INSTITUTIONAL FACTORS INFLUENCNG ACADEMIC GOVERNORS OCCUPATIONAL STRESS IN SECONDARY SCHOOL IN DAGORETI SUBCOUNTY, KENYA.
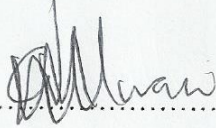
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A research Project submitted in partial fulfillment of   the requirements for the award of the degree of Master of Education in Corporate Governance in Education.

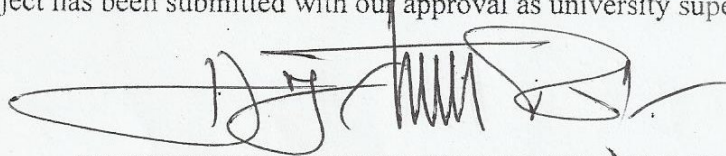**University of Nairobi 2015.**

DECLARATION

This proposal is my original work and has not been presented in any other university.

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E55/69673/2013

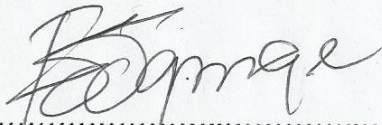The project has been submitted with our approval as university supervisors.

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ii

DEDICATION

I dedicated this work to my father Mr. John Macharia, my mother Mrs. Joyce Macharia, my two brothers Daniel and James and my two sisters mercy and Esther not forgetting my nephew Carlton for their financial and moral support that they gave me throughout the course.

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TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

CHAPTER 2

REVIEW OF RELATED LITERATURE

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS FINDINGS AND INTERPRETATION

CHAPTER FIVE

SUMMARY OF FINDINGS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

B.O.M   Board of Management

D.E.O   District Education Officer

H.O.D   Head of Department

M.O.E   Ministry of Education

S.R.S   Stratified Random Sampling

ABSTRACT

This purpose of this study was to investigate the institutional factors influencing academic governor's occupational stress in secondary school in Dagoretti sub-county Kenya. The objectives of the study were to determine the extent to which preparedness for allocated role, staff workload, conflict between academic and administrative roles, institutional policies on discipline and office politics influence occupational stress in secondary school in Dagoretti. The study used the descriptive survey design. Random sampling was adopted in the administration of the questionnaires and employed the use of two sets of questionnaires: a HODs' and a principals' questionnaire. . In total 67 HODs and 12 principals in all the 12 public secondary schools in Dagoretti District were targeted. In total 21 HODs and 7 principals participated in the study. The use of Statistical Package for Social Sciences was employed in the analysis of data. Quantitative data was generated from the close-ended questions while qualitative data was generated from the open-ended questions in both the questionnaires. Findings of the study revealed; the lack of preparedness for allocated role, workload, obnoxious institutional polices on discipline, role conflict between administrative and academic tasks and office politics were the institutional factors that caused high levels of occupational stress on the academic governors. However, the levels of occupational stress differed from one academic governor to the other depending on their gender, role and effort that the particular task demands, subject combination and academic qualifications. For instance on workload governors who had more than 25 lessons (5.6%) a week, who worked for more than 10 hours(50%) a day and who reported before 7 am (66%) registered that they found their positions extremely stressful, science and technical department heads (23%) registered they found their duties difficult to manage while other departments registered they found their roles manageable. Female governors registered higher number of governors who found their position stressful. The study recommends that MOE should move to develop a policy on stress management to guide the induction, operations and counseling of academic governors in designing effective stress management programmes in counties. The study also recommends that Teachers also should also learn how to relate with stressed academic governors to avoid being the triggers of aggravated stress. Above all the study recommends that all academic governors should find a way to curb the adverse effects of occupational stress so as to find a level they can operate in and be productive.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Stress is the non-specific responses of the body to any demand made on it to adapt. There are two main types of stress, negative stress (distress) and positive stress (eustress).The latter is needed to promote physical growth."Eu" in Greek means (Good)-thus, Eustress means good stress. However over the years the word has taken the negative meaning. The interactions approach to stress according to (Coopers & Carwright 1997) depicts stress as the consequences of a structural lack of fit between the needs and demand of the individual and his/her environment.

Tepas and Price (2001) define stress as an agent, circumstance, situation or variable that disturbs "normal" functioning of the individual. The proponents of the transactional approach theory of stress define stress as a result of a mismatch between individuals' perceptions of the demand of the task or situation and the perception of the resources for coping with them.Stress is the non-specific response of the body to any demand upon it ,and which has a high tendency of disrupting normal homeostatic regulatory physiological functioning of the individual concerned (Selye, 1983).

During the 1998, Communication Workers of America occupational safety and health department and the school of public health, Johns Hopkins University completed a major computer study involving union leaders and members of Baltimore Maryland. The

scientific investigation initiated in 1996, addressed the relationship among occupational stress at home and health symptoms of musculoskeletal disorder as repetitive motion illness. This is according to the coordinator of CWA -David LaGrange's report on the study.

Occupational stress also known as job-related stress it is stress involving work. It is characterized as a symptom of unpleasant emotional responses in the workplace (Hakanen ,2006) and may lead to workplace and social dysfunction. According to the current World Health Organization (WHO) definition, occupational or work –related stress is the response people may have presented with work demands and pressures that are not matched to their knowledge and abilities and which challenges their ability to cope.

A research conducted in the United Kingdom, United States of America, Australia and New Zealand   has identified several key stressors commonly associated with stress among academic staff. These include ;work overload, time constraints, lack of promotion opportunities, in adequate recognition , inadequate salary ,changing job role, inadequate management and or participation in management, inadequate resource and funding and student   interaction.(Blix,   Cruise,   Mitchel   &   Blix,1994;Boyd   &   Wylie 1994:(Soss&Carroll,1990).

Teaching is ranked among the most stressful occupations (Willis 2005), alongside nurses, managers, social workers, road transport drivers, police officers and prison officers.The Guardian Financial Services indicated that 500,000 workers in the UK suffer from work related stress, 150,000 have taken at least a month sick off due to work related stress and

all together 6.5 million sick day /offs have been taken during the year under stress related incidences. It is estimated that every day, 270,000 people take off from stress related illness at a cost to the economy of € 10.2 billion annually (Willis, 2005).

In Kenya a research was done on occupational stress on the teaching staff of the Kenya polytechnic university .The researchers highlighted that stress is most likely in some situations than others and to some individuals more than others. This claim would be further informed by the Diatheses model, which states different people respond differently to different occasions /situations. For teachers, high levels of work stress may result in low morale, reduced effectiveness, higher levels of absenteeism, and reduced commitment to the profession (Hakanen, 2006), potentially resulting in the decision to leave the profession. Therefore the study seeks to investigate institutional factors influencing occupational stress on academic governors in Dagoretti District , Kenya.

In Kenya, studies rank teachers as the most stressed professionals which is also a major cause of ill health among teachers of secondary schools in Kenya (Okumbe, 1992). The top stressors perceived to be facing managers such as the teachers are ; missing being with their growing children due to their responsibilities workload as it calls for sometime being away from their growing children, putting their work before home and family considerations, having to move away from home for their employment , missing leisure / hobby time short or long commuting to work, breaking up with their partners frequently travelling away from home and either not having or postponing parenting children(Management Today Magazine Survey, 1998; Willis 2005).

Another issue would be conflict between administrative and academics roles. As managers in their department, the principals and other academic governors in Kenya handle both teaching, institutional programs and administrative tasks (Olembo 1975) this is a lot of work that sometime override on one another. These academic governors thus work beyond their stipulated hours to cover for any event that was overshadowed; consequently this lot of work causes prolonged accumulation of stress which is known to result to burn out. A state of emotional and physical strain which reduces positivity and saps energy.(Otieno 1998).

In her study on the real principals role with consideration for special education, to achieve the set goals, Waweru, 2006 notes that the task of knowing and managing the learners, teachers, support staff, management committee, board of management, sponsors and other stakeholders at various levels harmoniously, responsively and sensitively is not an easy task on the principal and other academic governors hence leading to work related stress.

Moreover the lack of preparedness for allocated role also would be seen among the top stressors. As academic administrators in the leadership of the principals were charged with administrative task which include ; curriculum and instructional programmes, finance and business, staff and student personnel, physical resources and public relation (Olembo, 1995 and Okumbe, 2007) yet they are not exposed to prior formal preparation school management as they are trained like any other teacher.(Maina (2001), Onyango (2001), Kalai (1998) all share the sentiment.

In the study Mahford (2008) examining the leadership for organizational learning and improved students' performance outcomes he notes that some school principals lack training in school management and support (as the other academic governors who can help are equally untrained)to deal with the emerging challenges on governance of institutions of learning. Institutional policies especially on discipline posed as a stressor. The Seed magazine (2008) while analyzing the causes of violent student riots in secondary schools in Kenya, notes that that head teachers were suffering from stress caused by inability to raise issues for fear of job loss or vindictive transfer, lack of support from superiors, parents and political establishment, the plague of anonymous letters, rumors and innuendo. Further the rising cases of student indiscipline witnesses in acts of violence, arson and deaths in secondary school and curtails on extent to go with disciplinary measures decided upon by the intuitions were also a source of hyper stress among academic governors.

A school is a social place where people should be working harmoniously to give the best product - success (Okumbe 2005). However influence by individuals may serve personal interests without regard to their effects on the organizations itself. Some of the personal advantages may include access to tangible assets or intangible benefits such as status or pseudo authority that influences the bahaviours of others.

