

**EFFECTS OF OCCUPATIONAL STRESS ON JOB PERFORMANCE AMONG PUBLIC
PRIMARY SCHOOL TEACHERS IN KURESOI SUB-COUNTY, NAKURU COUNTY**

KOECH JEWEN DAVID

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DECLARATION AND RECOMMENDATION

Declaration

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

.....

Date.....

Koech Jewen David

GMB/NE/0566/05/13

Recommendation

This research project has been submitted for examination with our approval as University supervisors.

.....

Date.....

Dr. Maina Waiganjo

Lecturer, Business School

Kabarak University

.....

Date.....

Mr. Joel Koima

Lecture, Business School

Kabarak University

DEDICATION

This work is dedicated to my wife Caroline, my sons Levi and Lenox Lee for their invaluable love, support and encouragement during the study period and to my mother Esther for her zeal for education that inspired me to undertake this post graduate.

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Special thanks to my supervisors Dr Maina Waiganjo and Mr. Joel Koima for their valuable guidance in the process of developing this research project. I would also like to thank the Almighty God for His guidance and protection throughout my studies. I would also like to recognize my colleagues and classmates who encouraged and supported me as I progressed in this study. Special thanks to Kabarak University leadership for giving me the opportunity to undertake my postgraduate studies.

ABSTRACT

The purpose of this study was to assess the effects of occupational stress on job performance among public primary school teachers in Kuresoi Sub County of Nakuru County. A survey research design was employed and responses on how occupational stress affects job performance of teachers' were collected using questionnaires. The target population of the study consisted of teachers from the four divisions in Kuresoi sub-county of Nakuru County with a sum total of 1237 teachers spread out in 181 public primary schools. Stratified random sampling was used to select 64 public primary schools and 191 teachers to participate in the study. Data were collected using a questionnaire and data analysis was done using both descriptive statistics and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS). The study findings indicate that employer related factors significantly affects job performance among public primary school teachers in the Sub-County ($\beta = 0.094$, $p = 0.042$). Personal related factors were also found to have a significant effect on the job related occupational stress factors ($\beta = 0.166$, $p = 0.018$). Finally the study found that all independent variables are fitted in a multiple linear regression model they can explain change in job performance by up to 81%. The major conclusion from the findings is that occupational stress factors considered in this study affect job performance of public primary school teachers in Kuresoi sub-county. The study therefore recommend that Ministry of Education and TSC should develop a policy on stress management; there is a need to provide proper conducive environment and support to teachers to maintain individual occupational stress at their station and that regular assessment of occupational stress level should be conducted for preventive measures. More studies should however be done on the other public primary schools in other districts across the country and consider to investigate the levels of stress of teachers in relation to their biological, psychological and social systems and on the long term effects of occupational stress to teachers

Key Words: *Occupational Stress, Job Performance, Job Related Factors, Personal Related Factors, Employer Related Factors and Person-Environment (P-E) Fit Theory*

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ABBREVIATIONS AND ACRONYMS

- DEO:** District Education Officer
- FPE:** Free Primary Education
- KNUT:** Kenya National Union of Teachers
- SPSS:** Statistical Package for Social Science
- TSC:** Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Humphrey (2008) defines occupational stress as an incompatibility between the individual and his or her work environment. A more specific definition was provided by, Dinham (2003), who defined occupational stress as being the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker.

Of further interest is the conceptualization offered by Lazarus (2001) who claims that occupational stress is a process, involving a transaction between an individual and his or her work environment. The worker's response to occupational stress can be either psychological, physical or both, and is usually categorized as being either acute, post traumatic, or chronic (Cooper & Cartwright, 2004).

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. It is the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. It is noted that teachers behave differently under different situations (Obilade, 2000).

Ng'eno (2007) and Kitonga (2009) argues that when teachers suffer from occupational stress the pupils they teach are affected negatively as they may not have pleasant experiences with teachers and they may not pass important examinations and thus their future prospects are compromised.

Education is an important issue for the development of countries, and teachers are the most significant factor of the education process. Primary education has a crucial role in individuals' improvement. During primary education, children gain the basic knowledge and skills, and teachers are the basic role models for primary school pupils (Baloğlu, 2001; & Ko, 2003). Teachers have a significant role in the development of countries,

because they educate new generations. Improving the working conditions in schools may positively affect teachers' physiological and psychological well-being; that is why there has been an increasing interest in studies about working conditions and occupational stress of teachers (Lee, 2006).

Research conducted in the United States of America (USA), United Kingdom (UK), New Zealand and Australia has identified several key causes of occupational stress commonly associated with teachers. These include inadequate salary, work overload, time constraints, lack of promotion opportunities, lack of regular performance feedback, changing job role, inadequate recognition, inadequate management and participation in management, inadequate resources and funding and student interactions (Blix, Cruise, Mitchel, and Blix, 2004 & Boyd & Wylie, 2004).

Mariya and Tahira (2011) in their study compared the occupational stress among public education teachers in different management of schools in Uttar Pradesh, India and found out to be significant difference in occupational stress of public education teachers in different management of schools. Erjem (2004) found that a significant percentage of public high school teachers working in Istanbul did not feel committed to their work places, because of occupational stress while most of the teachers were not happy with their school administration, physical conditions, crowded classrooms, and workload.

Nhundu (2000) carried out a study to establish the sources, incidence, and severity of stressful work situations among 495 teachers and 100 head teachers in Zimbabwe. The findings showed that classroom teachers rated their work more stressful than head teachers. Participatory teachers also indicated that they experienced more occupational stress concerning working conditions, where the most stressful factor, irrespective of personal characteristics, was low salaries. Okebukola and Jegedes (2004) study of Nigerian public primary school teachers indicated that inexperienced teachers, unmarried teachers and female teachers are more stressed than their experienced, married and male counterparts respectively.

In Kenya, teacher's occupational stress is compounded by developments like the implementation of the Free Primary Education (FPE) whose implementation started from January 2008 and continues to date that saw primary school enrollment rise to unprecedented levels thus placing a serious strain on all education related resources. One major aspect of the teachers' job affected by these changes is the teacher-pupil ratio which has in many cases exceeded the 1:40 prescribed by UNESCO (1990, 2000) by far. Consequently, education planners have had to contend with the human resource deficit, and more so in public primary schools. Inevitably, this translates into occupational stress among the classroom teachers having increased work load, Concurring with these sentiments other factors associated with teacher stress have been identified by Ng'eno (2007) and Kitenga (2009) as poor remuneration, heavy work load which leads to burn out as well as lack of promotion opportunities. These are factors that complicate the situation as they may lead to poor morale among the already overstretched teachers. The UWEZO Kenya (2012) report shows that teacher-pupil ration has in many cases exceeded the 1:40 prescribed by UNESCO (1990, 2000) by far and it is even worse in Kuresoi sub-county where there are 1237 teachers to handle 67834 pupils ratio is up at 1:54 TSC report 2013.

Ng'eno (2007) and Kitenga (2009) examines employer related stress factors and found that teachers working in friendlier environments that the private schools may provide may enjoy more structured work environments and higher pay which would translate to less occupational stress. On the contrary, teachers working public primary schools and who have heavy work load, less friendly working environment with less attractive pay may experience higher levels of occupational stress than their counterparts in the private schools.

Balakrishnamurthy and Shankar, (2009) found that personal occupational stress related factors have effects on Teachers job performance like many other professions because it is a complex art that requires certain innate potentialities, scholarship and skills that require years to develop and perfect. The beginning teacher has a lot to master in terms of scholarship in the subject areas as well as pedagogical skills to

teach it. For effective execution of their duties, teachers have to acquire class control and the delicate relationships with colleagues, school administrations and parents. Thus, younger teachers and those with few years of teaching experience may be expected to suffer more work related stress than their older and more experienced counterparts. According to Ng'eno (2007) job related occupational stress factors have effects on performance on teachers who are bombarded with work such as engaged in lesson preparations and delivery, grading, filling out report forms, dealing with pupil discipline day in day out may not have time to relax or even take care of their personal needs. Moreover they may not have time to interact with significant other people in their lives like spouses and children. The study therefore seek to establish the effects of occupational stress factors on job performance among public primary school teachers

1.2 Statement of the Problem

In Kenya, teachers are confronted with occupational, pedagogical and technological changes which have largely influenced alterations in their working conditions. Changes of this nature have been reported to be partly responsible for occupational stress and this subsequently affects how teachers perform (Ng'eno, 2007).

In Kuresoi sub-county there are sufficient factors that predispose public primary school teachers to occupational stress. The UWEZO Kenya (2012) report shows that teacher-pupil ratio has in many cases exceeded the 1:40 prescribed by UNESCO (1990, 2000) by far and it is even worse in Kuresoi sub-county where the ratio is up at 1:60 (TSC report 2013). Many studies have shown that overcrowded classrooms or large class sizes, are potential occupational stressors. (Evers, Tomic & Brouwers 2005, Kokkinos, Panayiotou & Dazoglou 2005 and Carter 1994)

Report by the Kuresoi Sub county Education officer during the 2012/2013 stakeholders forum, indicated that out of 181 public primary schools in the sub county over 40% are operating under poor learning facilities, most of these schools have insufficient classrooms, inconducive staffrooms and inadequate staff houses

and according to Ng'eno (2007) and Kitenga (2009), teachers who have heavy work load and less conducive working environment, may experience higher levels of occupational stress.

