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FACULTY OF ARTS
DEPARTMENT OF SOCIOLOGY

TOPIC:

STRESS COPING STRATEGIES AMONG PRIMARY SCHOOL TEACHERS
DURING DISCIPLINARY PROCESS: A STUDY OF MARAKWET DISTRICT

BY

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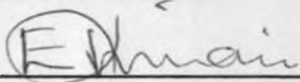
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Declaration

This research project report is my original work and has never been presented for a degree in any other institution. No part of this report may be reproduced without prior permission of the author and/or University of Nairobi.


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This research report has been submitted for examination with our approval as the university supervisors.

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Dedication

I dedicate this research project to the Lord almighty for his grace that enabled me to go through the course successfully, My Husband, Kipkemoi Kisang, our lovely children: Patricia, Patience, Godwin, and Givens for their understanding, moral support and encouragement throughout the course and production of this project.

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I would also like to acknowledge the management of the TSC for granting me time off-duty to conduct the research and also allowing me to use the reinstated teachers as my study population.

Appreciations go to my friends for their contribution and all kinds of support extended to me throughout the study. To them all and particularly, Mrs. R. Gitonga, M.Wamboi, Pst. Mrs. Talam, chepkosgei and my nephew Reuben, I say thank you. I am also indebted to the staff members of the department of sociology for their support and guidance during the process of this project.

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Over and above all, I wish to record my sincere gratitude to my father, God Almighty for the wisdom and understanding of the intricate issues of writing a research paper. To him be the glory and honour forever, Amen. My loving husband, Mr. Kisang, dedicatedly encouraged and supported me both morally and materially. Without his efforts, this work may not have been a reality. To him, I say thank you.

Abstract

The focus of this study was stress coping strategies among primary school teachers during disciplinary process in Marakwet district, their perception and those of the significant others on the disciplinary process of stress. Using the teachers reinstated after going through TSC disciplinary process, the study sought to investigate teacher' s perception of the process of stress, types of coping strategies, sources of support network during the process and factors that influence the choice of a particular coping strategy. The study covered stress coping strategies among primary school teachers in Marakwet district. It also examined the nature of stress experienced by teachers as a result of disciplinary process.

The target population of this study was made up of public primary school teachers from Marakwet district who had undergone TSC disciplinary processes and were back on duty, Members of the TSC disciplinary committee, KNUT representative, and the District education officer. The major units of analysis were the stress-coping strategies among primary school teachers in Marakwet district. The unit of observation was the primary school teachers who had been reinstated after a TSC disciplinary process. A sample of 50 teachers from Marakwet district who had gone through the disciplinary procedures were interviewed. This represented 51.5% of the total number of teachers in the district whose cases had been concluded, and they were already reinstated. Interviewing, observation and case study approach were the three main data collection techniques applied.

The findings established that the teachers applied various strategies to cope with the disciplinary stress. The following strategies were identified from the findings: i) Seeking physical, psychological and emotional support from friends and family members; ii) confrontations as a way to release stress and negative feelings; iii) distancing their thoughts from the origins of the problems they were going through; iv) controlling their feelings from interfering with their behaviour or affecting the emotional statuses of the people surrounding them; v) Utilization of social support systems; vi) Accepting personal responsibility; vii) self denial strategies aimed at assisting them to move away from the reality of the experiences they were going through; viii) By moulding new lives out of the situations they were experiencing;

The study used both qualitative and quantitative research methods. Primary data was obtained from reinstated teachers with the help of a standardized questionnaire. The key informants were able to provide adequate data. A total of fifty-nine respondents were interviewed of which fifty were teachers who had gone through the TSC disciplinary process. The findings concluded that individuals under stress consciously generate a comprehensive set of coping alternatives, evaluate the potential consequences of each alternative, and select the strategy, which minimizes stress and maximizes their well-being. It is likely that teachers' choice of coping strategies keep changing in line with stages, reactions of the family and significant others in the community. This could be because as level and intensity of stress

increases along with increased time constraint available to generate coping alternatives, the number of rational choices decreases and increasingly the choice will be based on prevailing circumstances, including the nature of support systems provided. The finding supports Cohen's (1987), argument, that coping in stressful situations are not predictive, rather, the process is dynamic, depending on the environmental responses and nature of the events facing the teacher at that particular time.

The study recommended that the TSC should follow up disciplinary process with counseling sessions for teachers. The sessions may be given at the district level so as to take care of teachers' needs and address the root cause of the problem especially for offences such as chronic absenteeism- caused by alcoholism and drug addiction. All heads of schools should undergo guidance and counseling seminars to enable them counsel teachers at the very onset of errant behaviour. Head teachers should be guided appraised continuously on leadership and school management skills so that they can manage human resources in schools professionally. The DEO should do thorough investigation on cases before rushing to interdict teachers on faulty charges. This may entail equipping them with Para-legal skills. This could minimize stress as a result of unfair disciplinary measures.

The time taken to dispense disciplinary measures by the TSC should be shortened, and ways be explored to have discipline cases heard at the district level instead of

the Headquarters. This may mean strengthening the DEOS office further. There is need also for the TSC to continue being fair and just to teachers coping with disciplinary stress by allowing them and their dependants access medical allowance to enable them obtain treatment in case of sickness. The affected teacher should be posted to a different school but within the same district. This is to enable the DEO to make follow-ups. The disciplinary process should continue to minimize and correct errant teachers in the society. The disciplinary committees should be well equipped with par-legal skill in order to judge cases appropriately as per the code of regulations and lessen appeals and complaints of lack of impartiality.

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List of Abbreviations and Acronyms

ANOVA	:	Analysis of Variance
KNUT	:	Kenya National Union of Teachers
SPSS	:	Statistical Package for Social Sciences
TSC	:	Teachers' Service Commission
FGDs	:	Focused Group Discussions

CHAPTER ONE: INTRODUCTION

1.1: Background to the study

Although the concepts of stress and coping were incorporated in ancient Brahmanist and Buddhist philosophies of Asia (Palsane & Lam, 1996:34), scientific research in this area is a fairly recent phenomenon. The role of major personal-social variables (e.g. social support and family) has been examined in relation to stress and coping and found to have invaluable role in as far as stress and coping is concerned. Stress is usually conceptualized in terms of daily hassles and uplifts as well as items of life, events, or life experience that tax the resources of the person.

Coping is conceptualized as a process rather than trait or style. According to Lazarus (1993:237), coping refers to “ ongoing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person” . Folkman and Lazarus (1988:8) have identified eight ways of coping, namely, confrontive coping, distancing, self-controlling, seeking social support, accepting responsibility, escape-avoidance, planful problem solving, and positive re-appraisal. Although planful problem solving is clearly problem-focused, seeking social support is viewed by coping researchers as a combination of both problem and emotion-focused strategy. The other six are regarded as emotion-focused coping strategies.

Stress is increasingly becoming a natural and unavoidable part of everyday life. There is a general consensus that all people need a certain amount of stress, otherwise their lives would be dull and without interest. Selye (1974:14) characterized stress as “ the spice of life” , showing that we are all subject to some form of it. Although too much stress may be damaging to our body and disastrous to our mental health, some stress may be a source of motivation and challenge if controlled by the individual going through it.

Despite the fact that the majority of teachers report high levels of stress, a high percentage (from 40 up to 80 per cent) regard teaching as a profession that gives rewards and satisfaction (Benmansour, 1998:14; Chaplain, 1995:473; Kyriacou and Sutcliffe, 1979: 89). In these studies (Benmansour, 1998:14; Chaplain, 1995:473; Kyriacou and Sutcliffe, 1979: 89), it was established that stress related to job performance and stress had a negative correlation, since high levels of stress were related with poor job performance ratings. In examining the factors that cause stress among teachers, Cooper and Kelly (1993:137) interviewed all the United Kingdom' s head teachers, and by using factor analysis, they grouped the sources that cause stress to head teachers in the following five categories: work overload, handling relationships with staff, resource management, the local educational authority and handling poor performance of staff. On the other hand, Carr' s (1994:22) study of 94 head teachers in South Australia revealed that the three main factors that caused stress to them were the following: feeling of lack of support from the education

department, coping with heavy work demands, expectations of the employer, and difficulty in interpersonal relationships with other staff. Ostell and Oakland (1995:23), grouped the problematic situations that teachers face under the following headings: organizational, external conflicts/complaints, behavioural/special needs, internal conflicts/complaints, personnel performance, motivation/morale, and recruitment, intra-personal. Moreover, Chaplain (2001:202) categorizes the aspects of teachers' work that caused most stress under the following four headings: external factors (e.g. legislation, governors, inspections); school structures (e.g. maintaining standards and budgets); interpersonal processes (e.g. relationships with teachers and parents); and personal factors (e.g. professional activities and lifestyle). All these factors in one way or the other led to strained relationship between teachers and their respective employers, and in effect cause teachers immense stress. It is likely that the stress which teachers experience during the disciplinary period is immense, given the fact that those disciplined lose their salaries and emoluments, which in most cases are their source of survival.

Dickie (1995:2) conducted a qualitative study on occupational stress to examine and analyze stress situations and stress programs for faculty members in one community college in Ontario. Some issues examined in this study were related to whether educators suffer from teaching stress, and also what their participation rates were in such programs. Results revealed that among eleven educators interviewed, only one reported extremely stressful conditions and the remainder of the population reported

from low to moderate stress. Although the faculty members were aware of the stress prevention program and other professional development opportunities, their participation rate was poor, particularly for those who needed the services most. The most likely reason for shunning such services could be the stigma that the stressed out teacher suffer in their environment

The observations made by the above researchers have a relationship with the situation teachers find themselves in during disciplinary process by the Teachers' Service Commission (TSC) and its agents. Disciplinary process could be very stressful mainly because the teacher suffers loss of salary (that make difficult for the teacher to meet family demands), anxiety over the outcome of a pending decisions on cases, marital problems like frequent quarrels and fighting among spouses as a result of unfulfilled family demands among others. The process could even impact negatively on the male teacher who is culturally regarded as the family breadwinner. The inability to support the family during the disciplinary period, due to loss of income, may be viewed by the community as a failure thus worsening the teacher' s stress levels. Those teachers who have committed offences such as having carnal knowledge of students, knowingly embezzled school fund, teachers who are chronically absent, cases of repeated offences may lead to dismissal from duty. Teachers who have committed such offences therefore are likely to experience high levels of stress due to the fear of being dismissed.

The provincial director of education, district education officers, boards of governors, directors of city education and municipalities are mandated by TSC to assign, transfer, discipline and interdict teachers within their areas of jurisdiction, who breach the TSC code of regulations for teachers. Heads of institutions are secretaries and advisors to these agents. Once a head of an institution identifies a teacher as having breached the code of conduct and ethics and the code of regulations for teachers, he/she writes to the respective agent recommending the interdiction of such a teacher according to the code. Unlike their secondary school counterparts, primary school teachers have no opportunity of appearing before a board or committee to defend themselves before the agent makes a decision on whether to interdict or not. After the teacher receives official communication recommending his/her discipline/interdiction, the matter remains with the TSC and the agent. The teacher comes in to the case when writing a defense statement and thereafter waits until the case is heard. Between this period and hearing of the case, which may take long, depending on the offence and quality of investigation; the teacher remains oblivious of the progress of his/her case. It is such situations that are likely to cause immense stress to the concerned teacher.

. It' s likely that the process may predispose a teacher to illicit activities like drug abuse, peddling and drunkenness, to gain some income and ' escape' his troubles. A teacher going through disciplinary process therefore requires self-management strategies to cope with stress and minimize negative effects of disciplinary process.

According to TSC report (2005), the trend of teachers going through the TSC disciplinary process is in the increase. For instance the number of disciplined teachers from the Rift valley province rose from 473 to 518 between the year 2003/2004. In Marakwet District, the number rose from 26 to 30 within the same period. These increments are significant given the fact that there is shortage of teachers nationally. There is therefore need to carefully manage the teachers disciplinary process, especially due to the fact that a high number of disciplined teachers find their way to schools after the process. Adoption of coping strategies could minimize high teacher turnover, brought about by the negative effects of disciplinary process.

1.2: Problem statement

Stress in teaching is a worldwide phenomenon. Studies conducted in Australia, the United Kingdom, the United States, and elsewhere, show that teachers experience some degree of occupational stress at different times in their career. One of the most interesting findings by these studies is the fact that the general stress level is very similar (Kyriacou, 2000). Around 25 to 30 per cent, that is one out of every four teachers, describe the profession as extremely stressful (Chaplain, 1995:474; Kyriacou, 1980a:112; Manthei et al., 1996:8). Stress in the teaching profession could be undoubtedly higher among teachers going through disciplinary processes because of the fact that their jobs hang on the balance as they await the verdict of the Teachers Service Commission.

In literature written, and a number of radio and press reports on stress among teachers, there is growing concern about stress in the workplace, (Friesen 1988), occupational stress, (Mcintyre, 1984), effects of stress on teachers, Koeske, et al, (1993), Coping with work stress, (dewe, P.J. 1985), Stress and the college educator, (Dickie, K. 1995), among others. The problems mentioned in all these studies encompass all aspects of the teachers' life: social, economic and psychological. No attention has been put on strategies of coping with stress among teachers during disciplinary process. A majority, (90%) of the teachers disciplined by TSC are primary teachers, (Teachers Image, Vol. 9, 2006). The duration of a disciplinary case depends on how fast and thorough investigations are conducted. This means a case may take longer than expected if the interdicting agents do not submit satisfactory reports. (TSC Code Of Regulations For Teachers 2005) or submit ambiguous charges. There is no information at the TSC on how the disciplined teachers cope with disciplinary process. It is this missing gap in knowledge that prompted the researcher to carry out a study on stress coping strategies among primary school teachers with particular focus on Marakwet District.

Accordingly, knowledge of the main sources of teachers' stress during disciplinary process is very important, since such understanding can offer a useful basis for the development of strategies that teachers may use to minimize their own levels of stress on the one hand. On the other hand, teachers may also change those practices that make them susceptible to negative effects of disciplinary stress. According to

Dunham (1994:169), teachers' stress management strategies and resources could be classified as personal, interpersonal, organizational and community. Personal strategies include work resources, positive attitudes and pressures; and out of work activities, whereas interpersonal strategies involve the support teachers receive from their families or their social surroundings. Organizational strategies include supportive management and colleagues, whereas community strategies refer to the community activities that teachers may take part in during this time, i.e. while on interdiction.

Teachers are likely to employ personal and community strategies that are practical and within their control, there is however a problem in this in that teachers may shy away from sources of help due to the stigma associated with disciplinary procedures. This may hinder teacher' s exploration of awareness of who they are and knowing their strengths and weaknesses. This is important because the higher the teachers self-awareness, the more they control their responses. In this way, they may attempt to overcome difficulties that come with the process and hence avoid stressful situations, (Dewe, 1985:33-34). The period of disciplinary process is likely characterized by a lot of anxiety over the outcome of the process. This is likely to hamper teachers' attempts of trying to keep things in perspective, hence limiting their coping action, which involves reframing stressful situations and seeing them from a different perspectives (Kyriacou, 1980:60). In addition, aspects of regular exercise and engagement in community activities may help teachers to build

resistance to stress. The problem however may come from the community, which might attach a lot of stigma to errant teachers, and may be reluctant to fully accommodate or involve the teacher in community functions. This is likely to impact negatively to the teachers attempt to cope. Tsiakkiros and Pashiardis (2002:201) report that seeking support and the discussion of the sources that cause stress with various individuals (spouse, friends, other community members) constitutes the most frequent strategy that teachers use.