1.2 Statement of the problem

In cognizance of the rampant cases of the academic governors succumbing to occupational stress the Government of Kenya has put in place counselors to help teachers manage this stress while at work.(Republic of Kenya, 2007)

A thesis presented to the Faculty in the Department of Health Education and Promotion east Corolina University by (Sprenger 2011) acknowledged presence of high levels of stress amongst the teaching staff and further reviewed the intervention of the ministry in helping teachers cope with this stress by either giving unfit teachers time out of school or providing them with a mental health specialist within the school. Moreover study sought to know the institutional factors affecting administrators' occupational stress in Dagoretti district, Nairobi peculiarities of Dagoretti being an urban area where most of

the students more so in Harambee schools coming from the slums with different dispositions hence already a hard task to the academic governors handling them.(National Bureau of Statistics).

In a South Africa Journal of education posed teacher's stress in comparison to other professionals , whereby teacher stress was assessed by means of job stress survey and the study related the stress on teachers to other factors rather than institutional factors. Moreover traditional response of management has been "blame the victim" as it defines stress as an individual or personal problem that workers bring from home to work. Thus this study sought to dismiss this approach that blames people for the inability to fit in inhumane work environments, and further analyze the structure of job requirements and social relationships at work (institutional factors) as the primary source of stress on the

academic administrators. Moreover a report from the District Education Office in Dagoretti,(2015), confirmed increasing cases of head teachers succumbing to occupational stress in Dagoretti - which was the researcher's study locale - with the report on a recent case of a head teacher succumbing to stress after a disciplinary case that resulted to the teacher in disciplinary being dismissed and this resulted in the principal rubbing a group of teachers and other interested parties the wrong way thus aggravating stress.

Thus this study sought to know the institutional factors affecting administrators' occupational stress in Dagoretti district, Nairobi.

1.3 Purpose of the study

The purpose of the study has to investigate institutional factors influencing academic governors' of occupational stress in secondary schools in Dagoretti District, Nairobi.

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1.4 Objectives of the study

The objectives that guided the study were:

i. To determine the extent to which preparedness for allocated role influences occupational stress on academic governors

ii. To determine the extent to which staff workload influences occupational stress on academic governors.

iii. To determine the extent to which conflict between academic and administrative roles influences occupational stress on academic governors.

iv. To establish the extent to which institutional policies on discipline influence occupational stress on academic governors?

v.   To determine the extent to which office politics influence occupational stress on academic governors.

1.5 Research Questions

 i.   How does preparedness for the allocated role influence the levels of stress on academic governors?

 ii.   To what extent does the workload influence occupational stress on academic governors?

iii.   To what extent does conflict between the administrative and the academic role influence of levels occupational stress amongst academic governors?

iv.   To what extent do institutional policies on discipline influence occupational stress on academic governors?

 v.   In what ways does office politics influence occupational stress on academic governors?

1.6 Significance of the Study

The findings of this study may reveal the main source of high levels of occupational stress being experienced by the majority of academic governors in secondary schools in Dagoretti and Kenya at large. The recognition of these facts may enable the appropriate authorities - MOE (The Ministry of Education) take the necessary intervention steps to reduce the job stressors and level of stress and the negative consequences related to it thereof. This may consequently help the academic governors to adopt appropriate coping mechanisms and control stressors so that they can find and operate at a level they are most comfortable in enabling them to be more productive, effective and efficient in the performance of their duties.

1.7 Limitations of the study

These are factors beyond control which would affect the study. According to Mugenda and Mugenda (1999), a limitation is an aspect of research that may influence the result but over which the researcher has no control over. Most of the areas where the study was conducted is a slum area with very few schools being in urban centers thus the area has unique factors such as environmental & physical that may pose as a challenge to accessibility.

1.8 Delimitation of the study

The researcher will confined her study to secondary schools in Dagoretti District. With study sample including only the HODs, deputy principals and principals, who were considered particularly because the study revolved around the issue of institutional factors influencing occupational stress on academic governors which in a way or the other touch all of them.

1.9 Assumptions of the study

In conducting the study the following assumptions were made:

i. That the administrators (deputy principal and the principals), and the HODs gave their opinions un-influenced and as honestly as possible.

ii. The respondents (HODs, deputy principals and principals) were informed of prefecture roles to enable them not only to co-operate but also give reliable responses.

iii.   That the responses would true and adequate to facilitate the drawing of conclusions in the study.

1.10 Definition of significant terms

Academic governors – is a group of people, individuals charged with the responsibilities of heading school departments both academic and non academic in a secondary school.

Institutional factors – refers to the internal environment (work conditions) under which a job is performed i.e work overload, role conflict, unpreparedness for job allocated, office politics, obnoxious office policies.

Institutional policies on discipline these are obnoxious policies generated by the stakeholders of the institution and more so generated from outside the institution but affecting the governance of the institution. They guide the process of instilling of discipline in an institution and the governors find them unfair hard to work with and unreasonable.

Occupational stress- refers to the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the teacher.

Office politics - use of power and social networking within an organization to gain certain individual benefits.

Principal – the head of an educational institution. In the context of the study refers to head teacher of a secondary school.

1.11Organizational of the study

The study was organized in five chapters. The first chapter provided the introduction, background information, statement of the problem, purpose objectives, research question, significance, limitation and delimitation of the study including the basic assumptions, definition of significant terms and organization of the study.

Chapter two dealt with review of related literature, institutional factors influencing occupational stress, summary of literature review, theoretical framework and the conceptual framework.

Chapter three dealt with the methodology ; research design, target population, sampling, for data collection procedures , instruments data collection and data analysis.

Chapter four, the data analysis interpretation and discussion while chapter five dealt with the summary of findings conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of relevant literature in the area of occupational stress. The concept of occupational stress, institutional factors influencing occupational stress, influence of workload on levels of occupational stress, influence of obnoxious institutional policies on discipline on levels of occupational stress, influence of preparedness for allocated role on levels of occupational stress, influence of office politics on levels of occupational stress, influence of role conflict between administrative and academic roles on levels of occupational stress. Theoretical frame work will also be tackled in this chapter, conceptual framework and review of related literature.

2.2 Concept of occupational stress

What is occupational stress? This is a question that has beguiled many prominent researchers of this era. The term is amorphous and sustains the difficulty in discerning its meaning. Definition of stress ranges from metallurgical strain once emotional wits ends. Strokes & Kites 2001 suggests that the terms versatilities (its range of application), is its undoing as a useful scientific term or concept so do (Tepas & Price 2001) assert. Accordingly stress can be viewed as an agent, circumstance, situation or variable that disturbs the normal functioning of the individual.

Stress is unavoidable characteristic of life and work. In any job there are wide variety of potential causes of stress, some of which are common to both men and women and others are peculiar to each group. Occupational stress describes physical, mental and emotional

wear and tear brought about by incongruence between the recruitment of job and capabilities resources and needs of the employee to cope with job demands (Mwangi, 2003).

In their book management in Education Olembo, Wanga and Karagu (1992) note that the administration is charged with certain tasks. Over years however, there has been concern over the mismanagement of public schools, often resulting to poor performance of these schools in national examinations and frequently students' unrests.

However as Nyongesa (2007) notes in his book Educational Organization and Management this might not exactly the fault of the administrators but owing to poor orientation for these positions among other institutional factors that may contribute to this. A school just like any other business enterprise needs an effective management to achieve the set goals and objectives. Heb further notes that schools as functional organizations have a purpose, which they must be seen to fulfill effectively and efficiently.

In his study; problems facing secondary school teachers (Mutiso, 2012) states that contributing to achieving of these goals greatly is the presence and proper allocation of funds. However, despite the government's intervention in paying the school fees for secondary school going students there is an amount still that the parents are responsible to cover; mainly this money is what is used for development in the school. However, parents from areas of low economic productivity and poor backgrounds cannot therefore

afford to pay their dues promptly (that which is not covered in the money the government pays) hence inadequate finances for running the schools.

(Kimanzi, 2007) reiterates that principals who are members of the academic administration in a school spend more time reviewing finance matters with parents, teachers and the B.O.M. issues of discipline came second to the principals to finance, because he would probably delegate them to the deputy principal and other academic governors. This informs the study as discipline and finance are but some of the tasks that academic administrators are charged with.

Thus inadequate training and experience of the principals in school financial management; discipline and teacher relation could be the cause of poor school performance, as the role of the principal revolves around the three issues (Balansikat and Gerhard (2005).

The school's environment should encompass ambience atmosphere, security safety but some schools have a very unwelcoming, insecure and unsafe environment thus discourage a deeper level and more achievement oriented teaching learning strategies that teachers and learners would prefer. Thus in the quest to provide this environment the academic administrators get a lot of stress mostly due to inadequate funding, political interests and external interferences.(Mutua,2009).

Further literature discussing occupational stress eg (Atkinson 1994; Matteson & Ivancevich, 1989; Trauer, 1990) identify several sources of occupational stress namely: task-based stress, role based stress, environmental stress and social environmental stress

and social environmental stress.

Task based stress includes demands such as work overload or task complexity, role based stress concerns itself with the roles that the worker performs in the work setting and this includes role conflict and role ambiguity, environment based stress refer to environmental stressors consisting of physical conditions eg temperature, social environment based stress concerns itself with the kind of interpersonal relations or interpersonal dynamics that the worker experiences in the work settings.

 From the studies therefore the prominent sources that have been found to be major sources of work stress are those dimensions that have to do with the content and context of work. This study therefore looks at some of the factors which are preparedness for allocated role, institutional policies on discipline, office politics , role conflict between administrative and academic roles and workload.

2.3 Workload vs occupational stress among academic Governors

Workload falls under task based stress which includes demands such as work overload or task complexity. work overload poses two problems to the worker: there is too much to be done (quantitative overload) or work is too complex for the individual (qualitative overload)(Carwright& Cooper ,1997).

Argyle (1998) states that work overload may create health problems for workers, particularly during extended periods of overload when employees have been found to drink and smoke more resulting in increased cholesterol and blood pressure levels. Consequently Klarreich (1990) describes work under load as an occupational stressor, as insufficient tasks for the worker may lead to boredom or frustration.