Records of staff registers at the Sub county TSC office show a rising trend of teachers' absenteeism and sick leaves. The average number of days absent by teacher by month rose from 2 in the year 2012 to 4 in the year 2013 which is 100% increase while the sick leaves requested in the year 2013 went up by 50% from that was applied in the year 2012.

All these occupational stress manifestation implies that there are underlying issues that need to be studied that relate to occupational stress and job performance among public primary school teachers and it has not hitherto been established how occupational stress affects job performance among public primary school teachers in Kuresoi Sub-County of Nakuru County. This study therefore aimed at establishing the effects of employer, personal and job related occupational stress factors on job performance.

1.3 Objectives of the Study

1.3.1 General Objectives

The study aimed to establish the effects of occupational stress on job performance among public primary school teachers in, Kuresoi Sub County of Nakuru County,

1.3.2 Specific Objective

1. To establish whether, employer related occupational stress factors influence job performance among public primary school teachers.
2. To find out how personal related occupational stress factors affects job performance among public primary school teachers.
3. To assess how job related occupational stress factors affect job performance among public primary school teachers.

1.4 Research Hypotheses

H₀₁: Employer related occupational stress factors have no significant effect on job Performance among public primary school teachers.

H₀₂: Personal related occupational stress factors have no significant effect on job Performance among public primary school teachers.

H₀₃: Job related occupational stress factors have no significant effect on job performance among public primary school teachers.

1.5 Justification of the Study

The major objective of this study was to assess the effects of occupational stress on job performance among public primary school teachers. The employer related, job related and personal related occupational stress factors were investigated. The findings of this study are expected to make significant contribution by enhancing education standards through creating awareness among teachers about the effects of occupational stress. The findings provided a basic framework for comparative study on occupational stress in other organization. It will also guide policy makers on the need to integrate occupational stress management information in teachers' education and leadership courses as it contributes to the body of literature on management of occupational stress in organization.

1.6 Limitations of the Study

Mugenda & Mugenda (2003) explain that limitations are aspects of a research that may influence the results of the study but over which the researcher has no control. The study was limited to responses to a self-report survey received from randomly selected public primary school teachers in Kuresoi Sub County of Nakuru. By virtue of the geographic location and limitations of the survey instrument, the results of the study may not be used to make generalizations to other populations because Kuresoi public primary school teachers 'occupational stress causes and its effects on job performance may not represent the occupational stress causes and its effects on job performance of all teachers. More studies are required before general conclusion can be drawn.

Although confidentiality was assured, some teachers showed hesitancy to be involved at the onset fearing that their careers will be threatened if they are identified as teachers under stress, and therefore not truthfully answer their surveys. This was resolved by ensuring that respondents do not indicate their names and all the information provided would be treated in strict confidence.

1.7 Assumption of the Study

The researcher assumes that respondents of the study would be supportive, and that they will find time to fill the questionnaires. The researcher also, assumed that enough resources would be available to carry out the research and access respondents in time.

1.8 Operational Definitions of Terms

Occupational Stress: Humphrey (2008) define occupational stress has emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker and in this study this term is taken to mean the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher.

Job Performance: Campell (2009) describes job performance as the work related activities expected of an employee and how well those activities are executed, and in this study this term is taken to mean the ability of teachers to cover syllabus in time, successes in coordinating co-curriculum activities, punctuality in class attendance, subject performance and class control, as relevant inputs for the enhancement of teaching and learning processes.

Public Primary School: According to Kitenga (2009) the government run primary schools are called public primary schools and are open for all Kenyan children who have attained six years of age or above. In this study this term it is taken to mean the same.

Employer Related Factors: This term refers to the internal environment (work condition) under which job are performed i.e. overcrowded classes, poor promotion aspects, salary, inadequate teaching staff, and inadequate teaching and learning aids (Humphrey, 2008).

Job Related Factors: According to Norbert (2007 job-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope, and in this study these are factors that influence the execution of the job i.e. managing change, coordination of co-curricular activities, preparation of professional records, responsibilities of student's performance, knowledge in using new aids and appliances, having to stand in classroom and taking class of varied abilities.

Personal Related Factors: Refers to teacher's individual characteristics/variables and their effect/influence on job performance i.e. age, gender, academic & professional qualifications, interpersonal relationships, marital status and teaching experience. Norris (2007).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The notion that occupational stress has detrimental effects on individuals and subsequently affects the performance of organization is shared by several researchers. Lambert and Ito (2004) cites occupational stress as a major contributing factor to corporate inefficiency, high staff turnover, absenteeism, decreased quality and quantity output and increased health care cost for staff. According to Ivancevich and Matteson (2006), while organization consequences are many, they share one common feature; occupational stress is expensive to organizations.

2.1.1 Concept of stress

For this study, teachers' occupational stress is defined as teachers' physiological, psychological, and behavioral responses resulting from the demanding aspects of their work as a teacher (Dollard, Winefield and Winfield, 2003). Stress levels of teachers are dependent on the individual teacher and the type of school, what is stressful for one teacher in one school may not be stressful for another teacher in a different school (Dunham & Varma, 1998).

Stress at work costs a great deal of money to organization including schools. Aspects of the working conditions at schools besides the personal characteristics of teachers influence the degree of teachers perceived job stress (Griffith, Steptone and Cropley, 1999). Since this study considers the effects of stress in term of perceived working conditions of teachers, their personal characteristics are not considered.

School is an environment of continuous interactions and social relations which may generate a psychosocially stressful work environment for teachers. Change in teachers' profession and role have impact on teachers job stress and teachers have to consider not just providing on-site education but also providing a life-long learning for students. This they do to motivate students for their own individual learning (Borg, Riding, and Faizon, 2001).

2.2 Person-environment (P-E) fit theory

Person-environment (P-E) fit theory holds that the congruence between individual characteristics (e.g. needs abilities or values) and environmental characteristics (e.g. job supplies, job demands or organisational values) predict attitudes and behavior (Adkins, Ravlin, & Meglino, 1996; Cable & Judge, 1997). Sekiguchu (2004) observed that whether a good fit today will be a good fit tomorrow depends on the stability of the variables on which matches are made.

Ryan and Kristof-Brown (2003) avers that some characteristics may be more changeable, for example, personality and values are often used in conceptualizing P-E fit. Although both personality and values are considered relatively stable, values are less stable than personality and susceptible to a variety of changes and the influences of new surroundings. Therefore, while fit in terms of personality similarity may be relatively stable, fit in terms of value congruence can change over time.

The P-E fit theory focuses on the positive outcomes of having a close fit between a person and the environment (Ellis & Tsui, 2007). Essentially, the P-E fit model argues that there are characteristics of organizations that have the potential to be congruent with characteristics of individuals. (Roberts & Robin, 2004). Hence, the general assumption underlying the P-E fit model is that positive attitudes and behaviors are a function of the compatibility of individuals to their environments (Lee & Antonakis, 2007).

How individuals would respond to a given situation appears to be a function of the fit or congruence between that situation and their individual characteristics. Teachers appear to be caught in a complex web of personality, as well as job responsibilities. It is possible that teachers in performing teaching duties may be faced with the dilemma of conflicting values between personal and job needs. A fit between the personal and jobs requirement of the teacher may result in positive reactions, even in the face of difficulties. However, incongruence between those needs may result in personality disequilibrium that may impact the teacher's ability to handle situations. Therefore, the researcher is of the opinion that this theoretical model would help in studying the effects of occupational-

related stress factors on job performance among public primary school teachers in in Kuresoi sub County of Nakuru County.

2.3 Causes and effects of occupational stress

There are stressors to virtually every occupation and business, Chapman (1995-2007) classifies stressors into two categories acute and chronic. Acute stressors are the reaction to the immediate threat (fight or flight) response caused by noise danger, over-crowding, bullying or harassment. Chronic stressors are pressures which are ongoing and continuous when the urge to fight or flight has been suppressed such as ongoing pressurized work, ongoing relationship problems, isolation and persistent financial worries.

Studies by Chapman (1995-2007) have identified the major causes of occupation stress and burnout as work conditions that employees such as teachers, police, managers and prison warders are exposed to work overload, conflicts between workers and management role ambiguity, difficult interpersonal relationships, role over load customer contact, social support, job autonomy and locus of control were cited as major causes of occupational stress and burnout among teachers, hoteliers, emergency health care service providers and professional residential service workers.