Administrative structure is the salient force in the establishment and maintenance of a positive emotional climate (Whiteman et al, 1985:301). Positive and emotional support of teachers by TSC during disciplinary process is important in limiting stress associated with this period. Management of TSC is expected to take the lead responsibility in the remediation of teacher stress (Gold, 1985:212). For TSC to live up to its vision and mission statements, of ' effective service for quality teaching' and ' Establishing in consultation with the stakeholders, a teaching force that is responsive to environmental changes' respectively, (TSC Service charter, 2003) its imperative that plans are put in place to aid teachers going through disciplinary process. From the foregoing, the management of TSC may therefore need to ensure that it develops mechanisms for monitoring ways in which teachers cope with stress during disciplinary process. This may entail putting in place supportive structures such as regular counseling throughout the disciplinary process, ensuring that quality investigations are done so that TSC and its agents do not subject the teachers to

unfair disciplinary actions. TSC also has the responsibility of keeping the teacher informed on the progress of their cases, especially in incidences where the discipline case takes long to determine. This is important given teachers role in society, being that of moulding the young members of society. The way the teachers are handled therefore is important; as it will affect the way they impact on children. Hence, the input of TSC in supporting the teacher during disciplinary process is crucial.

The focus of this study was disciplinary stress coping strategies among primary school teachers in Marakwet district and their perception and those of the significant others on the disciplinary process of stress. Using the teachers reinstated after going through TSC disciplinary process, the study sought to investigate teacher' s perception of the disciplinary process of stress, nature of stress, types of coping strategies, sources of support system during the process and factors that influence the choice of a particular coping strategy. In achieving this, the study was guided by the following research questions:

1. What are the teachers' perception and interpretation of disciplinary stress?
2. What are the perception and the interpretation of significant others on disciplinary stress?
3. What are the teachers' sources of support systems during disciplinary process?
4. What factors influence the choice of particular stress-coping Strategy?

1.2.1: Objectives of the study

Broad objective

The broad objective of the study was to establish the stress coping strategies among primary school teachers in Marakwet district.

Specific objectives

The study explored the following specific objectives.

1. To find out the teachers' perception and interpretation of stress during disciplinary process.
2. To establish the perception and interpretation of significant others on stress during disciplinary process.
3. To examine the teachers support systems during the disciplinary process.
4. To investigate the factors that influence the teacher's choice of a particular stress coping strategies during the disciplinary process.

1.2.2: Justification of the study

The Teachers Service Commission was established in 1967 by an Act of parliament, (Cap. 212 of the laws of Kenya) to provide services to about, 235,000 teachers, spread in all public institutions countrywide. It is mandated to perform a number of functions, among them, is the maintenance function, which include the discipline of teachers in all public primary, secondary, and middle-level teacher training colleges. However, there is hardly any information available at the TSC on the coping strategies of teachers during disciplinary process. The study was therefore timely, appropriate and justified, as it will fill the gaps in the TSC disciplinary systems and

enhance best practices in dispensation and managing teacher discipline. The study also sought to establish the coping strategies that teachers adopt during disciplinary process and whether the strategies are effective and enhance their well-being or not. The data gathered will enhance the TSC's and other stakeholders' understanding on the coping strategies that teachers employ to deal with stress during the disciplinary process while at the same time maintaining their dignity and integrity.

Two, the study is likely to expose various forms of strategies applied by teachers to cope with disciplinary stress. It is probable that teachers adopt strategies that are detrimental to not only their career but also their health, for example drug abuse. Finally, the findings of the study will hopefully generate information which may form a basis for scholars and policy makers in the development of policies related to disciplinary measures that statutory institutions could apply in helping disciplined employees during the disciplinary process.

1.3: Scope and limitation of the study

This study is exploratory in nature. It deals with teacher's disciplinary action and coping strategies in Mararkwet district. The study focused on teachers who have undergone TSC disciplinary processes and are back on duty, but it did not include teachers who had been sacked due to the difficulty of tracing them. As a consequence, the study missed out on the critical experience of such teachers. Other areas of focus included; teachers coping strategies, supportive measures and the

factors that influence the choice of particular strategies. The researcher was able to capture some of the critical experiences, through in-depth investigation of the teachers' experiences of the disciplinary process. The study involved extensive traveling within the district in a bid to track down the teachers who had undergone disciplinary process using the data available at the TSC and the DEOs office. The expanse of the district and the problem of accessibility also slowed down the process of data collection. The scope of the study was confined to Marakwet district, in the North Rift region of Kenya. Given this scope, the findings of the study may not be generalized to other districts in the Rift Valley province, or the country as a whole.

1.4: Operational definition of terms

Stress: In the context of this study, stress refers to a state of mental or emotional strain or suspense.

Coping: Coping refers to a process of coming to terms and dealing successfully with a problem.

Strategy: This refers to method/plan/skill, adopted by a teacher to manage a troubling situation brought about by disciplinary process

Disciplinary process: Disciplinary process refers to a particular course of action designed to promote or elicit desirable discipline or conduct among teachers

Stress coping strategy: This refers to a choice of method or skill employed by a teacher to put up with or reduce the impact of a particular problem(s)/difficulties, that come as a result of disciplinary process e.g. loss of income as a result of

interdiction, family crisis, desertion by friends, children dropping out of school for lack of fees or anxiety of outcome of a case pending decision etc.

Reinstated teachers: These are teachers who have gone through disciplinary process and are back on

Duty.

Significant others: This refers to the Family, community, and TSC administration.

CHAPTER TWO: LITERATURE REVIEW

2.1: Introduction

The purpose of this literature review is to set the study subject in a broader context through investigation of the relevant literature and other sources. The review covers the issues of stress coping mechanisms. Key theories and arguments have also been identified and discussed. Any differences in approach as well as areas of consensus are presented and weaknesses in arguments and potential criticism have been specified.

2.2: Sources of occupational stress in teaching

Occupational stress is a growing problem that results in substantial cost to individual employees and work organizations around the globe. The changing nature of work has placed unprecedented demands on teachers, and fuelled concerns about the effect this change is having on their well being. According to McIntyre (1984:23), teachers expect to face the consequences of their misconduct (Kalker, 1984:16), yet the body's ability to adapt to stress that comes with disciplinary action, called "adaptation energy", is finite. Exposure to constant stressors during this period can be tolerated only so long. Rest and relaxation can restore resistance and adaptation levels in the individual to a certain point, but if the stress continues, ultimate exhaustion will occur. Prolonged exposure to disciplinary distress was found to work in a counter productive way, setting the stage for future pathology (Selye, 1956).

Extreme disciplinary stress can cause a feeling of exhaustion and fatigue, being unable to shake a lingering cold, suffering from frequent headaches and gastrointestinal disturbances, sleeplessness, and shortness of breath (Friesen, 1988). In short, the teacher becomes too somatically involved with one's bodily functions (Friesen, 1988:160). It is as result of worrying "too much, too long and too intensely" that causes teacher turnover, since the teachers who reach this extreme find themselves depressed and end up leaving service on medical grounds.(Friesen, 1988:161-162).

The examination of disciplinary stress is extremely important considering the billions of dollars lost in stress-related disability claims by teachers. Decreased productivity, absenteeism and staff replacement cost cannot be overemphasized. The annual report from Statistics Canada, (1994) showed that related cases costed Canadian businesses more than \$13 billion annually and 70% of all employees will, at some time, experience problems that reduce performance due to stress. It is estimated that occupational stress costs American businesses over \$15 billion per year. There is no doubt that the study of teacher disciplinary related stress is important and will continue to be a topical issue now and in the future, due to the impact it has on human resource in education, and the more reason TSC as a teacher manager need to take greater interest in this study.

2.3: Coping Strategies

Coping is primarily a psychological concept and although there are many definitions, all appear to share a basic thought that coping is a struggle with demands, conflicts and emotions. The Webster Dictionary (1984:313) defines coping as "to fight or contend (with) successfully or on equal terms, to deal with problems and troubles. Coping involves some degree of thought by the individual trying to manage environments with internal demands, and conflicts, which tax or exceed a person's resources. Later, Lazarus and Folkman (1984a: 112) revised this definition to be the constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person. Within this definition is the inclusion of both defensive and coping strategies.

Edwards (1988:54) acknowledges that although there is general agreement as to the importance of coping, " ...there is little agreement concerning the meaning of coping or (more importantly) the mechanisms by which it influences stress and well-being."

However, for the purpose of this study, coping will be taken to mean *efforts put in by the teacher going through disciplinary process, to reduce the negative impacts of stress on his/he well-being.*

According to Edwards (1984), there is a major difficulty in assessing different coping methods used by individuals during stressful situations. In his opinion, individuals under stress consciously generate a comprehensive set of coping alternatives,

evaluate the potential consequences of each alternative, and select the strategy, which minimizes stress and maximizes their well-being. It is likely that teachers' choice of coping strategies keep changing in line with stages, reactions of the family and significant others in the community. This could be because as level and intensity of stress increases along with increased time constraint available to generate coping alternatives, the number of rational choices decreases and increasingly the choice will be based on prevailing circumstances. It is therefore interesting to establish whether this is actually the case or not.

In a recent article entitled ' coping with job stress: Which strategies work best?' Koeske G., Kirk and Koeske R. (1993:322) reported on a four wave longitudinal study whereby they looked at the coping strategies used by a sample of new intake social workers in dealing with their clients. Overwhelmingly, the evidence pointed to the benefits of coping strategies over the predominant mode of avoidance strategies. However, even those in the sample who predominantly used controlled coping, also used avoidance strategies at times. In their summary, Koeske et al (1993:334) highlights how both behavioural and cognitive controlling strategies were used and how these were interrelated. They hoped that if behaviour was controlled, presumably it was cognized first and, conversely, if a cognitive shift was utilized, behaviour was also affected. Emphasis is placed on flexibility of strategies to provide the most effective results of coping' . It' s likely that, teachers going through a disciplinary process may apply particular coping strategies in particular situations.

The success of the application of any strategy is likely to be affected by reactions of significant others in the family and community. For example a hostile family may make the teacher to withdraw and resort to adverse strategies that can hurt his well-being, e.g. drunkenness or drug abuse.

According to Gootlieb (1983:160), the significant amount of time that people invest in their jobs has profound impact on their morale, their physical, mental health, and their personal identity. Hence, humanistic aspect associated with work related stress must be addressed to promote desirable outcomes in the employment situation. Teachers who go through disciplinary process, more often than not get reinstated back on duty. How productive such teachers will be is important to consider during disciplinary process. This may be viewed as particularly important in relation to the increasing demands facing teachers going through disciplinary stress. It is however unfortunate, that teachers going through discipline process do not access their workplace where they could derive a lot of encouragement, solace and support from colleagues. Whereas the Code of Regulation for Teachers (2005) is clear on the fact that teachers who have been interdicted should not go back to their former work stations, it is important to explore ways in which the teachers can ventilate themselves during a disciplinary process.

Administrative structure is the salient force in the establishment and maintenance of a positive emotional support for its workforce especially in times of stress no matter

their cause (Whiteman et al, 1985:301). Thus, the TSC management may have to accept responsibility for their role in the remediation of teacher stress. This is very crucial for teachers on disciplinary process, because most of those teachers who disciplined get reinstated back on duty. The way they are handled during the disciplinary process therefore is significant (Gold, 1985:212). Using this argument of Gold (1985), the management of TSC may have to design strategies of monitoring ways in which teachers cope with disciplinary stress. This may entail putting in place supportive structures such as regular counseling throughout the disciplinary process as suggested elsewhere in this study.

As pointed out by Dickie (1995:2), supportive administration, and in particular, direct support from the chairperson, is an important factor in stress reduction during stressful situations. The element of 'buffers' has been identified as the needed administrative support (Conorolly and Saunders, 1988:11). This may mean that the TSC reconsiders the role of its agents as far as teachers discipline is concerned, so that the authenticity of cases is strengthened and flawed decisions by its agencies are minimized, since such decisions are likely to damage teachers' reputation and may also affect employer/employee relationship in future, something that is detrimental to child mentoring.

In an article outlining what management can do for college teachers to help in coping with stress, Friesen et al (1988) listed the following key steps towards eliminating

any unnecessary stress. These are: improving communication channels; encouraging teachers to take personal time for hobbies and activities; attending workshops on stress management, relaxation, and cognitive restructuring; encouraging the faculty to participate in fitness and exercise; expressing clearly the mission, vision and performance goals for the organization; encouraging interaction with peers (team building); helping teachers by offering new ideas, techniques, and allowing to rotate out of exhausting jobs; encouraging staff members to express their ideas; involving staff in decisions that are relevant to them; encouraging staff members to develop support systems; discussing with teachers the appropriate use of worry; and finally helping teachers in lowering unrealistic expectations. The teachers can be equipped with these life skills so that at a time of stress, these toolkits can be called to action. The literature on the role of management in reducing stress experienced by educators is far from complete, and further research is needed to examine in detail the role that management can play in alleviating disciplinary stress.

2.4: Measurement of coping

One of the difficulties in the measurement of coping has been the different approaches to the problem. Two approaches have surfaced – episodic or situational assessment and trait or dispositional assessment. Trait measures of coping refer to an individual's habitual or particular way to deal with a variety of stressful encounters. These traits or dispositions are aligned to the personality of that individual (Cohen, 1987:284). Trait assessment refers to an enduring property of a person or a disposition to respond in a certain way under a variety of circumstances.

Episodic measures of coping deal with the strategies individuals actually use in a particular stressful situation, that is, what the person does in a particular encounter. The important aspect of episodic coping is that it is characterized by responses in which there can be a flow of events.

Trait measurement has been criticized for assuming consistency in coping behaviour (Cohen and Lazarus, 1979:217). Furthermore, Cohen (1987:286) indicates that coping traits do not seem to be predictive of how individuals actually cope in stressful situations. Lazarus and Folkman (1984b:289) state that the measurement of coping traits has modest predictive value with respect to the coping process. In an earlier study, Folkman and Lazarus (1980:220) found some stability in the use of coping responses for an individual across episodes but in general, subjects were characterized more by variability than by stability in coping patterns. As well, since coping is a process, it changes over time. A teacher may use an emotion-focused strategy and then shift to a problem-focused strategy or vice versa depending on particular situation facing him/her. This study seeks to understand teachers' ability to shift or stabilize coping strategies and thereby resolve the conflict between these approaches.

2.5: Theoretical framework

As stated earlier, cognitive and behaviour theory and therapies operate from the belief that old actions, perceptions and beliefs can be "re-programmed" a new, more constructive 'habits' introduced. Most importantly from the Koeske's et al

(1993:323) study, was the proposal for the strategies mentioned to be 'concretized' and training programmes devised to teach these options to others in similar circumstances. Singleton *et al* (1988:136) assert that all empirical studies should be grounded in theory. A theory is a set of interrelated constructs, definitions and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena (Kerlinger, 1964:11). This study uses theoretical literature to try and explain the coping mechanisms used by teachers during disciplinary process.

