbeing as a key aspect in teacher motivation. It has been used to judge the ability of teachers and thus the main determinant of teachers' performance and employment. Motivation hence has played an important role in the management of schools, because it may have a positive relationship with the stress levels of the teachers. The purpose of this study was to determine the influence of the teachers' supervision as a motivation factor on stress levels among public primary school teachers in Kajiado Central Sub-County. The study adopted a descriptive survey research design. The target population comprised of 826 public primary school teachers, and 80 deputy head teachers and 80 head teachers from the 96 public primary schools from Kajiado Central Sub-County. However, 16 of the public primary schools were located in areas with intercommunity clashes and poor road transport and therefore the entire target population was not practically accessible. The accessible population comprised of 697 public primary school teachers, 80 deputy head teachers and 80 head teachers from the 80 public primary schools. Sampling of the public primary schools and teachers was done using stratified random sampling while the sampling for head teachers and the deputy head teachers was done using purposive sampling. The total study sample size was 256 respondents, which comprises of 248 teachers and eight head teachers from eight public primary schools. Data was collected through questionnaires for teachers and interviews scheduled for head teachers. Data was analysed using Statistical Package for Social Sciences (SPSS) version 24. The study found that teachers' supervision significantly influenced the teachers stress levels in Kajiado Central Sub County. The findings may inform the Teachers Service Commission and the government policy makers on what needs to be changed or enhanced to promote motivational factors and reduce job stress among the primary school teachers.

Keywords: Influence of Supervision, Motivation, Stress levels, Kenya

DOI: 10.7176/JEP/11-29-11

Publication date: October 31st 2020

1. Introduction

Universal education has led to an increase in the growth of educational institutions all over the world. In Kenya, education is at the heart of the Social Pillar of Kenya Vision 2030 for sustainable development goal. The goal ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. This particular development goal is also essential for the success of all the other sustainable development goals (UNSECO, 2015). From a global perspective, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikman & Unterhalter, 2005). In essence, teachers are looked upon as the key stakeholders in the teaching profession. Therefore, their wellbeing is crucial in determining their output in the profession. Teachers like other workers in different professions do experience stress. Teacher stress refers to when the pressures upon a teacher exceed the resources to cope with those pressures. Stress in teaching profession restrains the quality of the teacher and creates a misery in the minds of the teachers. It erodes the peacefulness in the mind and life of teachers, it also has a negative effect on their work performance as well (Afful-Broni, 2012).

Teacher motivation plays an important role in the promotion of teaching and reduction of job stress levels among teachers. Motivational factors such as teachers' supervision may influence stress levels of a teacher (Arekkuzhiyil, 2014). Generally, motivated teachers are more likely to motivate pupils to learn much better in the classroom, it also promotes their satisfaction and fulfilment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated (Alam, 2011). This observation should be taken seriously and an investigation into the motivational factors influencing teacher stress levels is therefore necessary to achieve the educational goals in every learning institution.

According to a study by Sprenger (2011), 72% of the teachers in his sample describes the teaching profession as very stressful. The stress level of teachers is influenced by different motivational factors such as supervision, changes in remuneration as well as teacher-pupil interaction and workload. Other studies showed that gender and marital status contributed to the stress levels of teachers. Anbu (2015) found out that the stress level of male teachers was less affected by supervision, changes in remuneration, teacher-pupil interaction and workload