The Guardian April 2015, on its research on what to do About England' desperate shortage of qualified teachers highlights the great workload on the shoulders of the teachers with English teachers having up to 50 lessons per week and also shed light on the influence of these workload to aggravation of occupational stress more so on academic leaders (governors). in her study, the role of the principal (the head of the academic governance) Waweru , (2006) notes the role of the headteacher as to know and manage the learners, teachers, supporting staff, management committee, board of management sponsors and other stakeholders and the government at different levels harmoniously, responsively and sensitively is not an easy task on them leading to occupational stress. She argues that issues like work overload or under load, excessive work pace i.e. to meet numerous deadlines among others further contribute to aggravation of this stress. Previously principals were to just but follow clearly cut out policies by the M.O.E – Ministry Of Education, regulations and guidelines, balance budgets and allocation of available resources, address staff issues and keep the facilities but now they are expected to know academic contents and pedagogical techniques more so they are expected to teach and work together with teachers to strengthen reading and learning skills, collect and analyze data to use it in ways to fuel excellence. (MoE 2010)

Workload is one of the greatest complains by academic governors as they have to balance both administrative roles and compliance work. In addition they are in also expected to teach. Work load pressures thus make their working hours spill to their personal time and social time hence these administrators are burned out resulting to anger and frustration as

the workload increase and pressure to perform and finish this work increases this adversely impacts on educational outcome this leading to occupational stress as (Star, 2008) notes. The increase in responsibility also covers an increase in managerial tasks, feeling of isolation (as they are away from their families) rising stress levels and decrease in professional satisfaction. These distract them from the real issues of leadership because of lack of rewards for their work, as they receive no tangible evidence if there are any positive outcomes despite their efforts and tedious work. (Morgan, 2006).

2.4 Institutional policies on discipline vs occupational stress among academic governors.

Decisions and policies made at the school levels are various and are made at different levels. As highlighted in Cole (2004) decisions can range from those that are vital (once for all nature) to those of a routine and relatively trivial nature. As a school despite being guided by the MOE (Ministry of Education) there are some institutional policies either set by the sponsors of a school e.g. the church or other stakeholders. Some of these policies are influenced by external interference. The lack of consultation of the academic governors during the formation of these policies might not augur well with them. Further fear of speaking one's mind on such issues for fear of reprimanding and punitive measures like demotion or vindictive transfers makes the academic governors suffer in silence and this triggers aggravation of occupational stress.

The sideling of important educational matters and unrealistic expectations are burdens on the administrators.in his study Mutai, (2009) notes that Local community's interest conflicts over the purpose of schooling. He argues that although the school is a vital shaper of the communities in a highly mobile industrialized society, they are often

17

plagued with educational problems e.g. lack of specialized services, limited accessibility to quality staff development and other services. Again many schools offer less support to co-curricular programs but are only interested in school performance exposing the school to conflict between the school administration and the community leaders.

According to (Sagara 2005) in his study, influence of occupational stress on head teachers task in Kisumu, institutional policy on instilling discipline in unruly students may curtail proper instillation of discipline as sometimes the measures outlined may not match the offence done. With time the students learn that despite the magnitude of the offence there is only so far that the administration can go this crops high indiscipline straining the administration and boiling down as occupational stress as they are in a fix on how to deal with the situation.

2.4 Influence of preparedness for allocated role on levels of occupational stress among academic governors

Unlike in the past the school of the 21st century requires the leadership that focuses on strengthening teaching and learning professional development, decision making based on data and accountability (Von Hippel silver & lynch 2000). Community leadership may be seen through recognition of the role of the school in the society, shared leadership among educators, parents and learners, advocacy for school capacity building and resources.

This is further When an administrative role is given it ought to be met by an equally prepared person this can be done by either electing people who are ready for the post i.e. prior training or in-service training. According to Mahford (2008) in the study on the

leadership for organizational learning and improved students performance outcomes, some school principals lacked the required training on school management and support to help them deal with emerging challenges. Other leaders feel that the input made by a professional is not worth the remuneration received. The organization factors seem to have most significant influence on the individual. The relationship between the organizational factors such as work, roles at work, personal development, interpersonal relationship, organizational climate and stress of the individual have a great impact on job performance.

2.5 Office politics vs occupational stress among academic governors

Organization politics are informal, and sometimes behind the scenes efforts to sell ideas, influence and organization, increase power or achieve other targeted objectives.(Barrington 2012).

Aristotle wrote that politics stems from the diversity of interest and those competing interests must be resolved in some way. "Rational decisions making alone may not work when interests are fundamentally incongruent, so political behaviours and influence tactics arise. John Kotter, in Power and Influence notes that without political awareness the skill, we face the inevitable prospects of becoming immersed in bureaucratic infighting, parochial politics and destructive power struggles which greatly retard organizational, innovation, morale and performance.

Kotter further argues that, organizations typically have limited resources that must be

allocated in some way. Individuals and groups with the organization may disagree about how those resources should be allocated, so they may naturally seek to gain those resources for themselves or their interest groups which gives rise to organizational politics. Simply put, with politics, individuals ally themselves with likeminded others in an attempt to win the scarce resources. They will engage in behavior typically seen in government organizations such as bargaining, negotiating, alliance building and resolving conflicting interests.

Example of those self-serving behaviours according to (Sidhu,2011) Including bypassing the chain of command to get approval for a special project gong through improper channels to obtain special favours or lobbying high level managers just before they make a promotion decision. These types of actions undermine fairness in the organization because not everyone engages in politicking to meet their own objectives. Those who follow proper procedures often feel jealous and respectful because they perceive unfair distributions of the organizations resources, including rewards and recognition.

Okumbe (1998) viewed school as a social system because it has people (members) who should interactively and harmoniously work together to achieve common organizational goals. The school is a social system because it has students, prefects, teachers and administrative staff as subsystems, all working in coordinated and independent manner to achieve common goals. However this only happens in an ideal situation. He however acknowledges that in any space where humans are relating, conflict of interest, coalition of emotions and backstabbing is prone to be witnessed in these places I.e. job places.

Administrators/governors are most likely to be victims of office politics as the people they represent and govern might feel picked on or out of just plain malice.

Research reported in HR Magazine found that managers waste 20% of their time managing politics. The initial reaction by administrators is self defense but after continuously being subjected to an unruly, uncooperative group it does not work toward the same objectives. These academic governors experience isolation, bullying and disorientation. According to the diathesis model of stress, humans, being social beings, the isolated governors eventually succumb to frustrations and maybe even depression.

2.6 Role conflict between administrative and academic tasks vs occupational stress among academic governors

A principal of a school is a coordinator, learner, controller and facilitator of activities of the whole school to ensure efficiency. Along with this, the principal and other academic governors are teachers in a classroom. Consequently, sometimes administrative roles override academic roles which might be pressing to be attended to. In that case, classes taught by these academic governors are more often than not left unattended and thus disadvantaged.(Okumbe, 1998)

Again students tend to exhibit fear and anxiety when academic governors are their subject teachers as they have attendance to associate them with their administrative roles making it hard for them to achieve academic excellence this wa noted by Sagara (2005) in his study on the impact of occupational stress on the head teachers' task in Kisumu county . He notes that in the quest to avert this, these academic governors who are frustrated, sometimes experience burn out as they many times have to overwork during

their social time to cover up with their lost lesson and try to cover the syllabus. This again is a source of aggravation of high stress levels on the academic governors.

2.7 Summary of literature review

Having gone through so much written about variables affecting administrators, management roles and interrelationships among them, a survey of literature-(Sagara 2005, kimanzi 2007, Mutai 2009) all involved themselves with occupational stress of the headteacher only this reveals more emphasis is placed on the head teacher as the head of the administrative governors but little is said on the other members i.e. deputy principal and the H.O.Ds. Again more is said on individual factors affecting the presence of occupational stress. However, studies have been carried out focusing on the stress resulting from institutional factors.

In his study Willis (2005) discussed head teachers tasks that contribute to occupational stress and various stress agents on head teachers environment but does not look into the other academic governors who basically are the ones that take up administrative roles in the absence of the head teacher.

Shikami (2000), Munyao (2003) dealt with the matters related to school management in different parts of Kenya. They both involved themselves with finance and maintenance of physical facilities only which are just but two tasks of the principal little being mentioned on student personnel employee personnel and public relations. There was however none of the reviewed studies that addressed the other issues that were posed by the institution with reference to public secondary schools in Dagorreti North Division.

According to Enugu (2006) in the study on management and maintenance of physical facilities-which as earlier highlighted is one of the mandate of the principal and associated stress in secondary schools. He suggests several management programs that have been developed aiming at teaching ways to cope or coping techniques. However these techniques dealt more on how to cope with stress mostly that which is posed by individual factors this left out th desired directions on how to deal with stress that which was posed by institutional factors.

Of great influence to the current study , (kimanzi 2007) looked into institutional factors that posed as a challenge to the head teachers however only two of the institutional factors addressed in the current study were addressed in her study namely, workload and role conflict thus the current study looked into more institutional factors, in addition the study lacked in looking into the other academic governors rather it concerned itself with only the head teachers. The current study therefore addresses this gaps by looking into several institutional factors that pose as stressors to the bigger part of the academic governors rather than only to the head teachers as the other academic governors deputize the head teacher in performing roles in the head teachers absence.

Therefore in the quest to highlight their institution predisposition, this study aims to explore the institutional factors that lead to the aggravation of stress among the academic governors, in Dagoretti District. Paying particular interest to the institutional factors workload, office politics, institutional polies on discipline, role conflict between

administrative and academic tasks and preparedness for allocated role. The researcher did not come across enough studies done in the topic on this area after the literature review.