Process theories of occupational stress

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Despite the fact that a large volume of research has focused on linking stressors to strain, a growing number of process theories have been developed to provide a more coherent framework for understanding occupational stress (Cooper, 1998:78). Some of these theories have a strong occupational orientation (Edwards, 1992:238), whereas others can be readily applied to other domains of an employee's life (Hart, 1999:566). One thing that most process theories have in common, however, is that they are based on the transactional approach to stress. The transactional approach treats stress as a dynamic process operating between a person and his or her environment. Although the term 'transaction' is used to emphasize the fact that stress results from the conjunction between personal and environmental variables (Cox, 1978:234; Lazarus and Folkman, 1984a), it is the dynamic, reciprocal nature of the relationships between these variables that distinguishes transactional models

from other more static or unidirectional theories. For example, the traditional stressors and strain approach assumes that stressors cause strain. There is no allowance for the fact that a reciprocal causal relationship may exist between stressors and strain, or those employees' levels of strain may actually cause them to experience stressors.

Moreover, the reciprocity or mutual determinism that is an integral part of transactional theories serves to create a self-regulating system that is constantly striving to maintain a state of homeostasis or equilibrium (Edwards, 1992:242; Hart, 1999:576; Headey and Wearing, 1989:pp274-276). This means that in order to understand occupational stress, it is necessary to understand how systems of variables relate to one another over time. Unfortunately, little is known about how occupational stress variables actually relate to one another over time, because the vast majority of occupational stress studies have been cross-sectional, rather than longitudinal in nature. The transactional approach has led to the development of specific occupational stress theories, such as French *et al.*'s (1982:212) person-environment fit theory, which suggests that a misfit between the characteristics of an individual (abilities and goals) and his or her work environment (work demands and organizational climate) will result in psychological, physiological, and behavioral strain. Although such theories have been discussed widely the occupations, (Edwards, 1992:249), their specific occupational nature does not easily facilitate a more systemic view that integrates the various domains of employees' lives. More

importantly. however, the theoretical emphasis placed on strain does not adequately account for the fact that people' s psychological responses to their environment include both positive (e.g., well-being, positive effect, morale) and negative (ill-being, negative effect, psychological distress) dimensions (Watson, & Tellegen, 1985:226), each potentially having their own unique set causes and consequences (Costa, & McCrae, 1980:672). This theory however is one-dimensional and there is need to look at all the domains of an individual teachers life, rather than few aspects which may give a one sided picture of a situation.

The Cognitive-Relational Approach

The cognitive-relational theory developed by Lazarus et al (1988) is a transactional theory that can be applied to all domains of a teacher' s life unlike the transactional approach advocated by the process theories. Cognitive relational approach can be used to explain the positive and negative responses that teachers have to their environment. Based on this approach, stress as earlier defined, is the imbalance between people' s perceived environmental demands and their perceived ability to cope with these demands, the knowledge of the true dynamic nature of stress that teachers experience during disciplinary process is crucial. This study hopes to highlight the type and nature of stress teachers experience during this period.

The major contribution of the cognitive-relational theory is not the way in which it defines stress, but its introduction of the notion that the interdependent processes of

appraisal and coping mediate the relationship between a person's environment and his/her adaptation outcomes. Adaptation refers to the continual interplay between appraisal and coping, and is the process through which teachers manage their environment to maintain an optimum level of physical, psychological and social well-being. The outcomes of this process have been operationally defined as positive and negative effects (Kanner, Coyne, Schaefer and Lazarus, 1981:pp1-39), as well as anxiety, depression, perceived social competence, and general self-worth (Kanner et al., 1991:158), but may also include other indicators of psychological well-being, somatic health, and social functioning (Lazarus, 1990:7; Lazarus et al., 1985:772).

According to the cognitive-relational approach, Teacher's experience of their environment is mediated through appraisal. Appraisal is a cognitive process through which teachers constantly monitor the conditions in their environment to determine whether these conditions are likely to have consequences for their well-being (referred to as primary appraisal), and if so, what can be done about it (referred to as secondary appraisal). When such conditions are appraised as being potentially harmful, beneficial, threatening, or challenging, teachers will interpret the conditions as having consequences for their well-being and therefore, this will result in the use of coping processes (Folkman and Lazarus, 1988:128). Coping processes refer to the cognitive or behavioral efforts that people bring into play in an attempt to alter their environment (e.g., problem-focused coping) or managing their emotions (e.g. emotion-focused coping). This definition of coping has been widely accepted by

coping researchers, (Latack and Havlovic, 1992:482) It emphasizes on the importance of what teachers can actually *do* to cope or deal with a stressful situation, whether it is effective or not. In other words, there is a recognition that teachers sometimes engage in coping strategies that may actually make matters worse. For example, when teachers are confronted with a situation that is potentially harmful or threatening to their well-being they may engage in a range of coping strategies, such as logically analyzing the problem, planning what to do, and doing things that will actually address or remove or worsen it. This may be occasioned by the fact that there is hardly time to plan given the flow of events following a disciplinary process. All types of strategies have a focus on dealing with the problem or situation at hand. Additionally, teachers may also engage in coping strategies such as denying the seriousness of the situation, trying to convince themselves that the problem will go away of its own accord, using relaxation techniques to reduce anxiety or tension, turning to alcohol, tobacco and other substances to help manage their emotional response etc. Although, in some circumstances, these strategies may be beneficial in helping teachers to manage their emotions, they do not deal with the stressful situation. Consequently, when teachers adopt coping strategies that focus almost exclusively on managing their emotions, the initial problem will not be addressed and may sometimes become worse. Focusing on what teachers actually do when they attempt to cope or deal with a stressful situation may be quite different from the focus that is sometimes placed on the availability of coping resources. Coping resources can be defined as any characteristic of the person or the environment that

can be used during the coping process. For example, teacher's levels of self-esteem and their social support networks are resources that could be drawn upon to help them manage or deal with stressful situations (Kahn and Byosiene, 1992:572).

In some circumstances, however, teachers may have access to coping resources that they choose not to use. This highlights the distinguishing feature between coping processes and coping resources. Coping processes refer to what people actually do, rather than the resources that may be available to them. To further emphasize this distinction, it is sometimes helpful to use the term 'coping strategies' instead of coping processes. The notion that teachers use a broad range of coping strategies when faced with stressful situations is widely accepted (Zeidner and Endler, 1996). Some researchers suggest, however, that the extent to which one strategy is used over another varies across situations (Folkman, Lazarus, Gruen and DeLongis, 1986:573), and that different types of strategies might be effective at different stages of the stressful situation unfold (e.g., Folkman, & Lazarus, 1985:151).

Dynamic Equilibrium Theory

Although the cognitive-relational approach has been one of the dominant theories of stress since the early 1980s, it has been called into question for discounting the role that enduring personality characteristics (Costa and McCrae, 1990) and emotions (Worrall and May, 1989:174) play in the stress process. The dynamic equilibrium theory of stress proposed by Hart et al. (1993:283-311, 1994:553-572) deals with

these concerns by integrating the perceived quality-of-life literature (Headey and Wearing, 1992:273) with the cognitive-relational approach. According to the dynamic equilibrium theory, stress results from a broad system of variables that include personality (Costa and McCrae, 1980:668) and environmental characteristics (Michela, Lukaszewski, and Allegrante, 1995:61-80), coping processes (Bolger, 1990:526), positive and negative experiences (Hart, 1994:111; Kanner et al., 1981:13), and various indices of psychological well-being (Diener, 2000:36; George, 1996:145). The environment, experiences encountered both at the TSC and home together with the individual's personality is likely to determine one's coping strength.

As noted by Lazarus (1990:8), stress cannot be located in any one of these variables. Rather, stress occurs when a state of disequilibrium exists within the system of variables relating teachers to their environments, and only when this state of disequilibrium brings about change in the teacher's normal (i.e., equilibrium) levels of psychological well-being. This suggests that stress is a relatively abstract construct that cannot be assessed directly. Instead, stress can only be understood by assessing a complex system of variables, and establishing how these variables relate to one another over time. Drawing on a considerable body of empirical evidence, it is argued that separate positive and negative affectivity paths underpin the relations that link the stable (trait) and situational (state) components of these variables (Hart et al., 1995:133).

The terms positive and negative affectivity refer to the general emotional orientation that appears to underpin these variables. It has been shown, for example, that the enduring personality constructs of neuroticism (depression, excess anxiety) and extraversion are related to life experiences coping processes and perceived quality-of-life indices (Costa and McCrae, 1980:670). Different patterns of association often emerge, with neuroticism correlates more strongly with negative life experiences, emotion-focused coping, and indices of psychological distress(e.g., negative affect), while extraversion correlates more strongly with positive experiences, problem-focused coping, and indices of well-being (e.g., positive affect). These findings demonstrate that neuroticism and extraversion is more than a mere methodological nuisance (Spector, Fox and Van Katwyk, 1999:206). They are an informative and important part of the process that can enable teachers to interpret and respond to their environment. Since neuroticism and extraversion are almost completely stable over long periods of time (Costa, & McCrae, 1989), it follows, as a logical consequence of their links with life experiences, coping processes, and indices of psychological well-being, that these constructs must also exhibit a degree of temporal stability that can be predicted on the basis of a teacher' s personality characteristics (Staw and Ross, 1985). This implies that each of these constructs has a stable (equilibrium) and situational (change from equilibrium) component.

The dynamic equilibrium theory of stress suggests, however, that these scenarios cannot be construed as 'stressful' unless the experiences represent a deviation from the teacher's normal pattern of experiences and they bring about change in his or her equilibrium levels of psychological well-being, in this case disciplinary process is likely to bring a change in the teachers' normal experience

2.6: The conceptual framework

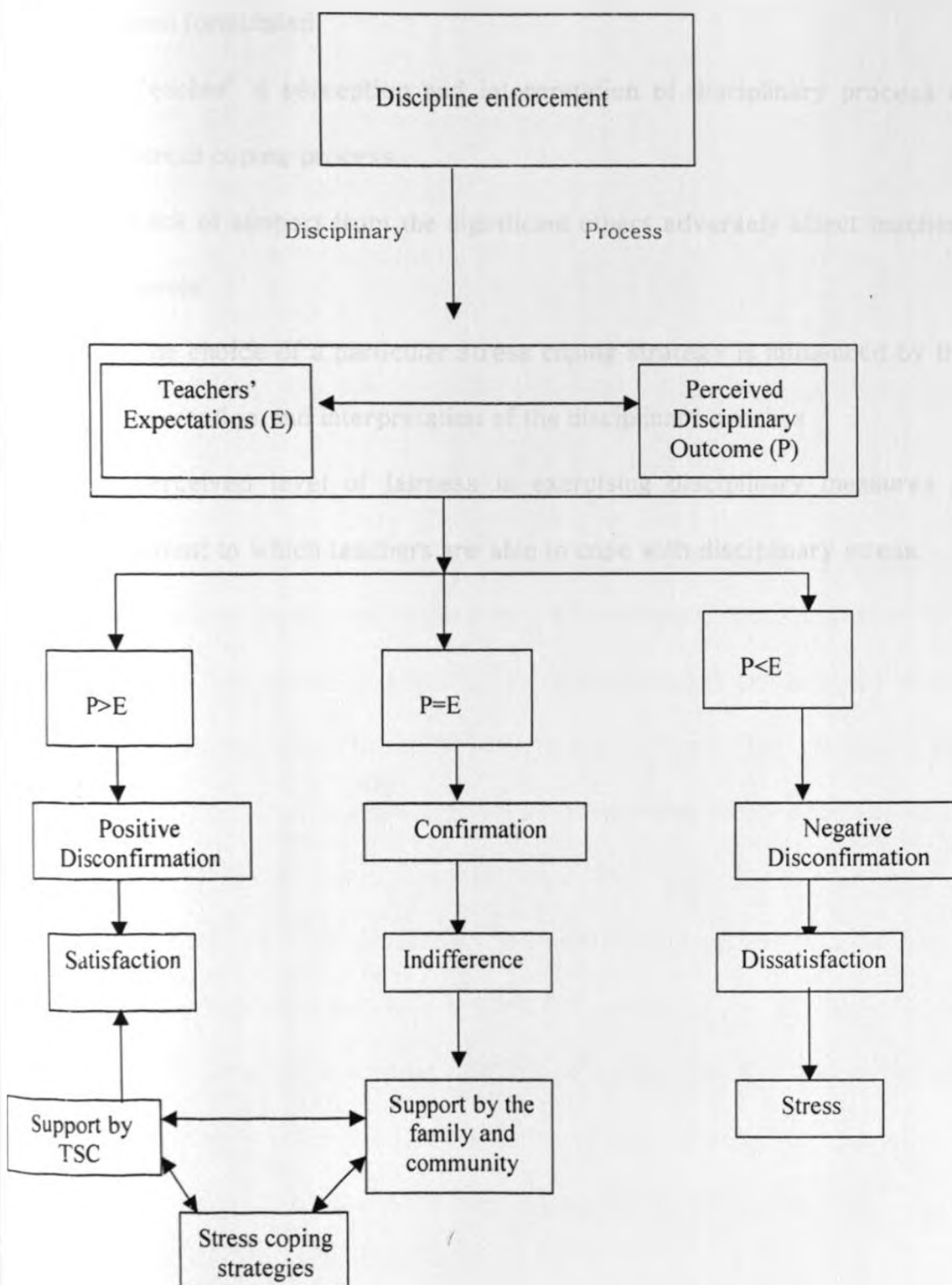
The Disconfirmation Paradigm

The evaluation process, according to Churchill and Suprenant (1982), results in confirmation or disconfirmation of a client's expectations. An individual's expectations are: Positively disconfirmed when perceived outcome exceeds expectations; negatively disconfirmed when perceived outcome is below expectations; and confirmed when perceived outcome equals expectations although it assumed that this is a state of indifference or neutrality. Disconfirmation arises from discrepancies between prior expectations and actual outcome. From this evaluation process, positive disconfirmation logically leads to satisfaction, which, in turn, leads to positive responses such as loyalty, favourable word of mouth and "complimenting behaviour". In sum, this leads to opinion formation hence the perceived extent to which Disciplinary measure is seen to be fair depends on teachers' expectation and the outcome of the disciplinary process. Negative disconfirmation, on the other hand, leads to dissatisfaction, which in turn leads to tendency towards negative word-of-mouth (Richins, 1983). Cardozo (1965) showed that a negative disconfirmation of an expectation (that is the results were poorer than anticipated) produced an

unfavorable product/ service evaluation. The teachers' experience during the disciplinary process is likely to determine the nature of disconfirmation they adopt as a consequence. Negative disconfirmation leads to stress. Administrative support from the TSC and the family leads to positive disconfirmation. Figure 2.1 illustrates the relationship between the variables (dependent and independent).



Figure 2.1: Conceptual framework on disciplinary process and effects of teacher perception and expectation.



2.7: Hypotheses

From the review of the relevant literature and theories, the following hypotheses have been formulated.

1. Teacher' s perception and interpretation of disciplinary process affect their stress coping process.
2. Lack of support from the significant others adversely affect teacher' s coping levels.
3. The choice of a particular stress coping strategy is influenced by the teachers perception and interpretation of the disciplinary process
4. Perceived level of fairness in exercising disciplinary measures affects the extent to which teachers are able to cope with disciplinary stress.