Willis (2005) enumerate stressors as self centeredness, hate, worry guilt, feelings, envy, over sensitivity, sorrow, resentment, jealousy, fear, frustration and desire for approval. He further outlined lifestyle change events which contribute to excessive stress as death of a spouse, divorce, personal injury or illness, marriage, pregnancy, sex difficulties, gain of a view family member, financial commitments (loan, mortgage), trouble with in-laws, trouble with boss, change in work conditions change in schools and minor violations of the law.

According to Chapman, (1995-2007). The typical causes of stress at work include bullying or harassment, feeling powerless and uninvolved in determining one own responsibilities, continuous unreasonable performance demands lack of effective communication and conflict resolution, lack of job security, long working hours,

excessive time away from home and family, office politics and conflict among staff, a feeling that one's reward is not commensurate with one's responsibilities, working hours responsibilities and pressures disrupting life-balance (diet, exercise sleep and rest, family time). These conditions described suit the characteristics of Kenyan teachers meaning the teachers are working under stress.

According to Kenny (2000), at least one third of teachers suffer from extreme stress and for burnout. In a longitudinal study involving 63 Swedish teachers, Anshel and Kaissidis (2007) found relationship between stress and strain or burnout. In another study Van Dick and Wagner (2001) tested the theoretical model of teacher stress on a large sample of 356 German teachers using complex structural equation modeling. The results of the study revealed that workload led to stress reaction from teachers whereas principal support, beliefs of self-efficacy among participants, and use of appropriate coping strategies reduced their experiences of work-related stress.

According to Evers, Tomic and Brouwers (2005), negative aspects of the teaching job such as disciplinary problems, student's apathy, overcrowded classrooms, involuntary transfer, inadequate salaries and lack of administrative support.

Rutter Herzberg and Paice (2002) concluded that high self expectation, securing financial support for research, insufficient development in the field, inadequate salary, manuscript preparation, role overload, conflicting job demands, slow progress on career advancement, frequent interruptions and long meetings are the causes of stress among academic staff. Idris (2010) is specifically concerned about teacher stress because of the many negative effects it has on many people-in concurrence with these sentiments. Williams and Gersch (2004) maintained that work stress and burn out are related to negative effects on mental and physical health of the affected workers. Teachers experiencing work stress are more likely than their non-stressed colleagues to suffer job dissatisfaction lowered productivity, absenteeism, lowered emotional and physical health and turnover. When the teacher suffers from work stress the pupils they teach are affected negatively as they may not have pleasant experiences with teachers and they may not pass important examinations and thus their future prospects are compromised (Ngeno

2007 and Kitenga 2009). According to Bachkirova(2005) it is desirable to reduce the negative effects occupational stress has on teachers and as such he sees a need to pay more attention to the ever growing pandemic of teacher occupational stress.

Condition known to cause work stress for teachers the world over are overcrowded classrooms that stretch the pupil-teacher ratio, work load in terms of lessons per week, preparations, setting and marking examinations and preparing reports all conditions identified by Hakanen, Bakker and Schaufeli (2006) as responsible for teachers vulnerability to occupational stress. In Kenya teachers work stress is compounded by developments like the implementation of the Free Primary Education (FPE) whose implementation started from January 2008 and continue to date that saw primary school enrollment rise to unprecedented levels thus placing a serious strain on all education related resources. One major aspect of the teachers' job affected by these changes is the teacher-pupil ratio which has in many cases exceeded the 1:40 prescribed by UNESCO (1990, 2000) by far.

Consequently, education planners have had to contend with the human resource deficit and more so in public primary schools, inheritably, this translates into work stress among the classroom teachers as well as the teachers heading the schools with the former having increased work load, whereas the later experience and even heavier administrative burden all ingredients of work stress and burn out among the affected teachers. Concurring with these sentiments other factors associated with teacher stress have been identified by Ng'eno (2007) and Kitenga (2009) as poor remuneration, heavy work load which leads to burn out as well as lack of promotion opportunities. These are factors that complicate the situation as they may lead to poor morale among the already overstretched teachers.

Teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher'. Teacher stress can also involve a negative emotional experience associated with the level of pressure and demands made on an individual, as well as the degree of mismatch between these demands and his/her ability to cope with

those demands. Teacher stress can lead to strain (a reaction to stress) and teacher burnout (a state of emotional, physical and attitudinal exhaustion) (Kyriacou, 2001).

Kyriacou (2001) observes that, due to variation between countries and national education systems, there are differences in the main sources of teacher stress. He also observes that job satisfaction is a complex issue in that 'even in the context of feeling overloaded, taking on additional duties in a valued area of work need not create more stress, and may indeed enhance job satisfaction'.

Kyriacou (2001) lists the main sources of stress facing teachers: teaching pupils who lack motivation; maintaining discipline; time pressures and workload; coping with change; being evaluated by others; dealings with colleagues; self-esteem and status; administration and management; role conflict and ambiguity; and poor working conditions. Overall, the factors that have been found to impact on the job performance of teachers and principals can be divided into three broad categories: employer related factors, personal related factors and job related factors.

2.3.1 Employer related factors

Kyriacou and Chien (2004) found that 26 percent of the teachers reported that being a teacher was either very or extremely stressful. The main source of stress identified was the changing education policies of the government. A study by Ololube (2005) assessed the relationship between the level of teacher's job satisfaction, motivation and their teaching performance in Rivers state Nigeria. The survey results revealed that teacher occupational stress was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement.

The study by Perie and Baker (2007) discovered differences between school types with regards to job satisfaction. Abel and Sewell (1999) in the US found that urban secondary school teachers experienced significantly more stress from working conditions and poor staff relations than did rural school teachers. Poor working conditions and time pressures predicted burnout for rural school teachers while pupil misbehavior and poor working conditions predicted burnout for urban school teachers. In addition to school type and

location, workplace conditions have been found to impact on the job performance of teachers. In Canada Ma and Macmillan (2010) found that workplace stress such as administrative control, teaching competence and organizational culture negatively affected teachers performance.

In Kenya school are categorized as public or private depending on who runs them. The governments run public primary schools and are open for all Kenyan children who have attained six years of age or above. The teacher service commission is a government body that hires the teachers and sees to their remuneration, promotions discipline issues and termination of services of errant teachers. The public schools according to UWEZO report (2012) are likely to have overcrowded classrooms particularly in urban or peri-urban locations. The pay primary school teachers get from the TSC may not be as attractive as that paid to their counterparts in some private primary school. Private schools on the other hand are run by private proprietors who may be members of the public or religious organizations.

Nhundu (2000) carried out a study to establish the sources, incidence and severity of stressful work situations among 475 teachers and 95 head teachers in Zimbabwe. The findings showed that classroom teachers rated their work more stressful than head teachers participatory teachers also indicated that they experienced more stress concerning working conditions where the most stressful factor, irrespective of personal characteristics, was low salaries. On the other hand people related responsibilities such as dealing with parents was rated the most stressful factor among the head teachers.

2.3.2 Personal related Factors

Research exploring the influence of personal related occupational stress factors, such as gender, age, teaching experience and professional qualification on teachers' occupational stress has produced significant findings, Chaplain,(2005); Laughlin, (2004); Smith & Bourke, (2002) did a survey of US secondary school teachers, and found that job performance and occupational stress correlated significantly with teachers' gender, years of teaching experience and age; while all teachers were generally happy with their job,

female teachers in this study reported lower overall levels of performance with their job. The study indicated that occupational stress levels reduced with years of teaching experience, possibly arising from a heightened ability to deal with various situations at school that comes from experience.

Teachers' age and experience were also identified as factors in a study by Perie and Baker (2007) in the US, which found that in public schools, younger and less experienced teachers had higher levels of job performance than older and more experienced teachers, while in private schools, the relationship was different - the very youngest and very oldest teachers had the highest levels of performance as did the least and most experienced teachers.

Chaplain (2005) identified biographical factors with regard to occupational stress in UK primary schools and found significant differences between men and women, and teachers of different ages and years of teaching experience. Male teachers reported more occupational stress than their female counterparts in relation to professional tasks and pupil behavior/ attitude. Female teachers scored higher than men on professional concerns. According to the author, just over one-third of all teachers were satisfied with their job. When specific facets of job satisfaction were examined, teachers were most satisfied with their professional performance and least satisfied with teaching resources. Teacher occupational stress and job performance were found to be negatively correlated, with high reports of occupational stress related to low levels of job performance.

2.3.3 Job related factors

Role overload conceptualized as an incompatibility between work demands and the time available to fulfill those demands has been identified as a major cause of work stress among teachers. According to Hepburn and Brown (2001) teacher work overload is related to paper work, time budgets and excessive deadlines. They also acknowledge that the teaching profession has become increasingly stressful as teachers have to meet many almost impossible deadlines and many responsibilities not to mention the excessive amount of time they spend on work related tasks. Many a time teachers have to take

school work home often, teach more classes of different level per week and are heavily involved in extra-curriculum activities weekly. These are further identified by Hepburn and Brown (2001) as important factors in increasing teacher work load.