The issues that surround aggravation of stress levels contributed by institutional factors have not been looked at in a broad spectrum. It is with the intention to fill these gaps that exist on studies related to the topic that this study is aimed therefore at establishing institutional factors affecting academic governors, high level of occupational stress, in secondary schools in Dagoretti , Kenya

2.8 Theoretical framework

The study will adopt Levine and Ursin, (1991): The Cognitive Activation Theory of stress. This theory explains stress in four states: stress stimuli, general stress response, and experience of stress. The Cognitive Activation Theory of stress (CATS) assumes that stress is a negative stimulus subjective to reports of an experience (humans only), a general non-specific increase in arousal (activation and the feedback to the brain from this response).

The theory postulates that only sustained arousal constitutes a potential high risk. High levels of transmitters and hormones generally lead to down-regulation of receptors. This may be an important mechanism for loss of dynamic capacity to respond to new challenges and increased levels of illness and disease.

Levine and Ursin, (1991), suggest that new systematic approaches are required for understanding the normal and adaptive functions of the alarm system in the brain. The systematic approach to the expectancies attached to stress stimuli and related responses explain when arousal is sustained and may become a health risk. A better understanding of the relationships between loads experience of loads alarm responses, and the subjective experience of these somatic and psychological changes in itself lead to a better understanding, better prevention, better therapy and healthier lifestyle.

The theory is relevant to the study because it illustrates the stress reaction chain among humans. The performance of administrative tasks subjects academic governors to variety of work load and depending on the nature and weight of the work, the brain registers, interprets and evaluate the load causing the body to react accordingly. If the work is manageable (positive), the body maintains normalcy but if the work is beyond the scope of the head teachers, the body reacts negatively triggering stress.Levine and Ursin (1991), depicted the theory which addresses the flow of stress as shown below:

Figure 2.1. The cognitive Activation Theory of Stress – Flow of Stimuli
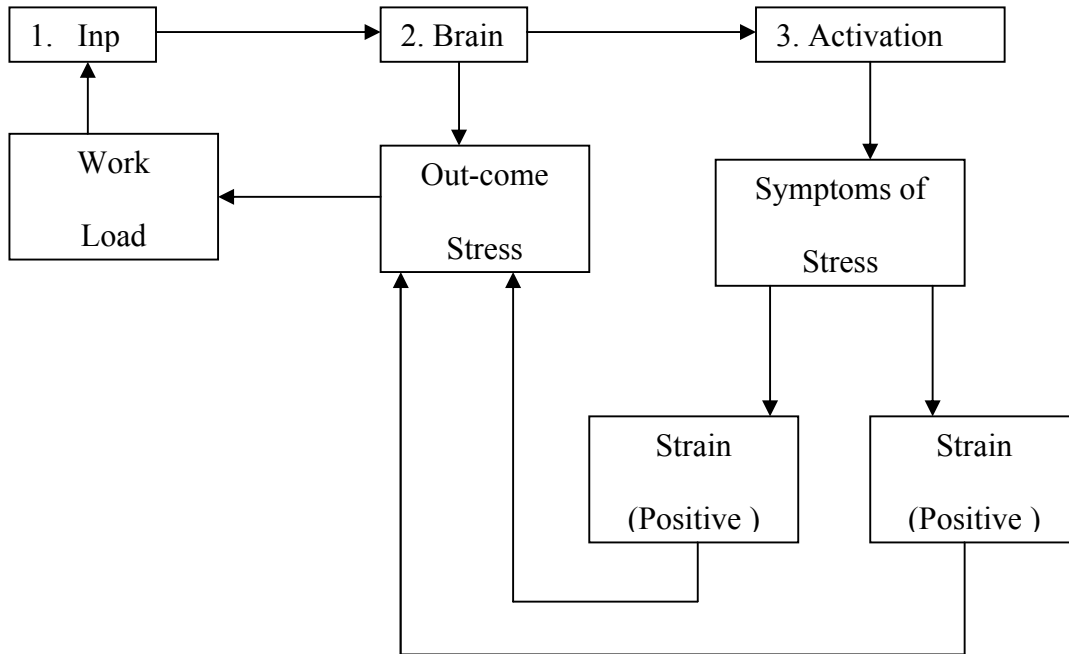
*Source: Levine and Ursin, (1991). Cognitive Activation Theory of Stress.

Family Health Option at http://www.familyhealth.com/CATS-Theory

The flow is explained as:

The input-This is the source of stress. It can be the workload, students, teachers and the general workload that the academic governors perform. Whether a stimulus is pleasant or threatening depends on the individual appraisal of the situation from the input level (Levine and Ursin, 1991).

The brain- This is referred to as the stress experience. All the stimuli are evaluated or filtered by the brain, and that psychological, emotional 'loads' are the most frequently reported stress stimuli (Levine and Ursin, 1991). Given that a particular stimuli, is perceived (appraised) as threatening or negative, humans report this as 'stress'. Animals are restricted ton 'report' that this is something they want to avoid.

For humans, this particular experience or feeling is easy to measure by interview or questionnaires. Of particular importance to this study is level of stress experienced by academic governors and the influence of the institutional factors to this stress.

The response- The general response to stress stimuli is a non-specific responses alarm response, eliciting a general increase in wakefulness or brain arousal, and specific responses to deal with the reason for the alarm. This increase in arousal is referred to as activation. This study seeks to find out what activates stress for academic governors and institutional factors contributing to it. The increase of arousal manifests itself in many or most organ systems, with individual and situational variance in strength, reciprocal relations, and time parameters (Eriksen 1999).

The feedback from the stress response -The brain can be trained to respond and handle certain things as positive stimuli rather than the negative stimuli that activate stress. When the response is positive, it goes back to the brain and activates other positive responses. Positive responses motivate the academic governors in their performance but negative responses strains the academic governors hence causing stress.

The postulations of the theory relate to the study in that it suggests that the interaction of the institutional factors and the experience of the governance process may or may not result to occupational stress depending on how the individual perceives the experience either as stressful or manageable

2.9 Conceptual framework

Organizational and job- related factors are primary sources of occupational stress among academic administrators. Garfield. (1995). The perception discrepancy in the person – environment interactions and transactions between the demands of a situation and the resources of the person's biological, psychological, occupational and social systems trigger the onset of stress. Figure 1.2 shows the conceptual framework of this study.

Figure 2.2 Factors influencing levels of occupational stress on academic governance
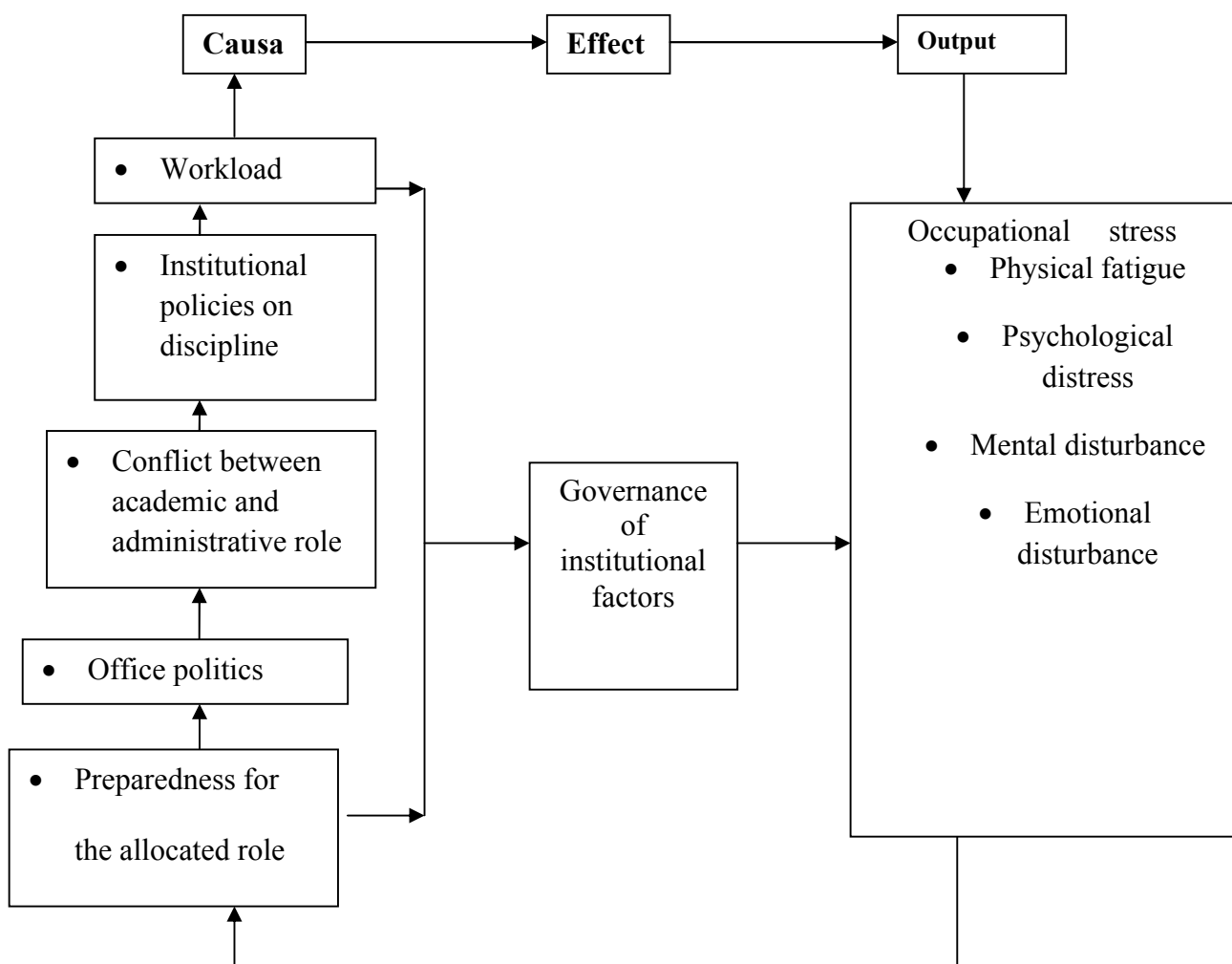
The interplay of institutional factors such as: long working hours, office politics, obnoxious institutional policies, lack of preparedness for   allocated role, conflict between academic and administrative role in the process of governance bears a heavy physical and emotional effect on an employee, irrespective of their gender, age, marital status and professional experience.