CHAPTER THREE: METHODOLOGY

3: Introduction

This chapter focuses on the research design to be used in the study. Kerlinger (1964:275) defines a research design as “ the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance.” A research design guides the research in collecting, analyzing and interpreting observed facts. The chapter covers; site selection, target population, unit of analysis, sampling procedure, data collection procedures and data analysis techniques.

3.1: Site Description

The proposed study was carried out in Marakwet District, one of the nineteen districts of Rift Valley Province. The study focused on teachers who had been reinstated after undergoing a TSC disciplinary process from Marakwet District. The district was selected as the study site since the number of indiscipline cases from the district is on the increase. According to a TSC report (2005), the trend of teachers going through the TSC disciplinary process from Marakwet district increased, from 26 between 2002/2003 to 30 in 2003/2004, an increase of (2.16% of the total number of teachers on duty) and about (0.075% of the provincial discipline cases). The site was also selected due to the fact that the researcher is familiar with the terrain and given the sensitive nature of the issues to be researched, Knowledge of the community' s way of life was important.

3.2: Target population

According to Borg and Gall (1983:241), " a target population refers to all the members of a real or hypothetical set of people, events or objects to which we wish to generalize the results of our research." The target population of this study was made up of public primary school teachers from Marakwet district who had undergone TSC disciplinary processes and were back on duty. Members of the TSC disciplinary committee, KNUT representative, District education officer.

3.3: Unit of analysis

According to Schutt (1996:593), unit of analysis is " the level of social life on which the research question is focused" . The unit of analysis is thus the category across which the study' s variables vary. The major units of analysis for the proposed study were the stress coping strategies among primary school teachers in Marakwet district. The unit of observation was the primary school teachers who had been reinstated after a TSC disciplinary process. The key informants were the TSC senior administrators, who preside over cases in the teachers' disciplinary committees. They included; three commissioners, a prosecutor, representative of the commission secretary, each (from the three sitting committees). The Kenya National Union of Teachers' representative at the district level and district education officer. The selection of public primary schools teachers for the study was purposively done because they formed the majority of teachers disciplined by TSC due to desertion of duty, chronic absenteeism among other offences

3.4: Sampling frame

Data collection involved going to the public primary schools to collect information from the teachers by interviewing them. A list of 50 teachers who had been reinstated after disciplinary processes was obtained from the TSC secretariat indicating their names, their respective primary schools and their physical address. This eased location and identification of teachers during the interview process. The interviews were conducted at lunchtime, tea breaks and weekends to ensure that teachers got enough time to give their responses.

3.5: Sampling procedure

According to Singleton (1988:137), sampling design is that part of the research plan that indicates how cases are to be selected for observation. In this study, a sample of 50 teachers from Marakwet district who had gone through the disciplinary procedures were interviewed. This represented 51.5% of the total number of teachers in the district whose cases had been concluded and they were already reinstated. Selection of teachers was achieved through simple random sampling. This gave each teacher equal chance of being selected and hence eliminated bias. The table of random numbers was used as the main sampling tool.

Purposive sampling method was used in the selection of the key informants. According to Singleton *et al* (1988: 153), in purposive sampling the researcher simply selects a requisite from cases that have satisfied the set criterion. The purposive selection of key informants ensured that only typical and representative informants

were selected. This was aimed at getting key informants whose experiences in educational activities span across a long period. The teachers to be interviewed had to satisfy the following criteria: 1) Must have gone through a TSC disciplinary process; 2) Must have been reinstated after the disciplinary process; and 3) Must be reachable by the researcher. Based on criterion requirements (1) and (2), the teachers were interviewed for the study.

3.6: The methods and tools of data collection

The study used the following methods of data collection namely: Interviewing, observation and case study approach. For interviewing, the main tools of data collection were a questionnaire and a structured interview guide. A structured questionnaire was administered to the teachers. The questionnaire contained both open and closed-ended questions in which case the open-ended questions gave the respondents a chance to express themselves fully without restricting them to the already pre-structured answers given by the researcher. The closed-ended questions helped to simplify the process of recording down the responses. The questionnaire items were constructed taking into account the hypotheses and objectives of the study. The interview guide was used to gather data from the key informants who were drawn from the disciplinary committees at the TSC secretariat and the District education officer.

The researcher also utilized a case study design under the qualitative mode of inquiry. According to Hancock (2002: 6), the value of a case study design is to relate

to the in-depth analysis of a single or small number of units. Case study research is used to describe an entity that forms a single unit such as a person, an organization or an institution. The researcher conducted case study, focused group discussions with selected teachers to establish various in-depth issues on coping with disciplinary stress. Finally, the researcher applied the participant observation technique to capture various cognitive aspects from the teachers during the interview. For example their perception on the disciplinary process and their attitude towards the measures taken against them among other key issues

3.7: Data analysis

The study made use of qualitative and quantitative methods to report the findings. The quantitative approach helped the researcher to generate descriptive and inferential data necessary to make deductions on the coping mechanisms of teachers during a TSC disciplinary process. After a careful review and cleaning of the collected data, the closed-ended questions were coded and entered into a codebook from where they were keyed into a computer using the Statistical Package for Social Sciences (SPSS). From this stage, descriptive and inferential statistics were used to present and interpret the data. In this study, some of the descriptive statistics that were used are the mean, percentages, frequency distributions, tables, and charts. This helped to draw conclusions or make decisions about coping mechanisms on the basis of samples. The qualitative approach helped to fill in the gaps and provide additional information on alternative coping mechanisms. Qualitative data was analyzed through content analysis. According to Hancock (2002:17), content analysis

involved coding and classifying data through categorizing or indexing. The basic idea was to identify from the transcripts the extracts of data that were informative in some way and to sort out the important messages hidden in the mass of each interview.

3.8: Operational definition of key variables

Study variable: Singleton *et al* (1988:72) describes study variable as ‘ characteristics of units that vary, taking on different values, categories or attributes for different observations.

Dependent variable: The dependent variable is the one that the researcher is interested in explaining and predicting *et al* (Singleton. 1988:72).

Independent variable: This is the variable that explains / predicts changes in the dependent variable(s).

Table 3.1: Study Variables and measurement indicators:

Hypotheses	Type of variables	Variable name	Variable Indicators
Hypothesis I	Dependent	Teachers' Perception of disciplinary stress	<ul style="list-style-type: none">- Situations that the teacher refers to as stressful- Times teacher experienced disciplinary stress- Causes of the stress- Ways in which the teachers were affected by stress
	Independent	Coping with Stress	<ul style="list-style-type: none">-Sources of social support to cope with stress-Nature of support from each of the sources in coping with stress.-Level from which support was obtained.-Number of times such support was available from the sources-Extent to which support from the sources helped in alleviating stress

Hypothesis II	Dependent	Teachers' coping levels	<ul style="list-style-type: none"> – Situations that the teacher refers to as stressful – Number of times teacher experienced disciplinary stress – Ways in which they were affected by stress
	Independent	Support systems	<ul style="list-style-type: none"> – Sources of social support to cope with stress – Nature of support from each of the sources in coping with stress. – Level from which support was obtained. – Times such support was available from the sources – Extent to which support from the sources helped in alleviating stress

Hypothesis III	Dependent	Choice of a particular stress coping strategy	<ul style="list-style-type: none"> - Coping strategies employed by the teachers during the disciplinary process. - Strategies that worked better. - Strategies applied by the teachers: <ul style="list-style-type: none"> - Confrontive coping - Coping by distancing - Coping through self-control - Coping through escapism - Coping by accepting responsibility - Positive reappraisal
	Independent	Teachers perceptions and interpretations of the disciplinary process	<ul style="list-style-type: none"> - Extent to which the process is able to instill desired conduct on the teachers - Number of times the teacher has experienced TSC disciplinary process. - Number of factors considered in evaluating the nature of disciplinary action to take against teachers.

Hypothesis IV	Dependent	Stress coping ability	<ul style="list-style-type: none"> - Sources of social support to cope with stress - Nature of support from each of the sources in coping with stress. - Level from which support was obtained. - Times such support was available from the sources <ul style="list-style-type: none"> - Extent to which support from the sources helped in alleviating stress
	Independent	Perceived level of Fairness in exercising disciplinary measures	<ul style="list-style-type: none"> -Actions taken against teacher that are perceived as appropriate. -Actions taken against the teacher that are perceived as inappropriate. -Frequency of teachers past disciplinary experiences <ul style="list-style-type: none"> -Perceived level of fairness at which cases are conducted at TSC

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.1: Introduction

This chapter presents the data analysis, interpretation, and discussion of the research findings. The chapter examines, categorizes, and tabulates the evidence so as to address the initial objectives of the study. The rest of the chapter is organized as follows: section 4.2 presents the demographic characteristics of the sample; Section 4.3 presents the perceived fairness of TSC disciplinary process; Section 4.4 presents the teachers' perception and experience of stress; and Section 4.5 is a presentation of the stress coping strategies.

4.2: Demographic Description of the Sample

The study drew response from 50 teachers of which 45 were male while 5 were female. This represents 90% and 10% respectively of the total number of teachers interviewed. This indicates that male teachers are more susceptible to disciplinary measures compared to female teachers. A probable reason of this could be attached to cultural factors, that a mature man controls his affairs and directs his life and that of his family, correction of behaviour by head teachers therefore may be taken to mean weakness on the part of errant teachers hence resistance to change and consequently disciplinary action against them. The findings on Table 4.1 indicate that a majority of the teachers (48%) were aged above 40 years old. In addition, 40% were aged between 30 and 40 years while (12%) of the teachers were aged between 20 and 30 years. From this report, it's evident that long serving teachers are more

prone to TSC disciplinary measures. This was confirmed by the focused group discussions that teachers who stay long in one station are likely to be disciplined. That this is due to the fact that the teachers get accustomed to the system and with time compromise on their jobs. It also emerged that teachers working in hardship areas deliberately commit offences to move out of their stations. From the findings it is evident that the junior teachers are keen and adhere to the code of regulations as seen in the percentages (12%).

Table 4.1: Age category of the teachers interviewed

Age category	Number of teachers	Percentage of the total
Between 20 and 30 years	6	12.0%
Between 30 and 40 years	20	40.0%
Above 40 years	24	48.0%
Total	50	100.0%

The findings on Table 4.2 shows that majority of the respondents (42%) had teaching experience of between 11 and 20 years. About one-third of the sample (30%) had

worked for the TSC for a period of less than 20 years. On the extreme, 28% of the teachers had worked as teachers for more than 20 years.

Table 4.2: Teaching experience of the teachers interviewed

Experience	Number of teachers	Percentage of the total
Below 10 years	15	30.0%
11-20 years	21	42.0%
Above 20 years	14	28.0%
Total	50	100.0%

The findings established that 94% of the teachers interviewed had been transferred from the first school that they were posted to after training. Table 4.3 shows the split of responses indicating the number of times that the teachers had been transferred. The findings indicate that the majority of teachers (58%) had between transferred for three times or less within the last five years. Thirty four percent had between transferred between four to seven times. A minority 8% of them had been transferred for more than eight times over the last five years. This implies that TSC is trying to execute transfers on most of the teachers as a measure to regulate their indiscipline. This was supported by views of the focused group discussions that teacher' s performance may be dismal if allowed to remain in the same station longer.

Table 4.3: Number of times that the teachers had been transferred

Number of times transferred	Number of teachers	Percentage of the total
Less than 3 times	29	58.0%
4-7 times	17	34.0%
Over 8 times	4	8.0%
Total	50	100.0%

According the teachers interviewed, the transfers were executed by the TSC for the following reasons: Illnesses; Unfairness by head teachers and ministry of education administrators; Balancing of teachers amongst schools to reduce overstaffing; Promotions; Demotions; Unknown or unexplained reasons; requests from colleagues or endorsement by the head teachers; Normal routine transfers; transfers as a disciplinary measure; relocation of family or self; personal discretion to transfer; Drunkenness; Indiscipline; Lateness; and Interdiction by the TSC.

According to the teachers interviewed in the focused group discussions, it emerged that the cause of frequent transfers is poor management by head teachers who create hostile working environment that forces teachers to seek transfers to escape disciplinary action. It was also clear from the study that teachers who worked in

schools in their home areas found it difficult to adhere to professional ethics due to influence from relatives and temptation to pursue personal activities.

The teachers agreed that they pride in working as teachers. They attributed this to the following reasons: Their desire to improve educational standards in Kenya; teaching is a noble profession to most of them; teaching instills esteem and changes to members of society; the job routines in teaching are well specified; Teaching causes no boredom; it provides assurance in terms of economic sustenance for various families; the teachers are professionally trained.

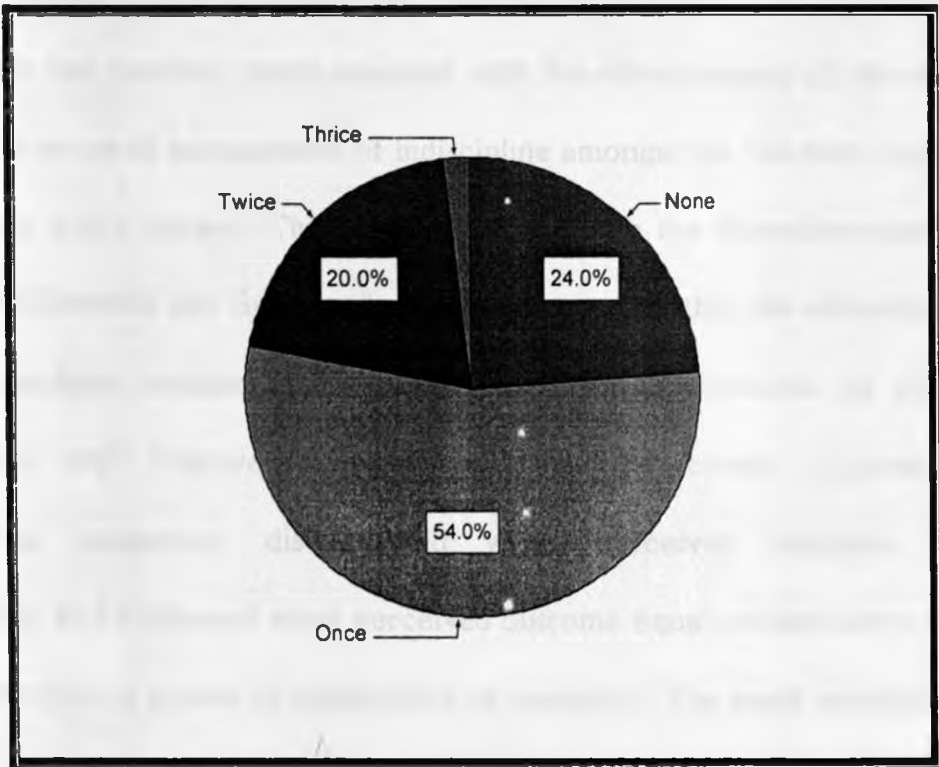
It was also confirmed by Focused group discussions that the teaching profession gratifies particularly when students do well in examinations and the fact that society attaches value in teaching.