All these responsibilities may compromise teacher's ability to make sound decisions as well as their concentration both related to inability to rest enough to be ready to work efficiently the next day. In examining the role stress-outcome relationships, research suggests the importance of taking into consideration the work orientations of individuals as possible moderators of the role stress-outcome relationship. The view expressed by Indris (2010) and further confirmed by Schults, Wang and Olson (2010) was that teacher stress is caused by role ambiguity, role confirmed and role overload.

Teachers who are bombarded with work such as engaged in lesson preparations and delivery, grading, filling out report forms dealing with pupil discipline day in day out may not have time to relax or even take care of their personal needs. Moreover they may not have time to interact with significant other people in their lives like spouses and children. These conditions may easily lead to chronic stress with the consequence of burnout. Teacher burnout is a type of chronic response to the cumulative impact of work stress which according to Ng'eno (2007) has a negative impact on the teachers themselves and on the pupils they teach.

Rutter, Herzberg and Paice (2002) found that high self expectation, securing financial support for research, insufficient development in the field, inadequate salary, manuscript preparation, role overload, conflicting job demands, slow progress on career advancement, frequent interruptions and long meetings are the causes of stress among academic staff, Dubrin (2006) comes up quite clearly that! "Task-based stress focuses on substantive issue, related differences, related to the work itself of the teacher" pg 120. These issues are tangible and concrete and can be dealt with more intellectually than emotionally. Task-based stress, as suggested by Olayiwola (2008) arise from the performance of day to day administrative activities ranging from telephone, staff

interruption meetings writing lesson plans and reports to and participating in school activities outside normal working hours.

When referring to teacher's task based stress D'souza (2003) also puts more emphasis on the work-load. He explains that more load means having more work than one can perform in a given amount of time. Overloaded teachers feel hurried, have too many tasks to do, too many decisions to make and find themselves constantly behind schedule, and worry about time and deadlines.

More studies on principals task and stress done by Judge (2007) prescribes that task demands are factors related to a person's job (autonomy , task variety, degree of automation) working conditions and the physical work layout. Also working in an overcrowded room or in a visible location where noise and interruption are constant can increase anxiety and stress, Evans and Johnson (2000). Most public primary school teachers seldom find themselves multi-tasking. Studies done by Finely (2010) defines multi-tasking to working on several tasks at the same time. He adds that most administrators including high school principals more often, find themselves multi-tasking in everyday by trying to do two or three at once and this therefore is a source of a task-based stress.

2.4 Research Gaps to be filled

Although there are a several studies conducted on effects of "occupational stress on job performance among teachers" most have predominantly confined to the western world. Although the negative effects of occupational stress on job performance among teachers are relatively well researched in the western countries context, little is known about its effects abroad. Additionally, little studies have been researched and publicly documented on effects of occupational stress among public primary school teachers in Nakuru County and particularly so in Kuresoi sub County. Given the views above, the question of whether occupational stress has an effect on teacher's job performance among public primary school is certainly a grey area that warrants investigation. It is for a better understanding of the effects of occupational stress on job performance among public

primary school that this study is being undertaken. Thus, the purpose of this study is to establish the relationship between occupational stress and teacher's job performance in public primary schools in Kuresoi Sub County of Nakuru County.

2.5 Conceptual Framework

The independent variable of the study was; employer related factors, personal related factors and job related factors. These occupation stress variables were investigated to see how they would affect job performance of public primary schools in Kuresoi Sub-County of Nakuru County

Independent variables

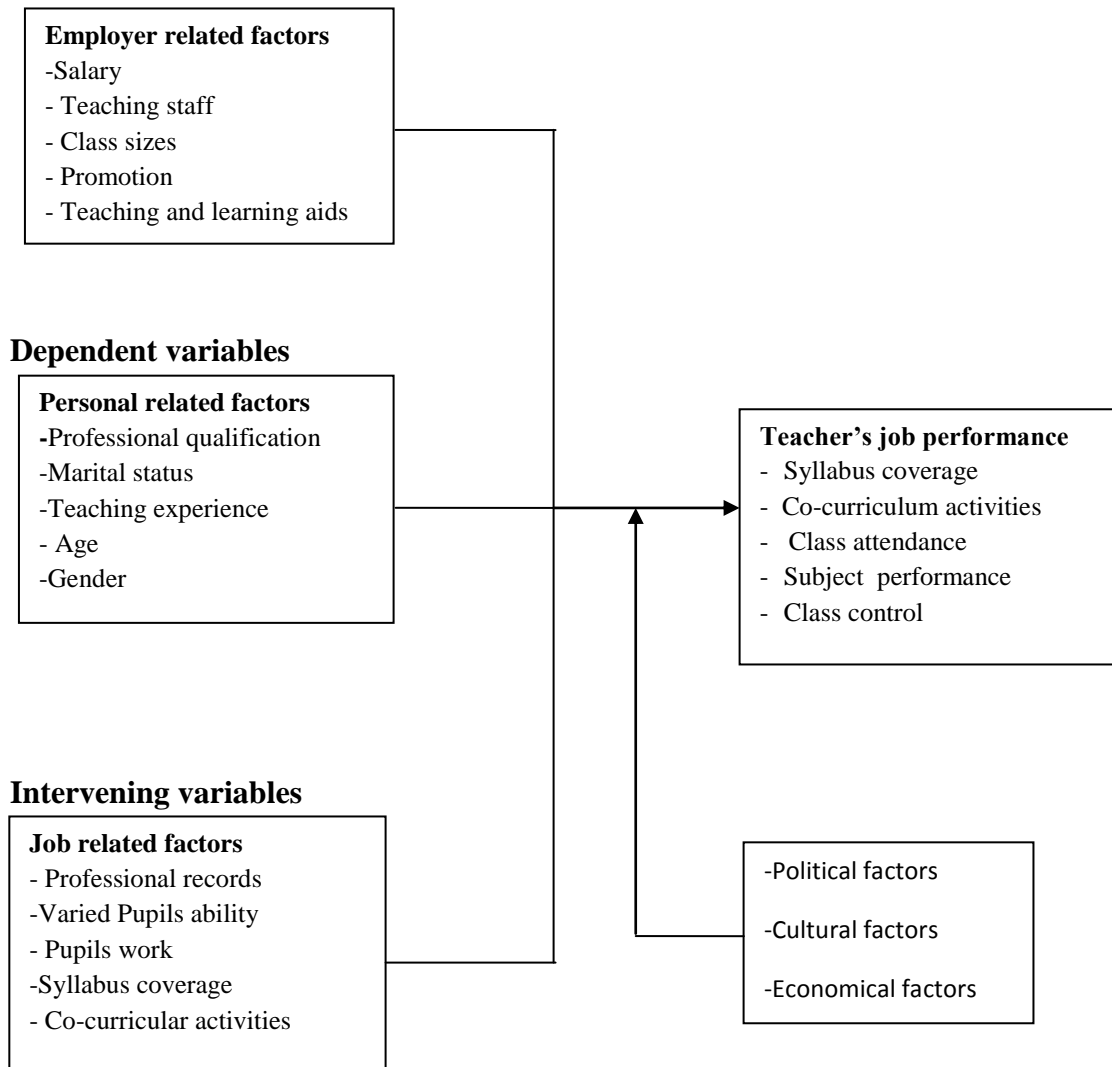


Figure 2.1 Conceptual framework

Source: Research data (2014)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains details of the methods used in this study. It covers research design, target population, sample and sampling techniques, research instruments, reliability and validity, data collection procedures and analysis techniques, Logistical and Ethical consideration.

3.2 Research Design

The study adopted the descriptive survey design. Orodho (2003) defines descriptive survey as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals and it can be used when collecting information about people's attitude, opinions, habits or any of the variety of educational or social issues.

The aim of the study was to identify sources of occupational stress and how they have affected job performance among public primary school teachers in Kuresoi Sub-county of Nakuru County.

3.3 Target Population

Mugenda and Mugenda (2003) define a population as a complete set of individuals, cases or objects with some common observable characteristics. The study was conducted in Kuresoi Sub County of Nakuru County. The Sub County has four administrative divisions, with the following number of teachers, Olenguruone 296, Keringet 329 Kuresoi 382 and Kamara 230. In total the study involved 1237 public primary school teachers from 181 schools (TSC Sub County Office Kuresoi, 2013). Teachers were chosen because they have vital information regarding their occupational stress and its effects on job performance.

Table 3.1 Target population

Division	Schools	Teachers
Olenguruone	40	296
Keringet	57	329
Kuresoi	53	382
Kamara	31	230
Totals	181	1237

Source: Research data (2014)

3.4 Sampling and Sample Size

The sample was obtained using coefficient of variation. In most surveys, a coefficient of variation in the range of $21\% \leq c \leq 30\%$ and a standard error in the range of $2\% \leq e \leq 5\%$ is usually acceptable, Nassiuma (2002). The study used a coefficient variation of 30%, the higher limit for coefficient of variation so as to ensure high variability in the sample and standard error of 2% to ensure minimizes error. Nassiuma (2002) gives the formula as follows

$$n = \frac{NC^2}{C^2 + (N-1)e^2} \dots\dots\dots (1)$$

Where n = sample size, N= population size C = coefficient of variation=standard error of sampling.