In situations where an employee is unable to cope with the demands and conditions of work, pressure triggers the onset of occupational stress leading to mental, physical, emotional and behavioral complications.

Some indicators in the workplace of occupational stress would be reduction in quality and quantity of work output, excessive attendance, such as working long hours and on weekends , erratic attendance , poor time keeping, increase in accidents or dangerous occurrences , increase in sickness absence , employees coming to work when sick , deterioration of workplace relationships

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that will be adopted for this study. It presents the study population, sampling, data collection instruments, data collection procedures and data presentation, analysis and interpretation techniques and ethical considerations.

3.2 The Research design

Descriptive survey design was adopted for this study. This design Orodho (2003) defines as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This is because the design attempts to describe systematically, a situation, problem phenomenon, or provides information about an issue or describe people's attitudes towards an issue (Kumar , 2005).

The study will aim at collecting information on occupational stress from the respondents i.e (sample of selected academic governors) in relation to academic administrators in Dagoretti District. The research instrument will be restricted to fact finding and generated primary data which will be obtained through the questionnaire and key informant interview. There will be secondary data which will mainly be sourced from the internet, journals and books (Kombo &Tromp , 2006) will be used to inform the study.

3.3 Target Population.

Mugenda and Mugenda (2003) referred to target population as the population which the researchers want to generalize results of a study. Dagoretti district in Nairobi County was the researcher's target, according to Dagorreti District Teacher's service commission office, the area has 12 public schools with 67 HOD's, 12 Principals and 14 Deputy Principals totaling to 93 academic governors for target population.

3.4 Sampling Procedure and Sample Size.

A research sample is a specific unit/ section of the population that we take to study basically because it is practically difficult to study an entire population. A research sample is expected to mirror the population from which it comes (Trochim, 2005). According to Orodho (2004)any education and social sciences studies, the sample should be selected in such a way that one is assured that such sub-groups in the population was be represented in the sample in proportion to the numbers in the population itself. Further according to Kombo and Tromp (2006) ,stratified random sampling technique involves dividing target population into homogeneous sub groups and then taking a simple random sample in each group this is what informed the choice of stratified random sampling for this study.

A total of 2 national schools two county schools and three district schools was sampled.

Orodho (2004) and Gay, (2002) contends that a sample size of 20% is a good representation of the total representation thus out of these schools, three were day schools (42.8%), and four boarding schools(57.1%). Based on gender; three boys schools and two

girls schools and three mixed school. The respondents therefore will amount to 45 academic governors a total of 45 respondents.

3.5 Data Collection Instruments

The researcher used questionnaires this were administered on the HODs and the principals. They were given to the respondents and they were allowed a period of two weeks to respond to the questions and the researcher collected them later. Key informant interviews as a data collection instrument will be administered on the District Education Officer.

Two separate questionnaires were developed for the principal and school Head of Departments respectively. According to Orodho (2004) contends that a questionnaire is a suitable and actually the easiest and cheapest way of data collection. This is because of its ability to collect a large amount of information in a reasonably quick span of time. Again as Kothari (2004) observes a questionnaire is free of bias of respondents and that respondents who cannot be easily approached can also be reached via this means conveniently.

On the other hand ,the questionnaire for the HODs and principals would seek to obtain both opinions on their view on management related occupational stress which they experience themselves and that which affects the performance in their view. The purpose of these questionnaires is to corroborate the experience given by the HODs in their questionnaires

3.5.1 Validity of the Research Instrument

The researcher did a cross checking, inspection of information in the research instruments to ensure accuracy, relevance, completeness, consistency and uniformity on the collected data. This shed light on whether the content in question items has dealt with and if they reflect the content and the objectives of the study (Patton, 2002).

Piloting enabled the researcher to test the validity of the questionnaires. A pilot study was used to check if items have validity and also allow correction of mechanical problems and any misunderstanding. It would also check on language level and any ambiguity at the right time.

3.5.2 Reliability of Instruments

Reliability refers to the extent to which results are consistent over time and an accurate representation of the total population under study. If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

Test – retest technique was applied to establish efficacy of the instruments. The reliability of the structured interview schedule of the academic governors was ascertained by their credibility and dependability. Credibility ascertains that the study reflects the experiences of those being studied and the results can be trusted (Mugenda & Mugenda, 2003). The researcher took time during data collection to ensure that the participants have enough time to explain and say all they would like to say in relation to the study. During data

recording and analysis, the researcher confirmed whether the data recorder is the correct one by calling some of the participants at random for confirmation. Dependability refers to the consistency of findings (Mugenda & Mugenda, 2003) the researcher reviewed the raw data and corrected any mistakes, and the findings to see if there were any inconsistencies. The instrument language was adjusted where there was need to improve validity as necessitated by the results of the pilot study.

3.6 Data collection procedure

The researcher sought research authorization from National Commission for Science and Technology and innovation to conduct this study in public schools. Dagoretti district Education Officer and all the school principals of the selected schools was informed of the intention of the study before starting the data collection process. Drop and pick method of data collection for the HOD's, deputy principals and principals questionnaires was used.

When administering the research instrument there was strict adherence to ethical and legal consideration involved in research e.g. seeking informed consent from respondents, maintaining confidentiality of information and autonomy of respondents and avoidance of plagiarism and fraud.

3.7 Data analysis techniques

Data analysis was based on the research objectives. Data collected from the questionnaires was coded and organized to be processed using statistical package for

social sciences (SPSS) software before being analyzed. The study generated both quantitative and qualitative data. Descriptive statistics was used to analyze quantitative data by calculating mean scores, frequencies and percentages that would be presented using tables, charts and graphs. Qualitative data from open ended questions was thematically presented in narrative form and if necessary graphically and in tables. Data was co related to establish the relationship of independent and depended variables by noting the P value where a P value of more than 0.05 was considered remotely related.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND INTERPRETATION

Introduction

This chapter, presents the data analysis, findings and interpretation of the research study. Data that was analyzed consisted of responses from the Principals and the HOD. The analysis of the HODs' and the principal's responses was used in the interpretation of the study findings to corroborate evidence adduced by the analysis of the principals' responses. The chapter unfolds in the following order: the extent to which preparedness for allocated role , staff workload, conflict between academic and administrative roles, institutional policies on discipline and office politics influence occupational stress on academic governors.

This study sought to answer the following questions

  i. To what extent does preparedness for the allocated role influence occupational stress on academic governors?

 ii. To what extent does the workload influence occupational stress on academic governors?

iii. To what extent does conflict between the administrative and the academic role influence of levels occupational stress amongst academic governors?

 iv. To what extent do institutional policies on discipline influence occupational stress on academic governors?

  v. To what extent does office politics influence occupational stress on academic governors?

Response rate

 The response rate is described in terms of designation of respondents, targeted number of respondents and number of respondents who returned questionnaires. This presents the response rate of the principals, HODs in terms of the targeted number and those who participated in the study. It shows: Designation of respondents, Targeted number of respondents and Number of respondents who participated in the study.

The study targeted 7 principals, 21 H.O.Ds (academic and non academic) in Dagoretti District. Among the 7 targeted principals it was registered 6 (86%) response rate. Out of the 21 H.O.Ds targeted, ninety five percent 18 (95%) returned their questionnaires.

Demographics of Head teachers

This information was dimmed important following the sentiments of Cattel(1987) on the investment theory who argued that older managers had difficulty dealing socially with people as with time and age they became very insensitive in their verbal interaction however they were noted to be good in dealing with rather repetitive problems as they have experience in problem solving of the same while young ,managers were dimmed better in solving emerging problems. Thus the researcher sought to find out if age could be a factor that influenced aggravation of occupational stress seeing that many of the academic governors could be termed as relatively old.

The findings of the study show that 94.4 % of the head teachers were above age 40. Findings further showed that it was rare to have head teachers below 30 years. This highlight the serious relationship between the age of an individual and the likelihood of being appointed for a managerial post. The findings are in the table 4.1 below:

Figure 4.1: Age of the Head teacher
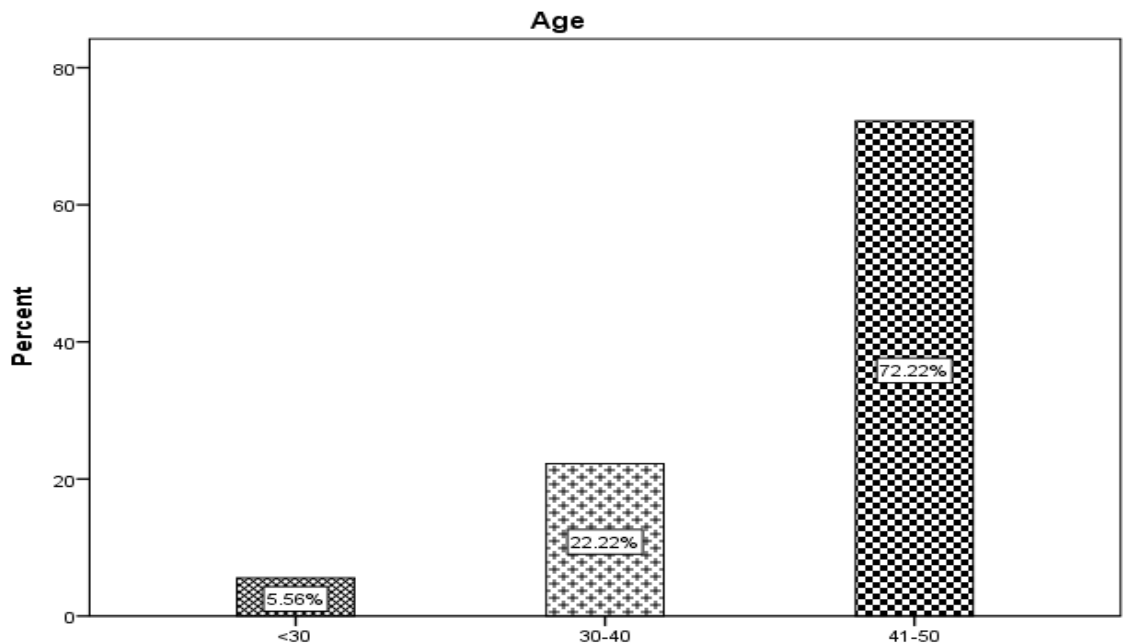
As for the years taught by the various head teachers, the findings showed that most of them had taught for 16 to 20 years 5. Head teachers who had taught between 6 – 10 years were only 1 , and that was the experience period with the least representation. This again may have been as a result of the time needed to acquire managerial skills, time spent on monitoring the specific individual before being appointed to the specific managerial post and the general feeling that the longer you serve around somewhere the more experienced you are.