4.3: Perceived Fairness of TSC Disciplinary Measures

The findings on Figure 4.1 show the split of responses regarding the number of times that the sample respondents had gone through a TSC disciplinary process. It indicates that 54% of the respondents had gone through the disciplinary process once; 20% had gone through the disciplinary process twice; and 2% had gone through the disciplinary process three times. Twenty four percent did not indicate the number of times they had been through a TSC disciplinary process. The findings therefore indicate that majority of the teachers go through a TSC disciplinary process for not more than two times. The teachers cited various reasons that contributed to the disciplinary measures. These included desertion from duty; absenteeism due to

sickness; continued obtaining of pay/salary while undergoing pre-service training; lack of good rapport with the school administrators/head teachers; allegations of misappropriation of school funds; and improper use of casualty returns. From observations and discussions it was established that teachers who have gone through disciplinary action twice are cautious on duty performance, this is due to the fact that TSC hardly considers a third time offender. Cases of dismissal of third time offenders were mentioned. It also emerged that teachers who have gone through the process more than once are approaching retirement age and are keen not to lose their benefits through dismissal.

Figure 4.1: Number of times the teachers went through a TSC disciplinary process



The findings on Table 4.4 show the distribution of responses regarding the extent to which the teachers interviewed were satisfied with the level of effectiveness of the TSC disciplinary measures to achieve various attributes as indicated. The findings indicate that a majority of the teachers (86%, cumulative) were satisfied with the extent to which the disciplinary measures have instilled discipline within the teaching profession. The findings further indicate that 88% (cumulative) of the respondents were satisfied with the effectiveness of the disciplinary measures in ensuring that the disciplinary problems do not recur after a given period of time. Thirdly, the findings indicate that 78% (cumulative) of the respondents were satisfied with the level of fairness at which the TSC disciplinary processes are conducted. Finally, (85.4%) of the teachers interviewed agreed that the disciplinary measures have been able to achieve behaviour change amongst the indisciplined teachers. The findings therefore indicate that the teachers were satisfied with the effectiveness of the disciplinary measures in terms of management of indiscipline amongst the teachers besides being conducted in a fair manner. This is in agreement with the disconfirmation paradigm framework (Churchill and Suprenant, 1982) in the sense that the evaluation process from the teachers resulted in confirmation of their expectations. An individual's expectations are: Positively disconfirmed when perceived outcome exceeds expectations; negatively disconfirmed when perceived outcome is below expectations; and confirmed when perceived outcome equals expectations although it assumed that this is a state of indifference or neutrality. The study established varied claims on disciplinary measures being satisfactory. They claimed that administrators

at the TSC headquarters, DEOs office and school head teachers use disciplinary measures as ' fixing buttons' , that those teachers who differ with administrators are disciplined to ' teach them and others a lesson' TSC was accused of staying aloof and watching as teachers suffer in the hands of incompetent and inconsiderate staff..

Table 4.4: Extent of satisfaction by the teachers on various disciplinary measures by the TSC

	Very satisfied		Satisfied		Fairly satisfied		Fairly dissatisfied		Very dissatisfied	
	n	%	n	%	n	%	n	%	N	%
Instilling discipline within the teaching profession	7	14	8	16	8	4	28	56	5	10
Ensuring that disciplinary processes do not recur after a given period of time	6	12	9	18	26	52	9	18	-	-
Level of fairness at which they are	10	20	15	30	14	28	3	6	8	16

conducted										
Ability to achieve behaviour change amongst undisciplined teachers	16	33.3	18	37.5	7	14.6	6	12.5	1	2.1

The findings on Table 4.5 further show that a majority of the respondents (68%) considered the disciplinary measures of TSC to be unfair and inappropriate. One of the respondents said that the disciplinary measures are unfair, that the TSC does not do thorough investigations on allegations labeled against teachers before instituting disciplinary measures. Some teachers reported that they refused to bribe the officers at the TSC headquarters and at district level and that is when the accusations were made even severe. The teachers complained of lack of an opportunity to explain themselves before being interdicted. That disciplinary measure instills fear and not necessarily a motivated behaviour change among disciplined and undisciplined teachers. This was confirmed in focused group discussions, that most teachers fear the administrators at the district level rather operating under the teaching ethics. The teachers prefer to use proxies to argue their cases and sometimes pay them. However, 32% of the respondents who said that the measures are fair and appropriate commented the TSC for trying to limit the time taken to dispense cases.

For instance, some teachers said that their cases took less than two years compared to those of other teachers that took up to three years to solve. The teachers are not paid during the disciplinary process. This leaves them financially humiliated and embarrassed .One of the respondents said that the TSC did not consider her illness during the disciplinary process. Finally, the teachers to undergo a disciplinary process rarely get their notices of interdiction. They claim the notices are passed by a word of mouth, something that seems to confirm their fears that the charges are “ cooked up” . It was evident from the study that there are little consultations between TSC, the agents and the head teachers. These gaps in coordination leave teachers at the mercy of agents and staff at the district level.

Table 4.5: Whether TSC disciplinary measures are considered fair and appropriate

Response	Number of responses	Percentage of the total
Yes	34	32.0%
No	16	68.0%
Total	50	100.0%

4.4: Teachers’ experience of Stress

The findings on Table 4.6 below show the split of responses regarding whether or not the teachers interviewed had been stressed. The findings indicate that 94% of the sample said that they had been though stressful experiences. The stress was due to the factors indicated in Table 4.7.

Table 4.6: Whether the teachers interviewed had been stressed

Response	Number of responses	% of the total
Yes	47	94.0%
No	3	6.0%

The reasons behind the teachers' stressful experiences elicited multiple responses. Table 4.7 shows the reasons arranged in a descending order. From these results; the disciplinary action of the TSC, inadequate finances, and lack of administrative support were identified as the three leading causes of stress amongst the teachers eliciting 78.7%, 68.1%, and 53.2% respectively of the total number of responses from the teachers interviewed. In addition, the respondents were stressed due to other problems: marital problems (42.6%); illnesses (40.4%); unresolved anxiety (40.4%); work overload at school (40.4%); lack of support from colleagues (34%); and lack of self recognition. Death of a close relative and lack of job satisfaction affected a minority number of teachers (14.9% and 10.6%).

Table 4.7: Reasons behind teachers' stressful experiences (N=47)

Reasons for teachers' stress	Number of responses	% of the total
Disciplinary action from employer	37	78.7%
Lack of adequate finances	32	68.1%
Lack of administrative support	25	53.2%
Marital Problems	20	42.6%
Illness of self	19	40.4%
Unresolved anxiety	19	40.4%
Work load	19	40.4%
Lack of support from peers	16	34.0%
Lack of self recognition	13	27.7%
Death of a close relative or friend	7	14.9%
Lack of job satisfaction	5	10.6%

The teachers' stressful experiences manifested themselves in various ways. These elicited multiple responses. Table 4.8 below shows the findings arranged in a descending order. The results indicate that majority of the teachers felt depressed (68%); constantly angered (54%); loss of self-control (40%); and reduction in the

desire to teach (36%). Others felt worried and anxious (34%); absentminded (32%); lonely (32%); fatigued (22%); and depersonalized (20%). Very few of the teachers felt loss of appetite (16%). The findings therefore show that the teachers were deeply affected by their stressful experiences, especially due to the psychological manifestations that the findings have revealed. The study further confirmed through focused group discussions that, for most teachers, the main cause of stress was the disciplinary process. That the disciplinary process left most of the teachers poor, since they relied on their pay for most of their commitments. One of the teachers had this to say;

" I had taken a loan with a bank to buy a piece of land, the bank auctioned the property when TSc interdicted me. I felt like it was over, it was hard, I was so stressed and am yet to recover from depression"

Such an expression points to the consequences of TSC disciplinary process and the likelihood of lack of coping strategies at the disposal of the teachers. It is also likely that TSC may not be aware of this magnitude of impact of disciplinary process on teachers. This is because the commission' s mission and vision statements; *to establish a teaching force in consultation with stakeholders that is responsive to environmental changes, effective service for quality teaching*, respectively, is in contradiction of the teachers working experiences on the ground. From the foregoing, TSC may need to explore ways of addressing the management of teacher discipline and the enhancement of better practices in the dispensation of disciplinary procedures.

Table 4.8: Ways in which stress manifested itself (N = 50)

Manifestation of Stress	Number of responses	% Of the total
Feeling depressed	34	68.0%
Constantly in a state of anger	27	54.0%
Loss of self control	20	40.0%
Decrease in desire to teach	18	36.0%
Feeling of worry and anxiety	17	34.0%
Absent mindedness or lack of attention	16	32.0%
Feeling of loneliness	16	32.0%
Feeling fatigued	11	22.0%
Depersonalization	10	20.0%
Loss of appetite	8	16.0%
Other forms of feelings	8	16.0%

Most of the respondents said that they received support from the family and community members during the TSC disciplinary processes. The findings on Table 4.9 below show the distribution of responses regarding various supportive measures offered by the family and the community to assist the teachers to cope with stress. The findings elicited multiple responses from 49 respondents. The results indicate

that majority of the teachers were supported through counselling (89.8%), financial support (83.7%), and support of own dependants (65.3%). Other teachers were supported through ' sharing' of problems with members of the community/family (57.1%); and regular social visits (51%). About one third of the respondents were supported through involvement in major community/family activities (32.7%); medical care (30.6%); and through divine interventions/ praying (30.6%). The findings further indicate that the teachers received overwhelming support from the family and the community members during their stressful experiences. This presents the family as a significant institution that plays a great role in cushioning its members against a setback. It further portrays the family and the community as crucial agents of reintegration. From the focused group discussions, the study learned that a number of community members attach a lot of stigma to teachers who have been disciplined. Teachers interviewed recounted how they could not be given an opportunity to organize functions in the community, just because they were serving a suspension. It is evident that this stigmatization may have affected the teacher' s coping ability during the process. This confirms Staws' , (1985) argument that the stability of the environment affects a person' s attitude to embrace change and generate coping strategies.

Table 4.9: Supportive measures offered by family and community to assist teachers to cope with stress (N=49)

Forms of community/family support	Number of responses	% Of the total
Counselling	44	89.8%
Providing financial support	41	83.7%
Taking care of your dependants	32	65.3%
Sharing the problem with you	28	57.1%
Regular social visits to your home	25	51.0%
Involvement in major community/family activities	16	32.7%
Providing medical care or therapy	15	30.6%
Seeking divine intervention through prayers	15	30.6%

The respondents were also asked to state whether the stress brought about by the TSC disciplinary process had affected their lives in any other ways. Out of the teachers interviewed, 87.8% had been affected by the disciplinary stress. Table 4.10 shows that majority of the teachers (28.8%) were fairly affected by the disciplinary stress while (55.6%) were greatly affected. According to the respondents, the effects of disciplinary stress manifested themselves in the following ways: feeling of

unworthiness; psychological depressions; failure to achieve personal ambitions; loss of income; and inefficiency at the workplace by the teachers due to stress. Some of the teachers were also subjected to medication as a result of various medical problems arising out of the stressful conditions. These conditions were identified as: continuous and frequent headache; lack of sleep at night; lack of appetite; Psychiatric imbalances; partial madness; brain dysfunction; and cerebral malaria.

The findings therefore show that disciplinary stress had affected the teachers’ level of productivity as well as their health and mental conditions. From observations made during focused group discussions, some teachers exhibited hypersensitivity disciplinary measures. Some teachers confessed that the process caused them high blood pressure and that they are constantly on drugs. That what was hurting most was the fact that, the head teachers and the DEOs office instigated the charges against them. That their cases did not warrant interdiction since they had never been warned before. This calls for urgent interventions by TSC management to address such issues.

Table 4.10: Extent to which disciplinary stress affected the teachers (N=45)

Extent of effect	Number of responses	% of the total
Greatly affected	25	55.6%
Fairly affected	13	28.8%
Minimal effect	7	15.6%
Total	45	100.0%

However, Table 4.11 shows that a vast majority of the teachers interviewed 93.9%, (cumulative) conceded that teachers under stress are perceived by the society as failures in life. Accordingly, more education about stress and counseling is essential for teachers to understand the effect of stress to their health as detailed by 58% (cumulative) of the teachers interviewed. The respondents further agreed that lack of administrative support permeates teachers' description of their stress (84% agreed to this fact). This indicates that stress builds negative perceptions amongst the teachers going through a disciplinary process, a condition, which was worsened by lack of counseling and administrative support, from the DEOs office and the TSC headquarters.

Table 4.11: Teachers perception of disciplinary stress

	Strongly agree		Agree		Fairly agree		Fairly disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
The stressed out teacher is seen as a failure by the society (N=50)	12	24	8	16	9	18	1	2	20	40

More education about stress and counseling is essential for teachers to understand the effect of stress to their health (N=49)	29	59.2%	17	34.7%	3	6.1%	-	-	-	-
Lack of administrative support worsens teachers stress (N=50)	19	38.0%	23	46.0%	5	10.0%	1	2.0%	2	4.0%

4.5: Stress Coping Strategies

Individuals under stress consciously generate a comprehensive set of coping alternatives, evaluate the potential consequences of each alternative, and select the strategy, which minimizes stress and maximizes their well-being. It is likely that teachers' choice of coping strategies keep changing in line with the stages, reactions of the family and significant others in the community. This could be because as the level and intensity of stress increases (along with increased time constraint available to generate coping alternatives), the number of rational choices decreases. As a result, the choice of coping strategy is based on prevailing circumstances, including the nature of support systems available. Table 4.12 shows the split of responses regarding various support systems that were at hand for the

teachers when they were going through disciplinary stress. The results indicate that family support, Support from colleagues or friends, and administrative support from the TSC were the three main support systems that assisted the teachers in coping with disciplinary stress. For most of the teachers, the families regarded the process as bad luck and encouraged the teacher to face it positively .It was reported in the focused group discussions that, comments from those around particularly peers created an unconducive atmosphere to adopt favourable strategies like seeking emotional support from peers and the church, hence worsening the stress levels. This argument agrees with that of Koeske, et al, (1993), that the peoples perceived environmental response and their perceived ability to cope, determine how selected strategies work.

Table 4.12: Nature of support systems towards coping with disciplinary stress (N=49)

Support systems	Number of responses	% of the total
Family support	44	89.8%
Support from colleagues or friends	30	61.2%
Administrative support from the TSC	25	51.0%
Community support	14	28.6%

4.5.1: Coping through relaxation

As a means of coping with stress, most of the teachers interviewed said that they usually took time before they embark on their day-to-day routines (93.8%)[see Table 4.13]. Less than 5% of the respondents said that it is important to take time during stress to avoid hasty and regrettable actions afterwards. They further conceded that taking time before the day' s activities is important in order to measure the progress of the recovery processes. Other teachers (less than 5%) chose to keep off to avoid meeting with others on the way and even at the place of work. The other reasons cited to support the need to take time to absorb stress were as follows: to have ample time with family and friends; ample time is needed for one to fully accept the situation; to absorb the shock arising from interdiction or any other disciplinary measure.

Table 4.13: Whether they took their time to absorb stress (N=48)

Response	Number of responses	% of the total
Yes	45	93.8%
No	3	6.2%
Total	48	100.0%

4.5.2: Coping through seeking physical, emotional, and psychological support

The findings on Table 4.14 below shows the split of responses regarding whether or not the teachers interviewed sought physical, psychological or emotional support from friends and family members. The findings indicate that a majority of the respondents (93.9%) sought physical, psychological or emotional support from friends and family members as a way of coping with disciplinary stress. One of the respondents (2.0%) said that this was necessary to discourage the teachers from taking any actions that would affect their teaching careers. Support from family and friends give one a feeling of pride, hope, and perseverance. One of the respondents (2.0%) said that provisions from family members and friends assisted so much during interdiction. The encouragement received creates a suitable environment for effective coping. Other teachers (4.0%) had to identify such friends and family members to support them in meeting their family needs; counselling; and to help them to reverse their stressful conditions to reality. A majority of the teachers utilised this strategy as it was confirmed in the focused group discussions.