Using formula (1) the sample size for teachers and school was 191 and 65 respectively. Allocation was done to each division using proportion stratified sampling formula, (2)

$$n_i = \left(\frac{n}{N}\right)N_i \dots\dots\dots (2)$$

Where n_i =the sample size of the strata, n =the total sample size, N = total population size, N_i =number of individuals in every strata.

Table 3.2: Stratified proportional sample size

Division	Schools	Teachers
Olenguruone	14	46
Keringet	21	51
Kuresoi	19	59
Kamara	11	35
Total	65	191

Source: Research data (2014)

Simple random sampling was used to select the school to give each school an equal chance of being selected within the division. Each public primary school in each division was assigned a number, this was then written on pieces of paper that were folded uniformly and picked one at a time without replacement in their respective divisions which finally represented Kuresoi Sub County. The researcher got the names of all the teachers present in the schools of study and wrote their names on a piece of paper as read by the head teacher then randomly picked the required number as by the promotional sample and those teachers then participate in the study.

3.5 Data collection Procedures and Instrument

Questionnaires with closed ended questions were used to collect quantitative data. These were administered to all the respondents by the researcher in person assisted by a trained research assistant. Among the reasons for choosing questionnaires is because questionnaires allow responses to be gathered in a standardized way and are relatively fast in collecting data. It is also easy to analyze data from a questionnaire using SPSS and in addition questionnaires allow collection of information from a large portion of a group, making them more suitable for the coverage of a large sample.

3.6 Piloting the Research Instruments

Before administering the questionnaire, the researcher had it pretested through a random sample of four respondents in two public primary schools in Molo Sub County. This was to determine the effectiveness and validity of the questionnaire. Piloted data was analyzed and results were used to modify and improve the questionnaire before the instrument was rolled out to the entire sample population.

3.7 Reliability and Validity of the research instruments

Reliability is the measure of the results from the instruments. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is influenced by random error. Reliability of the research instrument was calculated using Cronbach's coefficient alpha for either even or uneven items based on the order of number arrangement of the questionnaire items and the scores were: Employer related factors (0.76), Personal related factors (0.83), and Job related factors (0.74). Cronbach's Alpha level of the reliability coefficient of 0.70 or higher is considered "acceptable" in most social science applications (Ryan, 2013; Kothari, 2009).

According to Mugenda and Mugenda (2003) validity is the accuracy and meaningfulness of inference, which are based on the researcher's results. Validity is the degree to which results obtained in the analysis of the data, actually represent the phenomenon under study. Piloting of the instruments will help to improve face validity while content validity will be improved through expert judgment. Therefore, the researcher will seek the assistance of supervisors to improve on content validity.

3.8 Data analysis and presentation.

After the data collection, the questionnaires were coded, edited to detect errors and omission to enhance accuracy and precision. Data was analyzed using descriptive and inferential statistics with the aid of Statistical Package for Social Science (SPSS). Pearson Correlation analysis were used to measure the relationship between variables. Multiple regression analysis was done to test whether the regression model holds.

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3 + e$$

Y=Job performance

X₁=Employer related occupational stress factors

X₂=Personal related occupational stress factors

X₃=Job related occupational stress factors

E=e

CHAPTER FOUR

DATA ANALYSIS, DISCUSSIONS AND PRESENTATION

4.1 Introduction

In this chapter, data was analyzed and discussed accordingly in relation to the objectives of the study. First, the demographic profile of respondents was analyzed and presented using frequency tables, followed by descriptive statistics and inferential statistics such as Pearson correlation and Multiple Regression models were computed.

4.1.1 Response Rate

Table 4.1 shows response rate of the questionnaires.

Table 4.1: Response Rate

No. of questionnaires Issued	No. of questionnaires Returned	Response Rate (%)
191	161	84%

Source: Research data (2014)

A response rate of 84% was obtained shown in Table 4.1. This level of response was acceptable according to Kothari (2004). This can be attributed to the fact the researcher and the trained assistants personally gave out the tools to the respondents. This method also ensured that the respondents' queries concerning clarity were addressed at the point of data collection; however, caution was exercised so as not to introduce bias the process

4.2 Respondents Characteristics

4.2.1 Demographic Information

The demographic information that was retained for analysis relating to the respondents included gender, age bracket, level of education, marital status, teaching load, teaching experience and school type. The other respondent information initially sought in the questionnaire was not used due to missing values in certain cases.

Table 4.2(a): Gender of the respondents

Gender	Frequency	Percentages
Male	84	51.55
Female	77	48.45
Total	161	100.0
Chi-square	0.155	
d.f	1	
P-value	0.0001	

Source: Research data (2014)

The distribution of the respondents in the study is as displayed in table 4.2(a), the proportion of distribution of respondents over gender of the respondent was not significantly different (chi-square=0.155, $P < 0.001$) with female at 48% and male 52% this shows the number of male teachers is higher than female teacher respondents. With a small difference in the male and female respondents, it shows that there is no discrimination on gender parity in the schools covered. This shows that females in Kuresoi Sub County have been given equal employment opportunities in teaching careers.

Table 4.2(b): Distribution of respondents by their age brackets

Age bracket	Frequency	Percent
20-30	21	13.04
31-40	47	29.19
41-50	50	31.06
50 and above	43	26.71
Total	161	100.0
Chi square	12.888	
d.f	4	
P-value	0.0174	

Source: Research data (2014)

As indicated in table 4.2 (b), proportion of distribution of respondent was significantly different (chi-square=12.89, $P < 0.017$) with 31.06% of respondents aged 41-50 years while 26.71% were at least 50 years of age. Only 13.04 % were less than 30 years. This indicates that most respondents in public primary schools in Kuresoi Sub County of Nakuru County are aging with little replacement.

Table 4.2(c): Level of Education of Respondents

Level of Education	Frequency	Percent
Certificate	99	61.49
Diploma	34	21.12
B. E.D	27	16.16
Others	1	0.9
Total	161	100.0
Chi-square	129.360	
d.f	3	
P-value	0.0001	

Source: Research data (2014)

Regarding the highest level of education, table 4.2(c) proportion of distribution of respondent was significantly different (chi-square=129.36, $P < 0.001$) with 61.49% of respondents were found to be certificate holders while 21.12% had diploma, 16.77% had an undergraduate degree. Only 0.621% of the respondents had other qualification. Majority of the respondents were of certificate level of education, this could be because it is the minimum requirement for employment by the Teachers service commission.

Table 4.2(d): Marital status

Marital status	Frequency	Percent
Single	18	11.18
Married	130	80.75
Separated	1	0.99
Divorced	1	0.99
Widow	10	9.99
Widower	1	0.99
Total	161	100.0
Chi square	484.727	
d.f	5	
P-value	0.0001	

Source: Research data (2014)

Regarding marital status of the respondents, table 4.2 (d), shows that 11.18% were single, 80.75% were married, 0.621% were separated, 0.621% were divorced, 6.211 were widows and 0.621 were widowers. Marital status was also significant to the study (Chi-square= 484.73, p-value =0.001).

Table 4.2(e) Type of school

Type of school	Frequency	Percent
Day Girls	1	0.621
Day Mixed	138	85.71
Boarding Mixed	10	6.211
Day and Boarding Mixed	12	7.453
Totals	161	100.0
Chi-square	318.230	
d.f	3	
P-value	0.0001	

Source: Research data (2014)

The findings on the type of school of the respondents is displayed in table 4.2 (e) above which reveal that, 85.71% taught in Day mixed schools, 7.435% taught in Day and Boarding Mixed schools 0,6.211% taught in Boarding mixed schools while0.621% taught in Day girls schools,. Majority of the respondents however were of Day mixed schools, this could be because most of the schools of the public primary schools in the Sub-County are Day mixed schools.) proportion of distribution of respondent was also significant (chi-square= 318.23, P<0.001)

Table 4.2(f) Duration in teaching

Duration	Frequency	Percent
0-4	20	12.42
5-9	16	9.938
10-14	24	14.91
15-19	14	8.696
20-24	33	20.50
25-29	27	16.77
30-34	23	14.29
35-39	4	2.484
Totals	161	100.0
Chi-square	88.311	
d.f	10	
P-value	0.0001	

Source: Research data (2014)

From table 4.2(f), the study showed that proportion of distribution of respondent was significantly different (chi-square=88.31, P<0.001) , 20.5% had an experience of 20-24 years, 16.77% had an experience of between 25-29 years, 14.91% had an experience of 10-14 years, 14.29% had an experience of 30-34 years,12.42% had an experience of less

than 4 years, 9.938% had an experience of 5-9 years, 8.696% had an experience of 15-19 years while 2.484% had an experience of over 35 years.