The researcher found information on the gender important having gone through studies on occupational stress that claim that research on occupational stress primarily focus on males and that a great deal of research has failed to include gender as a variable. Barnett , Biener & Baruch 1987; Frankenhauser, 1991;Haw, 1982; Mc Donald & Korabik, 1991). In terms of gender, 3 of the head teachers involved in the study were male while the other 3 were female.

The academic qualifications of the academic governors was important to the study as the Scottish government , guidance on pre-school teacher deployment(2009) suggests that academic governors with higher educational qualifications managed to handle their stress better than those that had lower educational qualifications in this study the academic qualifications and areas studied by the head teachers varied from one head teacher to another.

Most of the head teachers, had attained a Bachelors degree in Education. The number of head teachers with a Masters in Education in the schools interviewed was 4. Few of the head teachers had Masters in Arts and Masters in science as only 2 head teachers had attained such qualifications in each of the fields. This again was important as there is a close relationship between the level of academic qualification and management skill. This is presented in table 4.2 below;

Academic Qualification
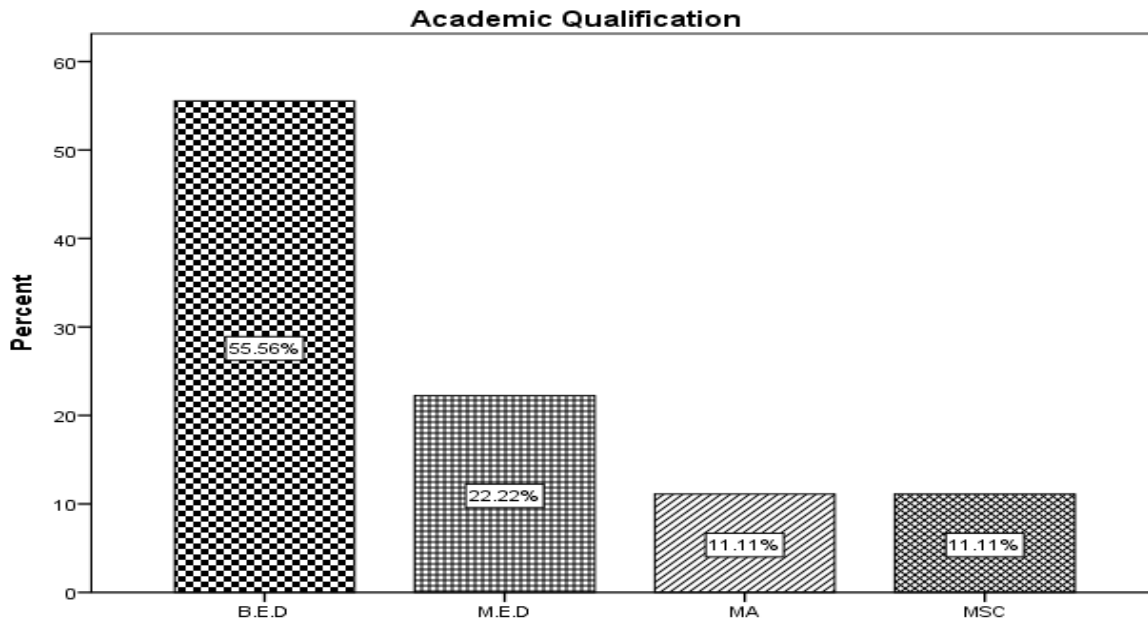
The departments headed by the head teachers varied from academics department to technical department with other common departments including the humanities, boarding, counseling, discipline, power mechanics, science, and deputy principal departments. The department reported as the most common by means of representation included the Academics department and the Humanities department. This is presented in figure 4.3

Figure 4.3: Departments headed
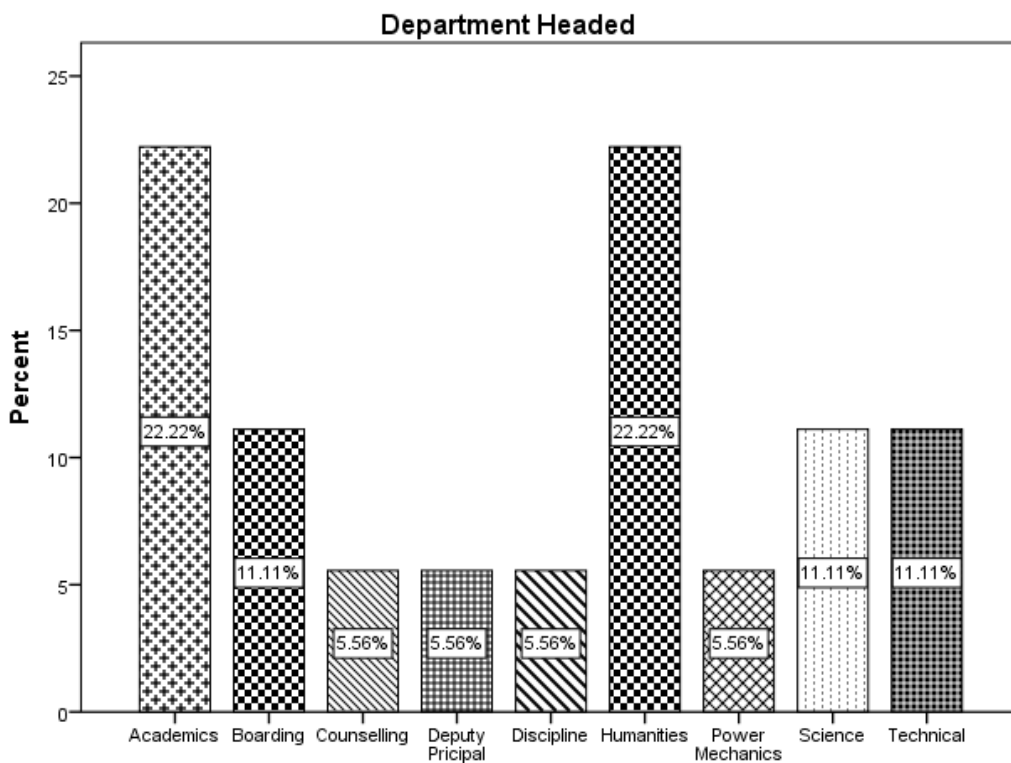
Department Headed

4.1.2. Demographics of Heads of Department

The age dispersion of the heads of department varied from 30 years to 60 years. Most of the HODs were aged between 51 to 60 years. Only one of the HODs was aged between 30 and 40 years. Again just as in the head teachers' position there are factors that contribute to the age of the heads of departments having a majority with 51-60 years. consequently, this might be why the academic governors experience a lot of occupational stress as the argument would be the higher your age the lesser the ability to keep up with you tasks even when they could be manageable.

In terms of gender most HODs were female which might informs the explanation of the level of the occupational stress they experienced. Levy and Wegman (1998) contend that male managers are more assertive (stronger leaders) than female managers and to assume that female managers are more nurturing and sensitive (better care givers) than their male counterparts affecting the way they carry out their managerial task thus disparities in levels of occupational stress experienced.

Further analysis shows that .The academic qualifications of the HODs varied from Diploma to Masters in Science with Masters in Education being the most represented area of qualification. Figure 4.4 below depicts the academic qualifications of the Heads of Department.

Academic Qualification
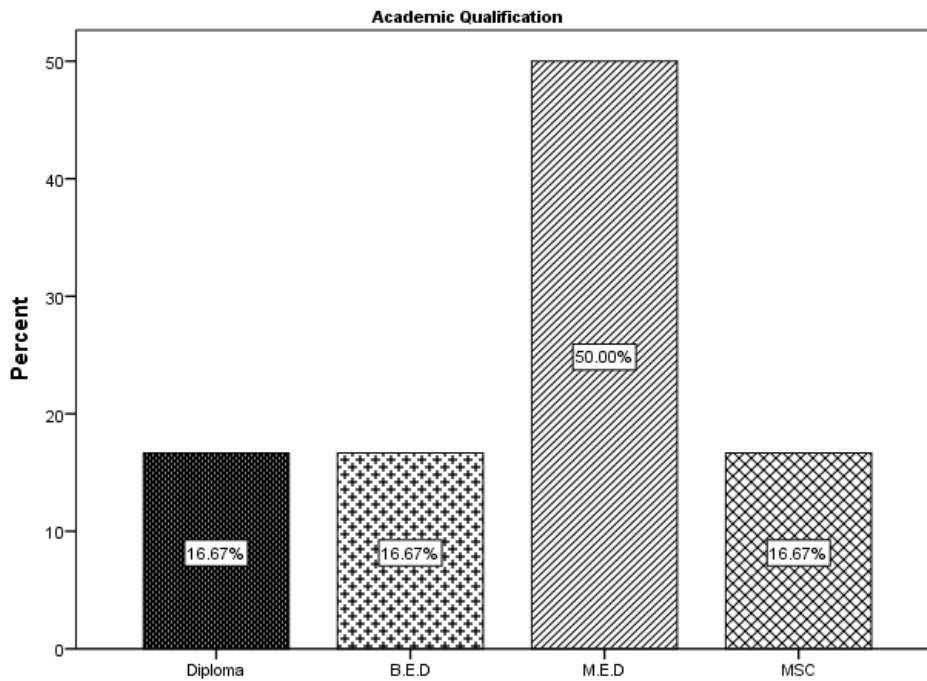
Generally the academic governors in the study posted a relatively high levels of academic qualifications which informs the study that the academic qualification which is an individual factor did not contribute to the experience of the occupational stress strengthening the rationale of the study that the source of occupational stress could be purely institutional based.