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Table 4.14: Whether the teachers sought physical, psychological or emotional support (N=49)

Response	Number of responses	% of the total
Yes	46	93.9%
No	3	6.1%
Total	49	100.0%

The findings on Table 4.15 shows that majority of the teachers (95.9%) coped with their stressful conditions by establishing ongoing support and contacts with friends and family members. The respondents said that friends and family members were helpful in various ways. These include: guidance and counselling; financial support; encouragement; they provide transport to and from TSC headquarters; divine intervention services; material support e.g. clothes; regular visits to offer advice; in some cases the friends assisted with loans and gave a hand in labour; they paid medical bills; and finally, they offered consolation to the teachers. The study further revealed that this strategy worked well for teachers from the valley than those in the highlands. A likely explanation to this may be that people far from urban set up still embrace African social values of communal responsibility.

Table 4.15: Whether the teachers established ongoing support and contacts with friends and family members (N=49)

Response	Number of responses	% of the total
Yes	47	95.9%
No	2	4.1%
Total	49	100.0%

4.5.3: Confrontive Coping Strategies

Five confrontive coping strategies were listed from which the respondents were requested to state the strategies that they applied to cope with disciplinary stress. The strategies elicited multiple responses from 47 respondents. The findings on Table 4.16 shows that a majority of the respondents (70.2%) stood their ground and fought for what they wanted to achieve while on the other hand, 66% of the respondents sought to do anything that could keep them occupied. In addition, 44.7% of the respondents chose to quarrel with the persons who caused their problems. Finally, 31.9% of the respondents chose to seek other means of letting out their feelings like drinking. The findings therefore indicate that confrontations were applied by most of the teachers in order to release their stress and negative feelings. From the focused group discussions, however, this strategy was short lived and achieved little because the teacher had to still address the issues affecting him. Those who adopted the strategy said it delayed their coping process.

Table 4.16: Confrontive coping strategies (N=47)

	Number of responses	% of the total
I stood my ground and fought for what I wanted	33	70.2%
I just did anything that could	31	66.0%

keep me occupied		
I quarreled with the persons who caused the problem	21	44.7%
I let my feelings out somehow	15	31.9%
I did something very risky	1	2.1%

4.5.4: Coping by Distancing

Six coping strategies were listed from which the respondents were requested to state the strategies that they applied in order to cope with disciplinary stress. The strategies elicited multiple responses from 45 respondents. The distribution of responses is presented on Table 4.17 below. The table shows that a majority of the respondents (80%) tried to view the situation from an optimistic perspective; 55.6% tried to distance their thoughts from the situation; 53.3% chose to ignore and go on with their lives as if nothing had happened; while 44.4% of the respondents made light of the situation and refused to get too serious about it. The findings show that most of the teachers sought to distance themselves from the situation by either getting optimistic that the issues will finally be resolved or by trying to distance their thoughts from the originators of the problems they were going through. Like the confrontive coping, this strategy was short lived, since the teachers had to deliberately work out ways of coping with the reality of interdiction and the consequence.

Table 4.17: Coping by Distancing (N=45)

	Number of responses	% of the total
I tried to look on the bright side of things	36	80.0%
I did not let it get to me but I refused to think about it too much	25	55.6%
I went on as if nothing had happened	24	53.3%
I made light of the situation and refused to get too serious about it	20	44.4%
I tried to forget the whole thing	15	33.3%
I went along with fate and sometimes I just have bad luck	7	15.6%

4.5.5: Coping through self-controlling

Six coping strategies were listed from which the respondents were requested to state the strategies that they applied to cope with disciplinary stress. The strategies elicited multiple responses from 46 respondents. The distribution of responses is presented in Table 4.18 shows that a majority of the respondents (69.6%) coped with stress by keeping their feelings to themselves; 63% reflected on what they would say or do. In addition, 52.2% of the respondents tried to keep their feelings from interfering with their behaviour; 52.2% were guided by their instincts; 37% hid their feelings from

other people; and 34.8% were worried how they would handle similar situations. The findings show that most of the teachers were conscious about controlling their feelings from interfering with their behaviour or affecting the emotional statuses of the people surrounding them. From focused group discussions, those teachers who adopted this strategy bore evidence of stress to date compared to those who used other strategies. This could be due to the fact that suppressed feelings act as a time bomb that could explode any time. According to Selye(1974),suppressed feelings are somatised by the individual and with time, the person could get into depression or other fatal health risks like blood pressure could easily set in.

Table 4.18: Self-controlling coping strategies applied by teachers (N=46)

	Number of responses	% of the total
I tried to keep my feelings to myself	32	69.6%
I reflected what I would say or do	29	63.0%
I tried to keep my feelings from interfering with my behaviour	24	52.2%
I tried not to act too hastily or follow my first hunch or instincts	24	52.2%
I kept others from knowing how bad things were	17	37.0%
I thought about how I admire would handle the situation	16	34.8%

4.5.6: Coping by seeking social support

Six social support coping strategies were listed from which the respondents were requested to state the strategies that they applied to cope with disciplinary stress. The strategies elicited multiple responses from 44 respondents. The distribution of responses is presented in Table 4.19 below shows that a majority of the respondents (72.2%) sought advice from relatives and friends; 68.2% talked to people who could do something concrete about the problems they were facing; 61.4% sought sympathy and understanding from other people; 59.1% talked to other people to find out more about the situation; 56.8% shared their feelings with other people; and finally only 45.5% sought professional help from a counselor or psychiatrist. The findings indicate that social support strategies were effectively utilized by most of the teachers to cope with stress given that each strategy was used by more than half of the teachers interviewed. From the focused group discussions, teachers are not aware of professional help existing at the DEOs office or TSC headquarters. They expressed appreciation if such services could be offered, but they were quick to add that, someone who is not part of the disciplinary system should give it. One of the teachers remarked:

“ How can I trust in help from the person that ‘ cooked up’ charges against me, and might fix me again?”

It is clear that TSC needs to explore ways of providing the said service outside the disciplinary system, since the teachers are willing to use it.

Table 4.19: Social support coping strategies applied by the teachers (N=44)

	Number of response s	% of the total
I sought advice from a relative or a friend	32	72.7%
I talked to someone who could do something concrete about the problem	30	68.2%
I accepted sympathy and understanding from someone	27	61.4%
I talked to someone to find out more about the situation	26	59.1%
I talked to someone about how I was feeling	25	56.8%
I sought professional help from a counselor or psychiatrist	20	45.5%

4.5.7: Coping by Accepting Responsibility

Five strategies were listed from which the respondents were requested to state the strategies that they applied to cope with disciplinary stress. The strategies elicited multiple responses from 35 respondents. The distribution of responses is presented in Table 4.20. The table shows that a majority of the respondents (71.4%) were able to realize that they were the causes to their problems while 62.9% had promised themselves to reform and have the situations different in future times. Further to this, 37.1% of the teachers apologized or did something to makeup for their offences

or mistakes. A majority of the teachers who employed this strategy praised for rapid results. It was however hard for those who claimed innocence to embrace it. Bitterness dominated their minds and most of them slipped into depression. This confirms the disconfirmation paradigm, (Churchill& Suprenant, 1982), that a teacher' s negative disconfirmation leads to stress and dissatisfaction, that when the results of an outcome are poorer than expected, unfavourable evaluation results and hence stress.

Table 4.20: Coping through acceptance of responsibility (N=35)

	Number of responses	% of the total
I realized I brought the problem on myself	25	71.4%
I made a promise to myself that things would be different next time	22	62.9%
I apologized or did something to make up	13	37.1%
I criticized or lectured myself	11	31.4%

4.5.8: Coping through Escapism, Avoidance, and Denial

Eight strategies were listed from which the respondents were requested to state the strategies that they applied to cope with disciplinary stress. The strategies elicited multiple responses from 45 respondents. The distribution of responses is presented

in Table 4.21 below shows that a majority of the respondents (88.9%) wished that the situation would go away or somehow be over with; 51.1% of the teachers avoided being with people in general; while 48.9% tried to enhance their feelings by eating, drinking, smoking, using drugs or medication. The table further shows that 35.6% of the teachers fantasized on getting solutions to their stressful experiences; 31.1% wished that a miracle would happen; 20% could not believe that the incident had occurred to them; 15.6% took much of their time sleeping; while the minority (13.3%) chose to transfer their experiences to other people. The findings therefore indicate that a majority of the teachers applied self-denial strategies to assist them in moving away from the reality of the experiences they were going through.

Table 4.21: Coping through Escapism, Avoidance, and Denial (N=45)

	Number of response s	% of the total
I wished that the situation would go away or somehow be over with	40	88.9%
I avoided being with people in general	23	51.1%
I tried to make myself feel better by eating, drinking, smoking, using drugs or medication, etc	22	48.9%

I had fantasies or wishes about how things might turn out	16	35.6%
I Hoped a miracle would happen	14	31.1%
I refused to believe that it had happened	9	20.0%
I slept more than usual	7	15.6%
I took it out on other people	6	13.3%

4.5.9: Coping through Positive Re-appraisal

Seven strategies based on coping through positive re-appraisal were listed from which the respondents were requested to state the strategies that they applied to cope with disciplinary stress. The strategies elicited multiple responses from 43 respondents. The distribution of responses is presented in Table 4.22 below. The Table shows that a majority of the respondents (69.8%) were inspired to do something positive; 67.4% found out better ways of coming out of the experiences they were going through; 65.1% rediscovered the important issues in their lives; 55.8% chose to get reformed; while 51.2% turned to divine intervention for help (They prayed).

The findings indicate that over half of the sample applied these five strategies to inspire themselves as a means of coping with the stress they were experiencing. In addition, 46.5% of the teachers changed some of their traits while 41.9% adopted new faiths. The findings on Table 4.22 therefore shows that a majority of the

teachers sought to overcome their stressful experiences by moulding new lives out of the situations they were going through. From the focused group discussions, this was one of the strategies that effectively worked for those who employed it. That it enhanced their recovery from stress. That acceptance of the situation that has been appraised as taxing helped the come out of stress fast. From the findings therefore, teachers who understood their mistakes were willing to change. This calls for proper investigation of cases and that the teacher gets to appreciate the offence he committed for recovery to be achieved.

Table 4.22: Strategies for Coping through Positive Re-appraisal (N=43)

	Number of responses	% of the total
I was inspired to do something creative	30	69.8%
I came out of the experience better than when I went in	29	67.4%
I rediscovered what is important in life	28	65.1%
I changed or grew as a person in a good way	24	55.8%
I prayed	22	51.2%
I changed something about myself	20	46.5%
I found new faith	18	41.9%

4.6: Testing of Hypotheses

This section involves testing of hypotheses based on the derived inferential statistics. This is based on correlation analysis and univariate analysis of variance (UNIANOVA), which is built on a multiple linear regression model. The main aim this is to relate the dependent and the independent variables through statistical modeling.

Hypothesis 1:

H₀: Teacher' s perception and interpretation of disciplinary process has no effect on their stress coping ability.

H₁: Teacher' s perception and interpretation of disciplinary process affect their stress coping ability.

This hypothesis sought to establish the relationship between the teachers' perception of disciplinary process and the nature of social support systems available to enable them to cope with disciplinary stress. The indicator variables for teachers' perception of disciplinary process are proxied through a perception index that was computed based on various perception-ranked items that were identified from the teachers' interview guide. The indicator variables for stress coping ability are: the nature of support systems available, the sources of support systems available; and the extent of support from various support systems identified. All

these are proxied by indices that were computed to represent each of them. This hypothesis is tested using the multiple linear regression model of the form:

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_k X_k + \epsilon_i$$

Where for this particular hypothesis the model reads as follows:

$$\text{PERCEPTIONS} = \beta_0 + \beta_1 (\text{SUPPORT}) + \beta_2 (\text{SOURCE}) + \beta_3 (\text{EXTENT}) + \epsilon_i$$

Where:

PERCEPTIONS = Teachers' perception of the disciplinary process

SUPPORT = Nature of support systems available

SOURCE = Sources of various support systems

EXTENT = Extent of support derived from various sources

ϵ_i = Random error term with mean 0 and variance 1.

β_i = Constant regression coefficients

The summary output when all independent variables were included in the multiple regression equation led to the Analysis of Variance table as shown on Table 4.23.

The F-test associated with the ANOVA table is used to test the null hypotheses that the independent variables are significant to the model of analysis. The test was performed using SPSS. The test was conducted at 5% level of significance.

Table 4.23: ANOVA test results for Hypothesis 1

	Sum of Squares	df	Mean Square	F
Regression	6.314	3	2.105	5.281**
Residual	17.931	45	0.398	
Total	24.245	48		

** P = 0.003; d.f. = 3

The findings on table 4.23 show that there exists a significant linear relationship between the dependent and the independent variables ($F = 5.281$, $P\text{-value} < 0.05$). This leads to rejection of the null hypothesis and therefore the results lead to the conclusion that teacher's perception and interpretation of the disciplinary process affect their stress coping ability.

Hypothesis 2:

H_0 : *Lack of support from the significant others has no effects on the levels of teachers' coping.*

H_1 : *Lack of support from the significant others (family, peers, other community members) adversely affects the levels of teachers' coping.*

The indicator variables for lack of support from significant others were based on Sources of social support to cope with stress; Nature of support from each of the sources in coping with stress; Level from which support was obtained; Number of times such support was available from the sources; and extent to which support from the sources helped in alleviating stress. The indicator variables for the level of teachers' coping included the situations that the teacher refers to as stressful; number of times teacher experienced disciplinary stress; causes of the stress; ways in which they were affected by stress; nature of support systems available; and the extent of support from various support systems identified. Where for this particular hypothesis the model reads as follows:

$$\text{LEVEL OF COPING} = \beta_0 + \beta_1 (\text{SUPPORT}) + \beta_2 (\text{EXTENT}) + \varepsilon_i$$

Where:

LEVEL OF COPING = Teachers' stressful experiences used as a Proxy for teachers' level of coping.

SUPPORT = Nature of support systems available

EXTENT = Extent of support derived from various sources

ε_i = Random error term with mean 0 and variance 1.

B_i = Constant regression coefficients

The output when all independent variables were included in the multiple regression equation led to the Analysis of Variance table as shown on Table 4.24. The F-test

associated with the ANOVA table is used to test the null hypotheses that the independent variables are significant to the model of analysis. The test was performed using SPSS at 5% level of significance.

Table 4.24: ANOVA test results for Hypothesis 2

	Sum of Squares	d.f	Mean Square	F
Regression	43.176	2	21.588	5.659**
Residual	179.304	47	3.815	
Total	222.480	49		

** P = 0.006 d.f. =2

The findings on Table 4.24 show that there exists a significant linear relationship between the dependent and the independent variables ($F = 5.659$, $P\text{-value} < 0.05$). This leads to rejection of the null hypothesis and therefore the results lead to the conclusion that lack of support from the significant others (family, peers, and other community members) adversely affects the levels of teachers' coping.