4.2.2: Descriptive Statistics

The aim of the descriptive statistics was to describe the general distributional properties of the data, to identify any unusual observations or any unusual pattern of observation that may cause problems for later analyses to be carried out on the data. Thus initial analysis of the data using simple descriptive tools was provided to describe the study respondents as well as summarize the data generated for the study. This section provides the descriptive statistics as per the objectives of the study.

Table 4.3(a): Employer related occupational stress factors that affect teachers 'job Performance

Statements	SA	A	N	D	SD	χ^2	p-value
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
Inadequate salary	107(66.5)	47(29.2)	2(1.2)	5(3.1)	0(0.0)	179.1	0.0001
Rules and regulation	12(7.5)	66(41.0)	17(10.5)	55(34.2)	11(6.2)	85.4	0.0001
Inadequate teaching learning							
Aids	31(19.3)	85(52.8)	6(3.7)	34(21.1)	5(3.1)	131	0.0001
Handling over crowded							
Classes	71(44.1)	69(42.9)	5(3.1)	11(6.8)	5(3.1)	148.7	0.0001
Heavy work load	71(44.1)	67(41.6)	5(3.1)	17(10.6)	1(0.6)	144.7	0.0001
Role ambiguity	13(8.1)	55(34.2)	41(25.5)	37(23)	15(9.3)	39.9	0.0001
Low participation in decision							
Making	34(21.1)	56(34.8)	11(6.8)	43(26.7)	17(10.6)	42.5	0.0001
Uncertainty in promotion	76(47.6)	59(36.6)	4(2.5)	15(9.3)	7(4.3)	135.5	0.0001
Limited opportunities							
for further Studies	49(30.4)	55(34.2)	11(6.8)	28(17.4)	28(17.4)	28.9	0.0001
Lack of appreciation	65(40.4)	55(34.2)	5(3.1)	31(19.3)	5(3.1)	95.6	0.0001

Key: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree. Freq=Frequencies and %=Percentage

Source: Research data (2014).

The results in table 4.3 (a) indicated that majority of public primary school teachers strongly agreed that inadequate salary have the highest effects on job performance (66.5%). This findings is supported by the Chi-square results ($\chi^2=179.05$ $p=0.001$). Public primary school teachers have also agreed that inadequate teaching learning aids have effects on job performance (52.8%). Additionally 47.1% respondents were of the opinion that uncertainty in promotion has effects on job performance. The findings also revealed that 44.0% of respondents agreed that handling over crowded classes and heavy work load affects job performance, 41.0% of teachers agreed that rules and regulation has effects on job performance. It was also found that 40.4% strongly agreed that lack of appreciation has effects on job performance. 34.8% Public primary school teachers agreed that low participation in decision making affects job performance. These findings support Ololube (2005) which revealed that teacher occupational stress was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement.

Table 4.3(b): Job related occupational stress factors that affects Teachers job Performance

Statements	SA	A	N	D	SD	χ^2	P-Value
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)		
Adjusting to new changes	27(16.8)	86(53.4)	10(6.2)	24(14.9)	14(8.7)	118.410	0.0001
Coordination of co-curricular							
Activities	22(13.7)	79(49.1)	15(9.3)	26(16.1)	19(11.8)	87.043	0.0001
Preparation of professional							
Records	49(30.4)	82(50.9)	7(4.3)	16(9.9)	7(4.3)	133.379	0.0001
Taking responsibilities for							
Student performance	57(34.4)	76(47.2)	8(5.0)	16(9.9)	4(2.5)	129.714	0.0001
Administration of KCPE							
Examination Uses of new aids and	29(18.0)	76(47.2)	5(3.1)	33(20.5)	18(11.2)	89.155	0.0001
Appliances	19(11.8)	77(44.1)	20(12.4)	33(20.5)	18(11.5)	63.068	0.0001
Teaching schedules in							
The timetable	32(19.9)	77(44.1)	6(3.7)	34(21.1)	12(7.5)	96.422	0.0001
Demands for teaching							
While standing	48(29.8)	55(34.4)	16(9.9)	28(17.4)	14(8.7)	42.882	0.0001
Handling classes of							
Varied pupils abilities	46(28.6)	88(54.7)	3(1.9)	16(9.9)	8(5.0)	155.429	0.0001
Preparing and evaluating							
Pupils work	27(16.8)	99(56.5)	4(2.5)	25(15.5)	14(8.7)	144.807	0.0001
Guidance and							
Counseling pupils	32(19.9)	68(42.2)	5(3.1)	26(16.1)	30(18.6)	64.124	0.0001
Class control	37(23.0)	63(39.1)	3(1.9)	22(13.7)	36(22.4)	60.335	0.0001
Handling pupils							
Disciplinary cases	38(23.6)	98(60.9)	2(1.2)	12(7.5)	11(6.8)	190.460	0.0001
Preparation of							
Teaching materials	36(22.4)	84(52.2)	4(2.5)	25(15.5)	12(7.5)	122.758	0.0001
Expectation to							
Complete syllabus on time	59(36.6)	78(48.4)	4(2.5)	13(8.1)	7(4.3)	143.317	0.0001

Key: SA = Strongly Agree; A = Agree; N = Neutral; D=Disagree; and SD = Strongly Disagree
Freq=Frequencies and %=Percentages

Source: Research data (2014)

According to the results in table 4.3 (b), handling pupil's disciplinary cases (60.9%) were the most important effect on job performance among job related factors with Chi-square results ($\chi^2=190.460$). 56.5% of Public primary school teachers agreed that preparing and evaluating pupils work, have effects on job performance. The findings also show that (50.9%) respondents agreed that preparation of professional records has effects on job performance of public primary school teachers. Additionally, 49.1% respondents were of the opinion that coordination of co-curricular activities affects job performance.

The expectation to complete syllabus in time is agreed by 48.4% respondent had having effects on job performance while 47.2% agreed that taking responsibilities for student performance and administration of KCPE examination is a factor that affect job performance. Moreover 44.1% of public primary school teachers agreed that uses of new aids and appliances and teaching schedule in the time table are causes of occupational stress and affects job performance among public primary school teachers. The table also gives information that 42.2 % of the public primary school teachers agreed that guidance and counseling of pupils is a source of occupational stress and has effects on job performance, a further, 39.1 % of the public primary school teachers agreed that class control causes occupational stress and affects job performance, and lastly 34.2% of the public primary school teachers agree that demands to stand while teaching is a source of stress and has effects on job These findings are consistent with views of Hepburn and Brown (2001) that teacher work overload is related to paper work, time budgets and excessive deadlines.

Table 4.3(c) Personal related occupational stress factors that affect Teachers'**Performance**

	SA	A	N	D	SD		
Statements	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	χ^2	p-value
Professional qualification	6(3.7)	22(13.7)	11(6.8)	75(46.6)	47(29.2)	102.199	0.0001
Lack of respect for teachers by the							
Pupils, parents and the society	21(13.0)	61(37.9)	10(6.2)	47(29.2)	22(13.7)	54.994	0.0001
Marital status	19(11.8)	55(34.2)	12(7.5)	30(18.6)	45(28.6)	39.466	0.0001
Teaching experience	18(11.2)	54(33.5)	10(6.2)	36(22.4)	43(26.7)	40.398	0.0001
Health Status	49(30.4)	55(34.2)	9(5.6)	32(19.9)	16(9.9)	49.776	0.0001
Age	35(21.7)	55(34.2)	13(8.1)	26(16.1)	32(19.9)	29.031	0.0001
Gender	18(11.2)	38(23.6)	10(6.2)	39(24.2)	56(34.8)	41.640	0.0001
Intimidation/harassment							
by seniors	28(17.4)	42(26.1)	8(5.0)	44(27.3)	39(24.2)	27.478	0.0001

Key: SA = Strongly Agree; A = Agree; N = Neutral; D=Disagree; and SD = Strongly Disagree
 Freq=Frequencies and %=Percentages

Source: Research data (2014)

Looking at the results in table 4.3 (c): it can be deduced that majority of the respondents 46.6% with chi-square of ($\chi^2=102.199$, $p>0.001$) disagreed that professional qualification is a source of occupational stress and has no effects on job performance. Additionally 34.8% respondents strongly disagreed that gender is a source of occupational stress and has effect on job performance and 28.6.3% disagreed that marital status is a source of occupational stress and does not affects job performance While 37.9% of the respondents agreed that Lack of respect for teachers by the pupils, parents and the society is a source of occupational stress and affects job performance. The findings reveal that 34.2% agreed that marital status, health status and age are causes of occupational stress and have effects on job performance and lastly 33.5% agreed that teaching experience is a source of occupational stress and has effects on job performance. The study indicated that occupational stress levels reduced with years of teaching experience, possibly arising

from a heightened ability to deal with various situations at school that comes from experience. Chaplain, (2005) had also pointed out biographical factors with regard to occupational stress in UK primary schools and found significant differences between men and women, and teachers of different ages and years of teaching experience.