4.2.: Conflict between institutional and academic roles and occupational stress among secondary school principals and HODs

In analyzing the impact of the conflict between administrative and academic tasks borne by the academic governors and the impact it had on their occupational stress, it was first essential to understand the roles and efforts made by the Heads of Department. The Heads of Department held certain subjects, a particular number of lessons in a week, had to complete a certain number of hours in a week; each had specific time of reporting

depending on the role ascribed. Most of the HODs covered 6 to 10 hours of work .The times of reporting also signified the roles ascribed and the most common reporting times for the HODs was at 7 am with. The table below depicts the frequencies and percentages of HODs and their ascribed roles. Table 4.1 presents the findings

Table 4.1: Roles and effort by HODs in the Study

Subjects (N = 18)	
Humanities	(5) 27.8
Languages	(3) 16.7
Sciences	(5) 27.8
Mathematics	(5) 27.8
No of Lessons Per Week (N = 18)	
5-10	(2) 11.1
11-15	(1) 5.6
16-20	(4) 22.2
21-25	(10) 55.6
26-30	(1) 5.6
Hours of Work (N = 18)	
0-5	(1) 5.6
6-10	(13) 72.2
11-15	(4) 22.2

Reporting Time (N = 18)	
5am	(1) 5.6
6am	(1) 5.6
7am	(10) 55.6
8am	(6) 33.3

Further analysis of the assigned roles and effort of the Heads of Department was done through cross tabulations. The number of hours did not appear to affect the difficulty of administrative work among the HODs as reported by the respondents. Most of them reported that the number of hours they had did not affect their handling of administrative work. On the contrary, half (50%) of those who had 11 − 15 hours of work reported that they had difficulty in handling administrative work. Thus as the number of hours increased the difficulty equally increased. Table 4.2 below shows the cross tabulation.

Table 4.2: cross tabulation between hours of work and conflict between administrative and academic tasks.

Crosstab			
	Difficulty Balancing Teaching & Administrative		Total
	Yes	No	

	0-5	0 (0.0%)	1 (100.0%)	1 (100.0%)
	6-10	3 (23.1%)	10 (76.9%)	13 (100.0%)
	11-15	2 (50.0%)	2 (50.0%)	4 (100.0%)
Total		5 (27.8%)	13 (72.2%)	18 (100.0%)

The general perception suggested by the findings is that the reporting time of the HODs does not affect the ability to handle administrative work. 13 of 18 reported that they did not have any trouble handling administrative work because of the time they reported to work. On the other hand, those who reported at 6 am and 8 am appeared to share the responses that their reporting time affected their handling of administrative work.table 4.3 presents the cross tabulation.

Table 4.3:cross tabulation between reporting time and role conflict between administrative and academic task

Crosstab				
		Difficulty Balancing Teaching & Administrative		Total
		Yes	No	
Reporting Time	5am	0 (0.0%)	1 (100.0%)	1 (100.0%)

	6am	1 (100.0%)	0 (0.0%)	1 (100.0%)
	7am	2 (20.0%)	8 (80.0%)	10 (100.0%)
	8am	2 (33.3%)	4 (66.7%)	6 (100.0%)
Total		5 (27.8%)	13 (72.2%)	18 (100.0%)

However on further analysis a correlation was sought between the tasks of the academic governors and their level of stress having highlighted that different departments demanded different amount of time and working hours and thus triggered different levels of conflict of role. The non academics department heads reported the highest level of conflict of role this included the principals, deputy principals and other department heads like the counseling HODs, this married with the sentiments of Mudhu (2005) who observed that occupational stress lead to role conflict between academic and administrative tasks and between the area of mandate.

4.3 Workload and occupational stress among secondary school principals and HODs

In view of the duties ascribed according the departments, those in the academics and humanities departments reported that their duties were highly manageable. In the academics departments, 4 reported that the duties were highly manageable. In the humanities department 4 reported that the duties were manageable. The science and technical department made it hard for the head of department to manage the duties ascribed as shown in the table 4.5 below.

Table 4.5:cross tabulation :department headed and duties

Department Headed Rating of Duties Cross tabulation				
		Rating of Duties		Total
		Manageable	Overload	
Department Headed	Academics	4	0	4
		25.0%	0.0%	22.2%
	Boarding	2	0	2
		12.5%	0.0%	11.1%
	Counselling	1	0	1
		6.3%	0.0%	5.6%
	Deputy Principal	1	0	1
		6.3%	0.0%	5.6%
	Discipline	1	0	1
		6.3%	0.0%	5.6%
	Humanities	4	0	4
		25.0%	0.0%	22.2%
	Power Mechanics	1	0	1
		6.3%	0.0%	5.6%
	Science	1	1	2
		6.3%	50.0%	11.1%
	Technical	1	1	2
		6.3%	50.0%	11.1%
Total		16	2	18
		100.0%	100.0%	100.0%

The above findings informed the study that a combination of the role and task given to the academic governor could be the source of stress. With teachers in certain departments experiencing more stress than others in other departments when exposed to the same governance issues.

Roles and Effort per Head Teacher

In the table below, it is evident that most head teachers only covered 5 – 10 hours of work . In additional, most of them covered 6 – 10 hours. Finally, most of the head teachers reported to work at 7 am on all working days. The findings are presented in the table below.

Table 4.6 : Roles and efforts of Head teachers

No of Lessons Per Week	
5-10	50.0
11-15	33.3
16-20	16.7
Hours of Work	
6-10	50.0
11-15	16.7
Others	33.3
Reporting Time	

6am	33.3
7am	50.0
8am	16.7

Stress in the position of the Principal

Most of the respondents/ principals regarded the position as having some particular amount of stress that the position was stressful while their counterparts stated that the position is not stressful. The representation is in the figure 4.5

Figure 4.5: Position of Head teacher is stressful
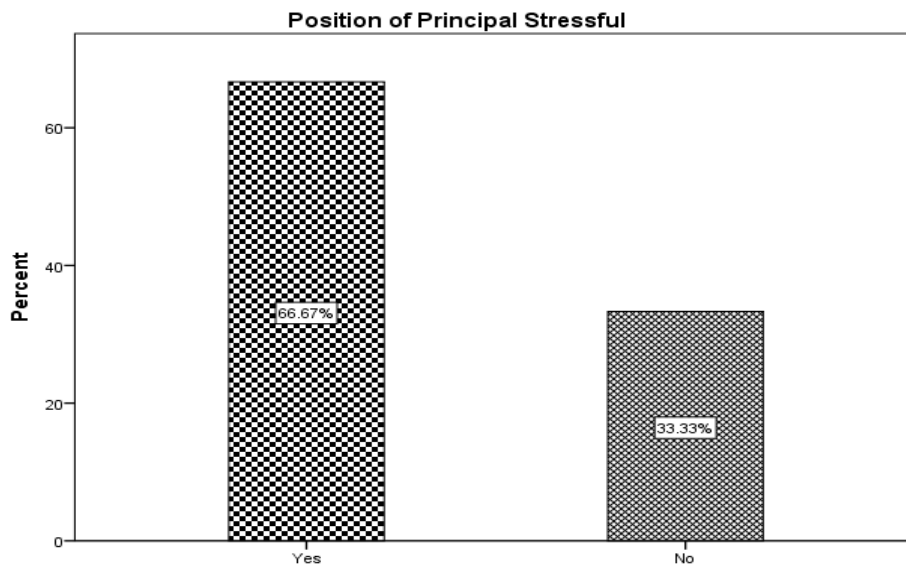
The levels of stress varied from somewhat stressful to extremely stressful. The likert scale gave the actual level of stress experienced by the head teachers and it emerged that

most of them stated that the level of stress was moderate. Table 4.6 below represents the

perceptions of the head teachers much clearer.*Figure 4.6: Level of stress*

Level of Stress

Percent

40 —

30 —

20 — | 20.00% | 20.00% | 40.00% | 20.00% |

10 —

0 —

Somewhat Stressfull | Very stressful | Moderately stressful | Extremely Stressful