Hypothesis 3:

H_0 : *The selection of a particular stress coping strategy is not influenced by the Teachers' perception and interpretation of the disciplinary process*

H_1 : *The choice of a particular stress coping strategy is determined by the Teachers' perception and interpretation of the disciplinary process*

The indicator variables for selection of a particular stress coping strategy included: types of stress-coping strategies (confrontive coping, coping by distancing, coping through self-control, coping through escapism, coping by accepting responsibility, Positive reappraisal). The indicator variables for teachers' perception and interpretation of the disciplinary process are proxied through a perception index that was computed based on various perception-ranked items that were identified from the interview guide for teachers. The summary output when all independent variables were included in the multiple regression equation led to the Analysis of Variance table as shown on Table 4.25. The F-test associated with the ANOVA table is used to test the null hypotheses that the independent variables are significant to the model of analysis. The test was performed using SPSS at 5% level of significance.

The findings on Table 4.25 show that there exists no significant linear relationship between the dependent and the independent variables ($P\text{-values} > 0.05$ for all variables). This leads to acceptance of the null hypothesis and therefore the results lead to the conclusion that the selection of a particular stress coping strategy is not determined by the teachers' perception and interpretation of the disciplinary process.

Table 4.25: ANOVA test results for Hypothesis 3

Dependent variables		Sum of Squares	d.f	Mean Square	F
Confrontive coping	RSS	0.134	1	0.134	0.18165*
	SSE	34.68	47	0.738	
Coping by Distancing	RSS	0.025	1	0.025	0.9162*
	SSE	104.097	47	2.2148	
Coping through self-controlling	RSS	1.056	1	1.056	0.3443*
	SSE	144.21	47	3.068	
Coping by seeking social support	RSS	6.725	1	6.725	2.176*
	SSE	145.234	47	3.0900	
Coping by accepting self responsibility	RSS	15.997	1	15.997	15.148*
	SSE	49.635	47	1.056	
Coping though denial and avoidance	RSS	3.4993	1	3.4993	1.057*
	SSE	155.5619	47	3.3098	
Coping through self-appraisal measures	RSS	9.7318	1	9.7318	1.4209*
	SSE	321.90086	47	6.849	

- $P > 0.05$ (Independent variable is the teachers' perception and interpretations of the disciplinary process)

Hypothesis 4:

H₀: Perceived level of fairness in exercising disciplinary measures has no effect on the extent to which teachers are able to cope with disciplinary stress.

H₁: Perceived level of fairness in exercising disciplinary measures affects the extent to which teachers are able to cope with disciplinary stress.

The indicator variables for fairness in exercising disciplinary measures were based on the extent to which the teachers perceived the disciplinary measures to be fair or unfair; Kinds of actions taken against teacher that are considered appropriate; Types of actions taken against the teacher that are considered inappropriate; Frequency of teachers past disciplinary experiences; and the level of fairness at which they are conducted by the TSC. The indicator variables for teachers' ability to cope with the disciplinary stress included the extent to which the measures are able to instill desired conduct on the teachers and the nature of coping strategies adopted by the teachers

The summary output when all independent variables were included in the multiple regression equation led to the Analysis of Variance table as shown in Table 4.26. The F-test associated with the ANOVA table is used to test the null hypotheses that the independent variables are significant to the model of analysis. The test was performed using SPSS at 5% level of significance. The findings of Table 4.26 show

that there exists a significant linear relationship between the dependent and the independent variables ($F = 17.369$, $P\text{-value} < 0.05$). This leads to rejection of the null hypothesis and therefore the results lead to the conclusion that lack of fairness in exercising disciplinary measures affects the extent to which teachers are able to cope with disciplinary stress.

Table 4.26: ANOVA test results for Hypothesis 4

	Sum of Squares	d.f.	Mean Square	F
Regression	45.713	3	15.238	17.369*
Residual	38.600	44	0.877	
Total	84.313	47		

** $P < 0.05$ (Dependent Variable: Level of fairness at which they are conducted)

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1: Introduction

This chapter presents the summaries, conclusion, and recommendations derived from the research findings. The study sought to establish the stress coping strategies among primary school teachers in Marakwet district. The study further sought to find out the teacher' s perception and personal experience of stress during disciplinary process; the teachers stress coping strategies during the disciplinary process; the perception and interpretation of significant others, on disciplinary process and stress; and finally to establish the teachers social support network during the disciplinary process. The rest of the chapter is organized as follows: section 5.2 presents the summary of findings, 5.3, conclusion from the findings; Section 5.4 presents the recommendations by the researcher to the government and for further research.

5.2: Summary of findings

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The study established that majority of the teachers (74%) went through TSC disciplinary process not more than twice. This could be attributed to the fact that TSC does not entertain teacher' s non-adherence to professional ethics. The teaching profession also expects teachers to be role models to the children they teach. The reasons contributing to the disciplinary measures for the teachers include desertion of duty; absenteeism due to sickness; continued obtaining of pay/salary while undergoing pre-service training; lack of good rapport with the school

administrators/head teachers; allegations on misappropriation of funds; and improper use of casualty returns. Other forms of disciplinary problems that emerged from the key informants' interviews included teachers' carnal knowledge of their pupils and misappropriation of funds.

The findings revealed that (78%) of the teachers were dissatisfied with the effectiveness of the disciplinary measures in terms of eradicating indiscipline amongst them. The disciplinary process is said to be conducted in an unfair manner according to the teachers. (56%) of the teachers accused TSC of disciplining them without due consideration of complicated administrative procedures and weight of the offences. However, according to the disciplinary committees, the accuracy of the DEOs report and strength of the evidence is used to determine each case brought to the commission. The ability of a teacher to argue out his case also contributes a lot in decision-making. This implies that an eloquent, courageous and candid teacher therefore, is likely to get away with an offence irrespective of the magnitude of the breach. It is these loopholes in disciplinary system that teachers say favoured others, and seems to be the main cause of dissatisfaction among them.

The teachers interviewed, (68%) reported that they were disciplined on 'cooked up' allegations from the officers at the grassroots levels including the head teachers. That they were not able to put straight some of the allegations labeled against them because of the fear that the officers at the DEOs office and the TSC headquarters may twist the charges and make them be worse. The study also established that the teachers are not paid during the disciplinary process except

those interdicted on account of insubordination, carnal knowledge and incitement, who earn half salary. The teachers said that the disciplinary process leaves them financially humiliated and embarrassed. This position was echoed in the focused group discussions, which stressed that TSC need to re-evaluate the disciplinary system with a view to not only decentralizing and reinforcing investigations, but also to consider a package for them that can help in meeting medical bills as their cases are processed.

According to the key informants (disciplinary committee members), Drunkenness; Environmental influence; Separation of couples for many years; Fear of STI/HIV; Free primary education funds and other sources of too much money that tempt teachers to misappropriate; Desire to transfer to another station; Lack of self discipline; and Ignorance of the TSC code of regulations for teachers were identified as the main causes for repeated cases of indiscipline amongst the teachers.

The study established that disciplinary action: by the TSC (78%), inadequate finances (68%) and lack of administrative support (53%), were identified as the three leading causes of stress amongst primary school teachers. In addition, the other sources of stress were identified as: marital problems (42%); illnesses (40%); unresolved anxiety (40%); work related concerns (40%); lack of support from colleagues (30.4%); and lack of self recognition (34%), affected a minority number of teachers. The teachers' stressful experiences manifested themselves in various ways.

Majority of the teachers ((68%), felt depressed; constantly angered (54%), loss of self-control (40%); and reduction in the desire to ever teach (36%). Others felt worried and anxious (34%); absentminded; lonely (32%); fatigued (22%); and depersonalized (20%). This indicates that the teachers were deeply affected by their stressful experiences, especially due to the psychological manner of manifestations that the findings revealed. The study further established that the male teachers were more susceptible to disciplinary measures (90%) compared to the (10%), female teachers interviewed. This could imply that female teachers are more cautious on professionalism compared to their male counterparts. It could also suggest that male teachers do not take corrections seriously. This is because teachers are to given verbal warnings three times and then one written warning before they are interdicted. (Code of regulations, 2005)

Most the teachers (89.8%) agreed that they received support from the family and community members during the TSC disciplinary processes. The supportive measures provided by the family and the community include: counseling (89%), financial support (83.7%), support of own dependants (65.3%), ' sharing' of problems by members of the family/community (57.1%); regular social visits (51%); involvement in family/community activities (32.7%); medical care (30.6%); and through divine interventions/ praying (30.6%). The findings established that the teachers received overwhelming support from the community and family members during their stressful experiences. This made it possible for them to cope. Apart

from incidences of stigmatizations, teachers attributed their ability to cope to the support they received from significant others, particularly the family. This presents the family as a principal source of comfort and support of its members during setbacks.

The study established that (84%) of the teachers were deeply affected by the stress accrued from TSC disciplinary process. The effects of disciplinary stress manifested themselves in the following ways: feeling of unworthiness; psychological depressions; failure to achieve personal ambitions and loss of income. Some of the teachers were also subjected to medication as a result of various medical problems arising out of the stressful conditions. These conditions were identified as: continuous and frequent headache; lack of sleep at night; lack of appetite; Psychiatric imbalances; partial madness; brain dysfunction; and cerebral malaria. The findings established that disciplinary stress had affected the teachers' level of productivity as well as their health and mental states. It also emerged from the key informant interviews (representatives of the secretary), that disciplinary stress builds negative perceptions amongst the teachers going through a disciplinary process, a condition, which is exacerbated by lack of counseling and administrative support, from the DEO' s office and the TSC. From the study the teachers expressed a desire for a committee to independently vet cases before a teacher is interdicted to limit cases of faulty and unfair charges.

Teachers applied various strategies to cope with disciplinary stress. The following strategies were identified by (93.9%) of the teachers as their main coping strategies:

i) Seeking physical support, psychological or emotional support from friends and family members; ii) confrontations as a way to release stress and negative feelings; iii) distancing their thoughts from the origins of the problems they were going through; iv) controlling their feelings from interfering with their behaviour or affecting the emotional statuses of the people surrounding them; v) Utilization of social support mechanisms; vi) Accepting personal responsibility; vii) self denial strategies to assist them in moving away from the reality of the experiences they were going through; viii) By moulding new lives out of the situations they were experiencing. The teachers employed these strategies differently at various level and stages.

According to the key informants (disciplinary committee members), there are no established mechanisms of assisting teachers during disciplinary process at the TSC or at the agency level. However, officers at the request of a teacher may offer advisory services. From responses of focused group discussions, teachers are not aware of these services. Most of them expressed fear of victimization if they consulted relevant offices on their cases. It was therefore evident that the relationship between the teachers and their employer is strained during this period either as result of misunderstanding or the teacher' s ignorance of the code of regulations. Either way, TSC may need to reconsider harmonizing its operations

down to the school level and spreading awareness among the teachers and its agents on the provisions of the code of regulations for teachers and available help that teachers can access during disciplinary process.

The study learned that the DEOs office handled investigations of cases reported to his office by headteachers. After investigations, cases are then compiled and forwarded by to TSC for hearing. There are however incidences where, owing to inadequate evidence, a case may be referred back to the DEOs office for proper investigation. During the focussed group discussions, the teachers argued that the DEOs office is influenced in its decision making process especially the officers serving in his office. This was cited by the teachers as the main cause of delays in dispensation of discipline cases, hence subjecting teachers to lengthy periods of stress. It was also established that, the DEO' s office does not monitor the conduct of teachers during disciplinary process, except when there is a court order (as it happens in cases of embezzlement of funds and carnal knowledge of the female pupils). The following were established as the challenges that the DEO' s office encounters while handling teachers who have gone through a disciplinary process: i) resistance from the head teachers to take in disciplined teachers; ii) Lack of facilities for rehabilitation; and iii) inducting the teachers after they have been out of teaching for long.

The Kenya National Union of Teachers representative informed the study that, once the head of an institution identifies a teacher as having breached the code of conduct

and the code of regulations for teachers, he writes to the respective agent recommending the discipline of such a teacher according to the code of regulations. In such instances, a teacher may seek the advice of the KNUT representative and may use the same to write a defense statement. As a supportive measure to the teachers, the KNUT office (through the secretary or Board of Executive Committee) petitions the government (TSC) to shorten the length of the disciplinary process. They also advice / counsel both the offender and the head of the institution when the matter is complicated.

Regarding the level of fairness in which disciplinary process are conducted, KNUT representative said that the TSC is ' fair' . He this is because the percentages of dismissals have drastically dropped over time and that the duration of processing cases has since shortened considerably. In addition, the KNUT representative suggested that the TSC should follow up disciplinary process with counselling sessions for teachers. He also agreed with the other key informants that a department of guidance and counselling be established at the TSC and the district level to take care of teachers' needs and address the root cause of problems facing teachers. On frequent issues like repeat offences, all the key informants agreed that TSC should first seek to establish reasons behind teachers' frequent breach of the code of regulations for teachers before coming up with disciplinary measures.

5.3: Conclusion

Most of the teachers interviewed (94%) indicated that they were stressed by disciplinary measures meted by the TSC. The reasons behind the stressful experience included; lack of financial support following salary stoppage (78.7%), lack of administrative support (68%), marital problems (40.6%), Unresolved anxiety (40%) among other factors. The teachers reported that disciplinary stress adversely affected their well-being, with most of them (68%) feeling depressed and in constant state of anger. The teachers received various measures from the family and the community. Forms of assistance included; counseling services. Financial support and regular visits among others.

Teachers used various strategies to cope with disciplinary stress. (70%) of the teachers used confrontive coping, (53%) distancing, (69.9%)self-control, (72%) seeking social support, (72%), accepting responsibility, (88%), and positive re-appraisal among other strategies.

Some of the teachers (68%), considered TSC disciplinary measures as unfair owing to inadequate investigations and malicious charges against teachers by the officers at the district level including head teachers. As regards the effectiveness of the measures taken against teachers, (72%) of the teachers said the measures were ineffective since they caused fear instead of provoking positive change of attitude towards professionalism. The researcher observed that the teachers had little knowledge of the code of regulation for teachers in that, they did not know the breaches in the code that attracted half salaries and which ones do not. It was also

observed that teachers are not aware of advisory services at the TSC headquarters or at the DEOs office despite the service charter released to DEOs. The family and the community came out as the central sources of support to teachers during disciplinary process with (94%) of the teachers having derived support from these institutions.

The study found some gaps in the TSC disciplinary procedures and systems that call for attention for the commission to improve management and better dispensation of teacher disciplinary cases. These gaps are given hereunder as recommendations and suggested areas for further research

5.4: Recommendations

Individuals under stress consciously generate a comprehensive set of coping alternatives, evaluate the potential consequences of each alternative, and select the strategy, which minimizes stress and maximizes their well-being. It is likely that teachers' choice of coping strategies keep changing in line with stages, reactions of the family and significant others in the community. This could be because as level and intensity of stress increases along with increased time constraint available to generate coping alternatives, the number of rational choices decreases and increasingly the choice will be based on prevailing circumstances, including the nature of support systems provided. The study came up with recommendations for the ministry/TSC and for further research.