Table 4.3(d) Measures of teachers job performance

Statements	VG Freq (%)	G Freq (%)	NP Freq (%)	P Freq (%)	VP Freq (%)	x	p-value
Syllabus coverage	39(24.2)	85(52.8)	29(18.0)	8(5.0)	0(0.0)	78.776	0.0001
Coordination of co-curriculum							
Activities	24(14.9)	68(42.2)	50(31.1)	18(11.2)	1(0.6)	88.224	0.0001
Lesson performance	30(18.6)	81(50.3)	45(25.5)	7(4.31)	2(1.2)	124.551	0.0001
Guidance and counseling of							
Pupils	28(17.4)	61(37.1)	50(31.1)	18(11.2)	4(2.5)	64.106	0.0001
Subject performance	18(11.2)	78(48.4)	51(31.7)	18(11.2)	4(2.5)	124.062	0.0001
Class control	60(37.3)	72(44.7)	26(16.1)	2(1.2)	1(0.6)	132.949	0.0001
Preparation of professional							
Records	35(21.7)	53(32.9)	51(31.7)	18(11.2)	4(2.5)	55.615	0.0001
Preparation and evaluating							
of pupils work	39(24.2)	79(49.1)	35(21.7)	8(5.0)	0(0.0)	63.870	0.0001
Managing changes in							
Educational policies	27(16.8)	61(37.9)	52(32.3)	16(9.9)	5(3.1)	69.901	0.0001

Key: G= Very Good; G = Good; NP = Not Performing; P=Poor; and VP =Very Poor, Freq=Frequencies and %=Percentages.

Source: Research data (2014)

The results in table 4.3 (d), indicated that 52.8% ($\chi^2=78.8$, $p>0.001$) of the respondents have good performance on syllabus coverage, in lesson performance 50.3% of the

respondents indicated that they are good and 49.1% indicated that they are good in preparation and evaluating of pupils work. The finding also indicated that 48.4 were good in subject performance.

4.2.3: Inferential Statistics

This section presents the results of the correlation and regression analysis done in the study to evaluate the nature of the relationship between the dependent and independent variables. Pearson Product Moment Correlation was used; An ANOVA test was also done to establish whether there was indeed a significant difference in the means.

4.2.4: Correlation Analysis

In this section the correlation analysis made to first determine the degree of multicollinearity between the independent variables and also show the degree of their association with the dependent variables separately and the resulting correlation matrix given in Table 4:4(a)

Table 4.4 (a): Summary of Correlations

		Employer Related factors	Job related factors	Personal related factors	Employee job performance
Employer Related factors	Pearson's correlation	1			
Job related factors	Pearson's correlation Sig. ((2-tailed)	.362** .000	1		
Personal related factors	Pearson's correlation Sig. (2-tailed)	.200* .011	.493** .000	1	
Employee Job performance	Pearson's correlation Sig. (2-tailed)	.478** .001	.667* .000	.615* .005	1

Source: Research data (2014)

The results in Table 4.4 (a) indicate that each of the three occupational stress factor variables coefficients were positively significant, the p-value of all the three test are less

than 0.001 indicating that teachers' job performance were affected by occupational stress factors. Job performance correlated with employer related occupational stress factors ($r = 0.478$, $p = 0.001$, $\alpha = 0.05$), Personal related occupational stress factors significantly correlated positively with job performance ($r = 0.615$, $p = 0.005$, $\alpha = 0.05$) and Job related occupational stress factors also significantly correlated with the dependent variable ($r = 0.667$, $p = 0.000$, $\alpha = 0.05$).

4.2.5: Regression Results

Multiple regression analysis was used to determine the significance of the relationship between the dependent variables and all the independent variables. This analysis was used to answer the questions; how do the independent variables influence the dependent variable, and; which are the more significant factors?

Table 4.5: Model summary involving all the variables

Model	R	Adjusted R		Std. Error of the Estimate
		R Square	Square	
1	0.929 ^a	0.863	0.813	0.26453

a. Prediction :(Constant), Employee performance

b. Prediction: (Constant), Personal related factors, Employer related factors, Job related factors.

Source: Research data (2014)

Table 4.6 (a): ANOVA

Model	Sum of squares	df	Mean Squares	F ₀	Sig
Regression	3.375	3	1.125	3.125	.28 ^b
Residual	56.576	157	0.360		
Total	59.950	1			

Source: Research data (2014)

Table 4.6 (b): Coefficients

	Unstandardized		Standardized		t	Sig	Collinearity	
	Coefficients	Std. Error	Coefficients	Beta			Tolerance	VIF
(Constant)	1.902	0.238			7.984	0.000		
Employer related								
Factors	0.99	0.87	0.094		1.132	0.042	0.868	1.15
Job related								
Factors	0.117	0.066	0.166		1.776	0.018	0.684	1.462
Personal related								
Factors	0.87	0.062	0.124		1.390	0.026	0.756	1.322

Source: Research data (2014)

The results in Table 4.14 above shows that the value obtained for adjusted R, which is the model correlation coefficient 0.813 hence, showing that 81% of the total effect of teachers' job performance can be explained by employer related, job related and personal related occupational stress. This means that other factors not in the study account for 19 %. R square was positive (0.863) in this study. Thus the model shows that all the factors have positive effect on teachers job performance under the study ($b_1 = 0.99$, $b_2 = 0.117$ and $b_3 = 0.87$).

The ANOVA model in table 4.6 indicated that there is a significant difference between occupational stress factors affecting teachers' job performance of Kuresoi Sub-County (F value 17.202; d.f=3; $p = 0.28$). The study therefore establishes that employer related, job related and personal related occupational stress factors have significance effect on teachers' job performance of Kuresoi Sub-County under the study.

4.2.6: Hypotheses Testing

In this section the hypotheses are tested and implication discussed

H0₁: Employer related occupational stress factors have no significant effect on job performance among public primary school teachers in Kuresoi Sub-County of Nakuru County.

Multiple regression analysis shows that there is a significant relationship exists between employer related occupational stress factors and teachers' job performance in Kuresoi Sub-County. Testing the model coefficient gave the beta value, $\beta_1=0.094$, $\alpha= 0.05$ and $p=0.042$ indicating that employer related occupational stress was indeed a significant effect on job performance among public primary school teachers of Kuresoi Sub County. This provided valid ground for the rejection of the null hypothesis. This findings agree with that of Abel and Sewell (1999) in the US who found that rural secondary school teachers experienced significantly more stress from working conditions and poor staff relations than did urban school teachers. Poor working conditions and time pressures predicted burnout for rural school teachers while pupil misbehavior and poor working conditions predicted burnout for urban school teachers.

H0₂ Personal related occupational stress factors have no significant effect on job performance among public primary school teachers in Kuresoi Sub-County of Nakuru County.

The result on the hypothesis found out that there was a significant association between personal related occupational stress factors and job performance among public primary school teachers' of Kuresoi Sub County. Multiple regression results gave the beta value, $\beta_2 =0.166$, $\alpha=0.05$ and $p =0.018$ indicating that personal related occupational stress factors was a significant effect on teachers' job performance of Kuresoi sub county. This findings are consistent with a study by Perie and Baker (2007) in the US, which found that in public schools, younger and less experienced teachers had higher levels of job performance than older and more experienced teachers, while in private schools, the relationship was different - the very youngest and very oldest teachers had the highest levels of performance as did the least and most experienced teachers.

H0₃: Job related occupational stress factors have no significant effect on job performance among public primary school teachers of Kuresoi Sub- County of Nakuru County.

Finally, the multiple regression analysis found that there was a significant correlation between job related occupational stress factors and teachers' job performance in the sub county ($\beta_3=0.124$, $\alpha=0.05$, $p=0.026$), Hence, the null hypothesis was rejected. These findings agree with Task-based stress, as suggested by Olayiwola (2008) which arise from the performance of day to day administrative activities ranging from telephone, staff interruption meetings writing lesson plans and reports to and participating in school activities outside normal working hours.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the main study; conclusion and a recommendation arrived at, and then finally conclude with suggestions for further studies.

5.2 Summary Findings

The findings indicated that up to 81% of the job performance among public primary school teachers in Kuresoi Sub-County could be attributed to the combined effects of all the variables in the multiple regression model. The individuals' summaries of all the variables are presented in the following sub sections

5.2.1 Effects of employer related occupational stress factors on job performance among public primary schoolteachers of Kuresoi sub-county

The study found this variable to have positive significant effect on job performance among public primary school teachers of Kuresoi sub-county with both correlation and multiple regression analysis results supporting the findings ($r = 0.478$, $p = 0.001$, $\alpha = 0.05$), the finding on this variable also indicated that uncertainty in promotion and low participation in decision making have significant effect on job performance of public primary school teachers

5.2.2 Effect of personal related occupational stress factors on job performance among public primary school teachers in Kuresoi sub-county

Personal related occupational stress factors was also found to be significantly positive from correlation and multiple regression analysis results ($r = 0.615$, $p = 0.005$, $\alpha = 0.05$), the findings revealed that this was indeed the factor with the highest effect on job performance in the county. The result on this variable demonstrated that, gender, teaching experience, intimidation and harassment, professional qualification, lack of respect for teachers and marital status was the factors which have significant effects on job performance

5.2.3 Effect of job related occupational stress factors on job performance among public primary school teachers in Kuresoi sub County of Nakuru County.

The third objective was concerned with effect of job related occupational stress factors on job performance among public primary school teachers in Kuresoi sub-county. Data analyzed from the responses in the questionnaires indicated that job related occupational stress factors have positive significant effect on job performance ($r = 0.667$, $p = 0.000$, $\alpha = 0.05$) among them, class control, taking responsibly of pupil's performance, coordination of co-curriculum activities, preparation of teaching materials and handling pupils' disciplinary cases

5.3 Conclusions

The study revealed that employer related occupational stress factors have effects on job performance among public primary school teachers in Kuresoi sub-county, in particular the findings found that inadequate salary, handling over crowded classes and heavy work load causes are main causes of stress and have more effect on job performance this was also identified by Hakanen, Bakker and Schaufeli (2006) in their study who found that, condition known to cause work stress for teachers the world over are overcrowded classrooms that stretch the pupil-teacher ratio, work load in terms of lessons per week, preparations, setting and marking examinations and preparing reports.

The study further revealed that job related occupational stress factors among them, adjusting to new changes, coordination of co-curriculum activities and preparation of professional records are stressful and have effects on job performance in that county and this is true in the senses that the ministry of Education keep on revising educational policies depending on political factors and this go in hand with Hepburn and Brown (2001) who in his studies concluded that teacher work overload is related to paper work, time budgets and excessive deadlines, also acknowledge that the teaching profession has become increasingly stressful as teachers have to meet many almost impossible deadlines and many responsibilities not to mention the excessive amount of time they spend on work related tasks. Many a time teachers have to take school work home often, teach

more classes of different level per week and are heavily involved in extra-curriculum activities weekly.

From the experience gathered during the study, it was revealed that personal related occupational stress factors that affect job performance among public primary school teachers in Kuresoi sub-county are health status, lack of respect for teachers by the pupils and the society and age. In their survey study in US secondary schools Chaplain,(2005); Laughlin, (2004); Smith & Bourke, (2002) also found that job performance and occupational stress correlated significantly with teachers' gender, years of teaching experience and age; while all teachers were generally happy with their job, female teachers in this study reported lower overall levels of performance with their job.

5.4 Recommendations

From the findings of the study, the following recommendations are made:

The study recommends that the Ministry of education and TSC should develop a policy on stress management to guide the induction; operation and counseling of public primary school teachers in their day to day duties so as to sufficiently support them manage stress and prevent further job performance effects of stress.

Stress affects the efficiency of teachers. So, there is a need to provide proper conducive environment and support to teachers to maintain individual occupational stress at their station. Teachers should be positive in facing their challenges, which will help them in improving their functional skills and reduce occupational stress, so that their performance is not affected.

It is recommended that regular assessment of occupational stress level should be conducted for preventive measures. Direct physiological measures of occupational stress like diagnostic tests and consultation should be conducted by the individuals' schools guidance and counseling departments.

The government through TSC should recruit more teachers to counteract the high enrolment rate because of the free primary education, so that reduce understaffing

situations in schools and hence reduce the overload on the teacher's side which have caused occupational stress

Terms and conditions of service including teachers' salaries, housing allowance, medical allowances and commuter allowances among others should be improved by the teachers service commission to create job satisfaction and hence reduce possible occupational stress factors associated with employer among teacher

5.5: Suggestions for further Research

Further research should be carried out to determine:

1. A similar study to this be carried out in other public primary schools in other districts across the country and findings be compared which can help educational planners and government find concrete solutions to cases of poor performance among public primary school teachers
2. The levels of stress of teachers in relation to their biological, psychological and social systems.
3. The long term effects of occupational stress to teachers

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APPENDIX I.LETTER TO THE RESPONDENT

KABARAK UNIVERSITY
P.O.BOX PRIVATE BAG
KABARAK

Dear respondent

RE: QUESTIONNAIRE ON EFFECTS OF OCCUPATIONAL STRESS ON JOB PERFORMANCE AMONG PUBLIC PRIMARY SCHOOL TEACHERS IN KURESOI SUB- COUNTY OF NAKURU COUNTY.

I am a student at Kabarak University intending to carry out research on the effect of occupational stress on job performance among teachers in Kuresoi sub- County of Nakuru County.

I am therefore humbly requesting your assistance by filling the attached questionnaire as trustfully as possible. The information obtained will strictly be for research purpose and will thus be treated with high level of confidentiality.

Yours sincerely

KoehJewen .D.

APPENDIX II: QUESTIONNAIRE

You are politely requested to fill the questionnaire a tool to help the researcher collect data that will help establish the effect of occupational stress on job performance among public primary school teachers. The information obtained is strictly for research purpose and will be treated with confidentiality.

SECTION A: DEMOGRAPHIC DATA

INSTRUCTION: KINDLY PLACE A TICK (√) IN THE APPROPRIATE BOX THAT REPRESENT THE CORRECT STATUS

1. Gender

(a) Male []

(b) Female []

2. Age

(a) 20 – 30 []

(b) 31 – 40 []

(c) 41 – 50 []

(d) Above 50 []

3. Years in teaching?

4. Kindly indicate your marital status?

(a) Single []

(b) Married []

(c) Separated []

(d) Divorced []

(e) Widow []

(f) Widower []

5. Kindly indicate your highest level of education attained.

(a) Certificate []

(b) Diploma []

(c) B.E.D []

(d) Masters degree []

(d) Other specify.....

6. Kindly indicate your teaching subjects.....

7. Kindly indicate the number of lessons you teach per week.....

8. How will you categorize the teaching load you current have?

(a) Under loaded []

(b) Sufficient []

(c) Overloaded []

9. Apart from teaching kindly list other responsibilities that you currently have in school
.....;;.....

10. Kindly indicate the type of your school? (Place a tick in the appropriate box)

Type	Boys	Girls	Mixed
Day			
Boarding			
Day and Boarding			

11. How many years have you been in the current station?

SECTION B: PERCEIVED SOURCES OF STRESS AND OPINIONS ON JOB PERFORMANCE

PART 1. PERCEIVED SOURCES OF STRESS

In this section you are provided with an inventory of possible factors which might subjects you to occupational stress and affect your performance as a teacher. In each case indicate the degree to which you agree or disagree with these factors by placing a tick (√) in the appropriate box for each item.

KEY: SA-Strongly Agree, A-Agree, NS-Not sure, D- Disagree, SD- Strongly Disagree.

A. Employer related factors

	Statements	SA	A	NS	D	SD
1.	Inadequate salary					
2.	Rigid rules and regulations					
3.	Inadequate teaching learning aids					
4.	Handling over crowded classes					
5.	Heavy work load					
6.	Role ambiguity					
7.	Low participation in decision-making.					
8.	Uncertainty in promotion					
9.	Limited opportunities for further studies					
10.	Lack of appreciation					

B. Personal related factors

	Statements	SA	A	NS	D	SD
1.	Professional qualification. Do you lack of sufficient skills?					
2.	Lack of respect for teachers by the pupils, parents and the society					
3.	Marital status					
4.	Teaching experience					
5.	Age					
6.	Health status					
7.	Gender					
8.	Intimidation/harassment by seniors					
9.	Relationship with other teaching and non-teaching staff.					

C. Job related factors

	Statements	SA	A	NS	D	SD
1.	Adjusting to frequent new changes at the school					
2.	Coordination of co-curricular activities					
3.	Preparation of professional records. (scheme of work, lesson plan and pupils progress record)					
4.	Taking responsibilities for student performance					
5.	Administration of KCPE examination					
6.	Use of new aids and appliances.					
7.	Teaching schedules in the timetable					
8.	Demand for teaching while standing.					
9.	Handling classes of varied pupils' abilities					
10.	Preparing and evaluating pupils work					
11.	Guiding and counseling pupils.					
12.	Ensuring class control					
13.	Handling pupils disciplinary cases					
14.	Preparation of teaching materials					
15.	High expectation to complete syllabus on time					

SECTION 3 MEASURES OF TEACHERS' JOB PERFORMANCE

The following are some of the measures a teacher can judge his or her performance level. Rate them as objectively as possible using a scale of very good to very poor. Place a tick (✓) in the appropriate box.

	Statement	VG	G	AV	P	VP
1.	Syllabus coverage					
2.	Coordination of co-curriculum activities					
3.	Lessons performance					
4.	Guidance and counseling of pupils					
5.	Subject performance					
6.	Class control					
7.	Preparation of professional records(scheme of work, lesson plan and pupils progress record)					
8.	Preparation an evaluation of pupils work					
9.	Adjusting to changes in educational policies and procedures					

VG - Very good; **G**- Good; **AV** – Average; **P**- Poor. **VP**-Very Poor.