5.4.1: Recommendations to the TSC/Ministry of Education

The following were the recommendations that were derived from the findings of the study:

1. A department of guidance and counselling be established both at the TSC and the district offices to follow up discipline and professional related cases among teachers.
2. The DEO should do thorough investigations on cases before rushing to interdict teachers. This is likely to minimize faulty interdictions.
3. The time taken to dispense with a disciplinary case by the TSC should be shortened. This will help in reducing the period of unnecessary stress on teachers.
4. There is need for the TSC to explore ways of meeting medical bills for teachers during disciplinary period. This will ensure teachers get treatment for stress related ailments.
5. The affected teacher should be posted to a different district after disciplinary process. This will ensure issues of stigma associated with indiscipline do not perpetuate stress.
6. The disciplinary committee members and the officers at the DEOs office should be equipped with Para-legal skills to help them in investigations cases and to make impartial judgments.

7. A Committee should be set up at the District level to vet cases and advice on appropriate measures to taken against errant teachers. This will limit erroneous charges and interdictions that subject teachers to unnecessary stress.
8. The office of the DEO should be empowered to hear simple cases without having to refer them to TSC. Only complicated cases like misappropriation of funds, carnal knowledge and chronic absenteeism should be referred to the headquarters. This will limit delays in hearing of cases.

5.4.2: Recommendations for Further Research

Further research should be done to establish the following:

The counseling needs for primary schools teachers. This is because a majority (90 %.) of the teachers disciplined by the TSC are primary school teachers. It is likely that the teachers may be having peculiar challenges associated to their work that may not have been exposed.

Reasons behind increase in indiscipline cases amongst primary school teachers. This will help to devise strategies of minimizing the number of teachers breaching professional ethics. It will also help to restore the dignity and the integrity of the teaching profession that is losing its credibility fast.

The relevance of various disciplinary measures in instilling behaviour change amongst primary school teachers is another area of study. TSC has been disciplining teachers over time, yet the trend of indiscipline among teachers is still

high. A study needs to be done to establish why the disciplinary measures have not elicited positive behaviour change among primary school teachers.

For comparative purposes, similar study can be conducted while featuring on the secondary school teachers, to establish whether the secondary school teachers go through the same experience as their primary counterparts.

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Appendix I : Interview Schedule for teachers

My Name is EMMY KIPKEMOI, a student in the Faculty of ARTS at the University of Nairobi. In partial fulfillment of the requirement of the Master of Arts (MA), I am conducting a study on teachers' coping mechanisms during a disciplinary process by the TSC. I would like to ask you some questions and I assure you that the responses you will give will be treated as strictly confidential.

SECTION A: GENERAL INFORMATION.

1. Gender

i. Male ☐

ii. Female ☐

2. Age category

i. Below 20 years ☐

ii. Between 20 and 30 years ☐

iii. Between 30 and 40 years ☐

iv. Above 40 years ☐

3. Duration of working as a teacher (in years) _____

4. Marital status

i. Married ☐

ii. Single ☐

iii. Widowed ☐

iv. Separated ☐

v. Divorced ☐

5. Have you ever been transferred from the first school you were posted to after college?

i. Yes ☐

ii. No ☐

If yes, how many times has this happened? _____

6. If ever transferred, what were the reason(s) for such transfer(s)?

7. Are you proud of working as a teacher?

i. Yes ☐

ii. No: ☐

Give reason(s) for your response

SECTION B: PERCEIVED FAIRNESS OF TSC DISCIPLINARY MEASURES

8. Have you ever been through a TSC disciplinary process before?

i. Yes ☐

ii. No ☐

If yes, how many times _____

9. What were the reasons for the discipline? _____

10. To what extent are you satisfied with the disciplinary measures put in place by the TSC as regards the following attributes? please tick appropriately:

1 = Very satisfied 2 = satisfied 3 = Fairly satisfied 4 = Fairly Dissatisfied

5 = Very dissatisfied

Disciplinary measure	1	2	3	4	5
11. Instilling discipline within the teaching profession					
12. Ensuring that disciplinary problems do not recur after a given period of time					
13. Level of fairness at which they are conducted					
14. Ability to achieve behaviour change amongst undisciplined teachers					

15. Do you consider TSC disciplinary measures fair and appropriate?

i. Yes ☐

ii. No ☐

Why?

SECTION C: TEACHERS' EXPERIENCE OF STRESS

16. Have you ever been stressed?

i. Yes ☐

ii. No ☐

17. If **yes**, which of the following do you consider to be the key attributes that brought about stress? (Tick causes of stress that applied to you)

i. Lack of self-recognition ☐

ii. Lack of support from peers ☐

iii. Disciplinary action from employer ☐

iv. Illness of self ☐

v. Lack of adequate finances ☐

vi. Work overload at school ☐

- vii. Death of a close relative/friend ☐
- viii. Unresolved anxiety ☐
- ix. Marital problems ☐
- x. Lack of Job satisfaction ☐
- xi. Lack of administrative support ☐

18. Please rank what you perceive to be the top three causes of stress with rank 1 indicating the leading cause and rank 3 indicating the 2nd runners up. i.e. mark 1st, 2nd and 3rd.

- i. Lack of self-recognition [_____]
- ii. Lack of support from peers [_____]
- iii. Disciplinary action from employer [_____]
- iv. Illness [_____]
- v. Lack of adequate finances [_____]
- vi. Work overload at school [_____]
- vii. Death of a close relative/friend [_____]
- viii. Unresolved anxiety [_____]
- ix. Marital problems [_____]

x. Lack of Job satisfaction [_____]

xi. Lack of administrative support [_____]

xii. Others (Please specify) _____ [_____]

19. In which of the following ways did the stress manifest itself?

i. Feeling depressed ☐

ii. Absent mindedness/lack of attention ☐

iii. Loss of appetite ☐

iv. Constantly in a state of anger ☐

v. Feeling fatigued ☐

vi. Loss of self-control ☐

vii. Depersonalization ☐

viii. Feeling of loneliness ☐

ix. Decrease in desire to teach ☐

x. Feeling of worry and anxiety ☐

xi. Others (Please specify) _____

20. Did your family and the community assist you?

i. Yes ☐

ii. No ☐

21.If yes, which of the following measures did your family and the community put in place to assist you in coping with this stress?

- i. Counselling ☐
- ii. Providing financial support ☐
- iii. Providing medical care/therapy ☐
- iv. Involving you in major community/family activities ☐
- v. Regular social visits to your home ☐
- vi. Seeking divine intervention (through prayers) ☐
- vii. Taking care of your dependants ☐
- viii. Sharing the problem with you ☐

22.How have you ever tried to alleviate stress in your life?

- i. Yes ☐
- ii. No ☐

23.If yes, how well did this work?

- i. Very well ☐
- ii. Fairly well ☐
- iii. Well ☐
- iv. Fairly poor ☐
- v. Very poor ☐

24. Has the disciplinary stress affected your life in any way?

i. Yes ☐

ii. No ☐

25. If yes, to what extent has the stress affected your life?

i. Greatly affected

ii. Fairly affected

iii. Minimal effect felt

Briefly explain the reason for your response _____

26. Which of the following support systems came handy for you during the time of stress? (Tick appropriately)

i. Family support ☐

ii. Community support ☐

iii. Administrative support from the school ☐

iv. Colleagues/ Friends' support ☐

v. Other (Please specify) _____

27. Please rank in order of importance the top three support systems, with rank 1 indicating the leading support system that you encountered most and rank 3 indicating the 2nd runners up. i.e. mark 1st, 2nd and 3rd.

i. Family support _____

ii. Community support _____

iii. Administrative support from the school _____

iv. Colleagues/ Friends' support _____

v. Other (Please specify) _____

28. Were you under some medication due to disciplinary stress?

i. Yes ☐

ii. No ☐

If yes, what was the nature of the medical problem? _____

SECTION D: STRESS COPING STRATEGIES

29. To what extent do you agree with the following regarding coping with stressful experience for teachers during a disciplinary process? (Please tick appropriately using the following key):

1 = strongly agree 2 = Agree 3 = Fairly agree 4 = fairly disagree

5 = strongly disagree

Attribute	1	2	3	4	5
30. The "stressed out" teacher is seen as a failure.					
31. More education/counselling about stress is necessary in order for teachers to understand the many ways it can affect their health.					
32. Lack of administrative support permeates teachers' descriptions of their stress.					

33. As a stress coping strategy, did you take time before embarking on your day-to-day routines?

i. Yes ☐

ii. No ☐

Briefly explain your response _____

34. Did you identify friends and family members from whom you would seek physical, psychological, or emotional support?

i. Yes ☐

ii. No ☐

Briefly explain your response _____

35. Did you focus on the routine things that you are able to do, as well as some positive things that you have done in the past?

i. Yes ☐

ii. No ☐

If yes, provide examples of the routine issues that you focused on.

36. Did you establish ongoing support and contacts with friends and family members?

i. Yes ☐

ii. No ☐

If **yes**, briefly explain how such friends and family members were helpful?.

37.The following facts relate to various coping strategies during a stressful situation. Which of these applied to you during the TSC disciplinary process?

a. Confrontive coping strategies

- i. I just did anything that could keep me occupied ☐
- ii. I quarreled with the person(s) who caused the problem. ☐
- iii. I let my feelings out somehow. ☐
- iv. I did something very risky. ☐
- v. I stood my ground and fought for what I wanted. ☐

b. Coping by Distancing

- i. I went along with fate; sometimes I just have bad luck. ☐
- ii. I went on as if nothing had happened. ☐
- iii. I tried to look on the bright side of things. ☐

iv. I tried to forget the whole thing.

☐

v. I didn't let it get to me; refused to think about it too much.

☐

vi. I made light of the situation; refused to get too serious about it.

☐

c. Coping through Self-controlling

☐

i. I tried to keep my feelings to myself.

ii. I tried not to act too hastily or follow my first hunch/instinct.

☐

iii. I kept others from knowing how bad things were.

☐

iv. I tried to keep my feelings from interfering with my behaviour.

☐

v. I went over in my mind what I would say or do.

☐

vi. I thought about how a person I admire would handle the situation and used that as a model.

☐

d. Coping by Seeking Social Support

i. I talked to someone to find out more about the situation.

☐

ii. I accepted sympathy and understanding from someone.

☐

iii. I sought professional help (from a counsellor/psychiatrist)

☐

iv. I talked to someone who could do something concrete about the problem.

☐

v. I sought advice from a relative or a friend.

☐

vi. I talked to someone about how I was feeling.

☐

e. Coping by Accepting Responsibility

☐

- i. I criticized or lectured myself. ☐
- ii. I apologized or did something to make up. ☐
- iii. I realized I brought the problem on myself. ☐
- iv. I made a promise to myself that things would be different next time. ☐

f. Coping through Escape/Avoidance/ Denial

- i. I Hoped a miracie would happen. ☐
- ii. I slept more than usual. ☐
- iii. I tried to make myself feel better by eating, drinking, smoking, using drugs or medication, etc. ☐
- iv. I avoided being with people in gene ☐
- v. I took it out on other people. ☐
- vi. I refused to believe that it had happened. ☐
- vii. I wished that the situation would go away or somehow be over with. ☐
- viii. I had fantasies or wishes about how things might turn out. ☐

g. Coping through Positive Re-appraisal

- i. I was inspired to do something creative. ☐
- ii. I changed or grew as a person in a good way. ☐
- iii. I came out of the experience better than when I went in. ☐
- iv. I found new faith. ☐

v. I rediscovered what is important in life.

☐

vi. I changed something about myself.

☐

vii. I prayed.

☐

38. What recommendations can you make to the TSC regarding coping with disciplinary stress by teachers during a disciplinary process?

THANK YOU FOR YOUR RESPONSES

Appendix II: Interview guide for Members of TSC disciplinary committee

My Name is EMMY KIPKEMOI, a student in the Faculty of ARTS at the University of Nairobi. In partial fulfillment of the requirement of the Master of Arts (MA), I am conducting a study on teachers' coping mechanisms during a disciplinary process at the TSC. I would like to ask you some questions and I assure you that the responses you will give will be treated as strictly confidential.

NAME (Optional) _____

DATE ____/____/____

POSITION _____

1. For how long have you served as a member of the TSC disciplinary committee?

2. What are the most common forms of disciplinary problems from teachers that the committee deals with?

3. To what extent do you think the disciplinary measures are adequate in instilling behaviour change to teachers?

4. What are some of the causes of recurrence of disciplinary problems amongst teachers?

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5. Does the committee have strategies or mechanisms of assisting teachers cope with stress during disciplinary process?

Appendix III: Interview guide for District Education Officer

My Name is EMMY KIPKEMOI, a student in the Faculty of ARTS at the University of Nairobi. In partial fulfillment of the requirement of the Master of Arts (MA), I am conducting a study on teachers' coping strategies during a disciplinary process at the TSC. I would like to ask you some questions and I assure you that the responses you will give will be treated as strictly confidential.

NAME (Optional) _____

DATE ____/____/____

POSITION _____

1. For how long have you served as the District Education Officer for Marakwet District?

2. While recommending the teacher for a disciplinary action by the TSC, do you consider the following factors?

	Brief explanation/ Reasons for response
a) Background information of the teacher Yes <input type="checkbox"/> No <input type="checkbox"/>	

<p>b) Whether first-time offender or not</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>	
<p>c) Socio-economic status of the teacher (e.g.: how will they take care of their families after interdiction?)</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>	

<p>d) Impact of possible disciplinary action to the teacher' s career</p> <p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	
<p>e) Weight of the evidence attached to the issue in question/ The level of investigations conducted on the case</p> <p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	
<p>f) Other factors (Please specify)</p>	

g) Other factors (Please specify)	

3. Has the district education office set aside measures to assist teachers cope with stress after a disciplinary process?

- a) Yes ☐
- b) No ☐

Briefly explain your response _____

4. Does your office monitor the conduct of disciplined teachers after they undergo a disciplinary process?

- a) Yes ☐

b) No ☐

Briefly explain your response _____

5. What challenges do you encounter while handling teachers who have gone through a disciplinary process?

THANK YOU FOR YOUR RESPONSES

Appendix IV: Interview guide for Teachers' Union Representative

My Name is EMMY KIPKEMOI, a student in the Faculty of ARTS at the University of Nairobi. In partial fulfillment of the requirement of the Master of Arts (MA), I am conducting a study on teachers' coping strategies during a disciplinary process at the TSC. I would like to ask you some questions and I assure you that the responses you will give will be treated as strictly confidential.

NAME (Optional) _____

DATE ____/____/____

POSITION _____

1. For how long have you served as the KNUT representative for Marakwet District?

2. Once the head of an institution identifies a teacher as having breached the code of conduct and the code of regulations for teachers, he writes to the respective agent recommending the discipline of such a teacher according to the code. In such instances, do the heads of institution liaise with your office before recommending such actions?

a. Yes

☐

b. No

☐

Briefly explain the appropriate action that you take (Based on your response)

3. Does your team seek for administrative support from the TSC on behalf of the teachers who have gone through a disciplinary process?

☐

a. Yes

b. No

☐

If yes, what supportive systems does your office seek for the teachers from the TSC? _____

If No, what supportive systems does your office provide to teachers who have gone through a TSC disciplinary process? _____

4. What is your opinion regarding:

a. The fairness in which disciplinary processes are conducted? _____

-
-
-
- b. The need for administrative support from the TSC and the community for the interdicted teachers? _____
-

THANK YOU FOR YOUR RESPONSES