ect on

6 am
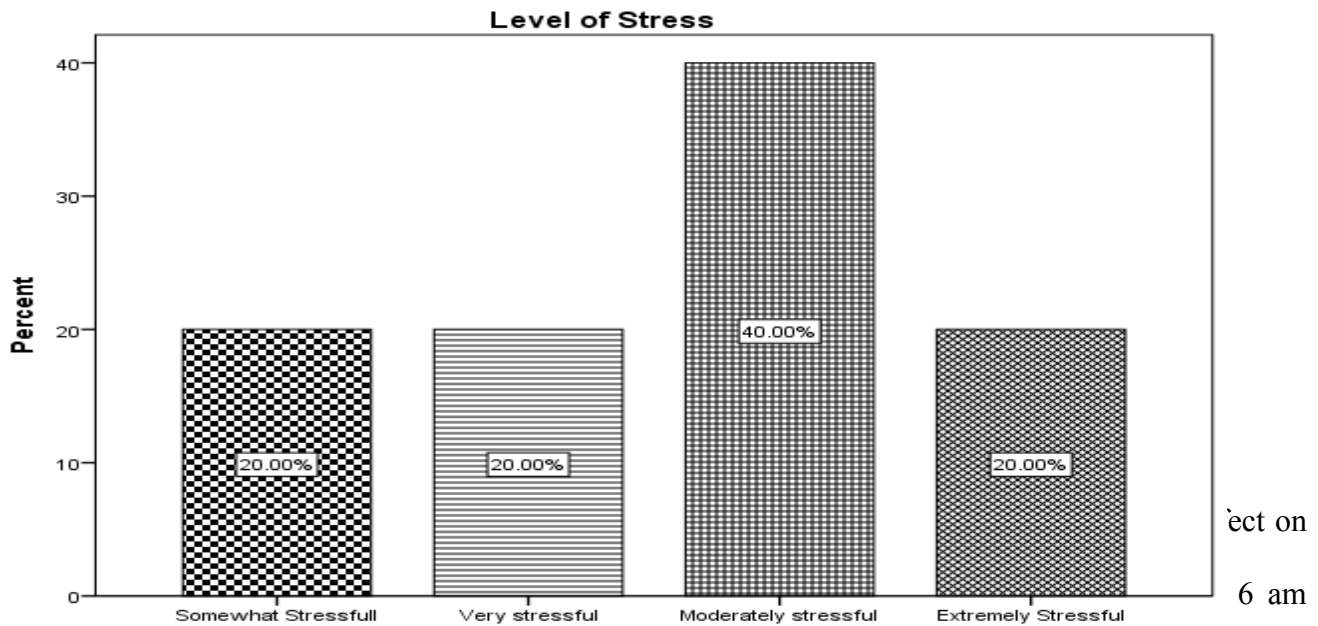
cross

tabulation in table 4.6 below depicts this relationship between time of reporting and

perception of the position of head teacher as stressful.

Table 4.6: a cross tabulation between reporting time and level of stress perceived.

		Level of Stress				Total
		Somewhat Stressful	Very stressful	Moderately stressful	Extremely Stressful	
Reporting	6am	0 (0.0%)	0 (0.0%)	1	1 (50.0%)	2 (100.0%)

Time				(50.0%)		
	7am	1 (50.0%)	1 (50.0%)	0 (0.0%)	0 (0.0%)	2 (100.0%)
	8am	0 (0.0%)	0 (0.0%)	1 (100.0%)	0 (0.0%)	1 (100.0%)
Total		1 (20.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)	5 (100.0%)

The analysis of the academic roles given to the head teachers depicted that it may have been an influence to the perception that the position was stressful and the actual level of stress. In the below analysis, 75% of the science- based head teachers perceived the position of being a principal as stressful as opposed to those in humanities (50%). The table 4.7 below presents these findings better

Table 4.7: Subjects taught and stress

Crosstab				
		Position of Principal Stressful		Total
		Yes	No	
Subjects Teach	Humanities	1	1	2
		50.0%	50.0%	100.0%
	Sciences	3	1	4
		75.0%	25.0%	100.0%
Total		4	2	6

	66.7%	33.3%	100.0%

Crosstab					
	Level of Stress				Total
	Somewhat Stressful	Very stressfu	Moderate ly	Extremely Stressful	

On further analysis, it emerged that the science based head of departments experienced various levels of stress: somewhat stressful, very stressful, and moderately stressful. The humanities based head of departments stated that the level of stress was either moderately stressful or extremely stressful. This disparity was exhibited as different departments demanded different levels effort.

		l	stressful			
Subjects Teach	Humanities	0 (0.0%)	0 (0.0%)	1 (50.0%)	1 (50.0%)	2 (100.0%)
	Sciences	1 (33.3%)	1 (33.3%)	1 (33.3%)	0 (0.0%)	3 (100.0%)
Total		1 (20.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)	5 (100.0%)

Table 4.8: Subjects and level of stress

One of the biggest concerns expressed by principals is the increase of mandatory administrative and compliance work. In addition to their increased work load, principals are also in the classrooms teaching. Workload pressures also steal time from family and social life. Principals in turn express anger and frustrations with increasing workload that adversely impacts on educational outcome hence leading to occupational stress was also highlighted in (Star ,2008) Further in his study Wright (2007) notes that in Australia most principals got little in the way of administrative support auxiliary personnel and ground staff hence get stressed trying to multi task as academic and administrative heads to ensure that the institutional goals are achieved

4.4 Preparedness for allocated role and occupational stress among secondary school principals and HODs

In the quest to find out whether the preparedness of the academic governors on allocated role was a source of occupational stress the researcher sought to find out specifically what task of academic governance the respondents found most stressful thus a correlation between allocated role and the level of stress for every role was done. The figure below shows the results:

Table 4.9 : Cross tabulation between the given role and level of stress perceived

	Most Stressful	Stressful	Average	Least stressful	Not Stressful

	Most Stressful	Stressful	Average	Least stressful	Not Stressful
Poor Preparation	11.1	61.1	16.7	11.1	
Inadequate Teaching Facilities	11.1	55.6	33.3		
Increased Workload	27.8	16.7	38.9	11.1	5.6
Uncooperative teachers	5.6	61.1	11.1	11.1	11.1
Lack of Discipline Committee	11.1	44.4	22.2	11.1	11.1
Uncooperative Teaching Staff	5.6	61.1	11.1	11.1	11.1
	Most Stressful	*Stressful*	*Average*	*Least stressful*	*Not Stressful*
Uncooperative Parents	16.7	27.8	16.7	27.8	11.1
Uncooperative Community	5.6	50.0	22.2	16.7	5.6
Dynamic Emerging forms of Discipline	11.1	38.9	22.2	16.7	11.1
Politics Against Running of School	5.6	27.8	33.3	22.2	11.1
Lack of Financial Support	11.1	27.8	33.3	11.1	16.7
Religious Influence	16.7	16.7	22.2	33.3	11.1
Contribution of Community in Disciplining	11.1	44.4	11.1	22.2	11.1

In a cross tabulation between the specific roles that the academic governors had undergone training in and the level of stress that their roles place a co- relation value of 0.005 was posted between instilling of discipline and lack of adequate preparation. The

respondents reported induction, prior training and in-service training for other roles but a big percentage registered having not received adequate training on handling discipline in their institution.

According to Mutai (2009) in Kenya, there are no set criteria enumerating the skills a person should posses to qualify for appointment as a principal. This creates a managerial gap in public schools because without management training, the school administrators are less likely to be knowledgeable in elementary management practices and can not readily grasp the provisions of the educational acts

4.5 Institutional policies on discipline and occupational stress among secondary school principals and HODs

The institutional policies present in the schools appeared to have an influence on the stress caused on the principals. The findings show that 66.7% of the respondents viewed the institutional policies as stressful and at the same time as a contributor to stress in their position of work. Only 33.3% were not of that perception. The cross tabulation below shows the results of the cross tabulation.

Table 4.10: a cross tabulation between Institutional Policies on discipline and Stress perceived

Crosstab			
	Position of Principal Stressful		Total
	Yes	No	
Institutional Policies stressful Yes	4 (66.7%)	2 (33.3%)	6 (100.0%)
Total	4 (66.7%)	2 (33.3%)	6 (100.0%)

The findings of the study show that most of the respondents saw the institutional policies as a factor in causing them to have moderate levels of stress. The table below shows the corresponding levels of stress with the institutional policies on discipline in place.

Table 4.11: cross tabulation between level of stress vs institutional factors

		Level of Stress				Total
		Somewhat Stressful	Very stressful	Moderately stressful	Extremely Stressful	
Institutional Policies stressful	Yes	1 20.0%	1 20.0%	2 40.0%	1 20.0%	5 100.0%
Total		1 20.0%	1 20.0%	2 40.0%	1 20.0%	5 100.0%

It is worth noting that when a correlation between stress level and the role of the governors in instilling discipline was sought 0.005 was the co- relational value between instilling and enforcing discipline and high levels of occupational stress. Meaning the academic governors found instilling discipline most stressful and so did they find working with the institutional policies on discipline. This further supports (Sagara 2005) in his study institutional factors affecting head teachers in Kisumu, he notes that unfit or

incomprehensive institutional policy on instilling discipline in unruly students may curtail proper instillation of discipline as sometimes the measures outlined may not much offense committed as they are restrictive in nature hence aggravating occupational stress in governors concerned with discipline in the institution.

4.6. Office politics and occupational stress among secondary school principals and HODs

Most of the head teachers reported politics within the school as their source of occupational stress. However the proportion of head teachers who perceived politics within the institutions as the source of stress but found their positions not as stressful was much lower than those who thought that it was. The table below presents the data clearer.

Table 4.12 A cross tabulation between politics as a source of stress and position of the principal as stressful

Crosstab			Position of Principal Stressful		Total
			Yes	No	
Politics Source of Stress	Yes		3	1	4
			75.0%	25.0%	100.0%
	No		1	1	2
			50.0%	50.0%	100.0%
Total			4	2	6
			66.7%	33.3%	100.0%

On assessing the association between politics as a source of stress and levels of stress, the study's findings show that more head teachers regard the two variables as connected. Out

of the 6 head teachers, 4 of them regard politics as source of stress to be connected to the level of stress that is experienced by the head teachers. In the respective likert scale responses, each of the head teacher chose one variable to denote the level of stress; somewhat stressful, very stressful, moderately stressful and extremely stressful.

Table 4.13 cross tabulation of office politics in relation to level of stress

		Level of Stress				Total
		Somewhat Stressful	Very stressful	Moderately stressful	Extremely Stressful	
Politics Source of Stress	Yes	1 (25.0%)	1 (25.0%)	1 (25.0%)	1 (25.0%)	4 (100.0%)
	No	0 (0.0%)	0 (0.0%)	1 (100.0%)	0 (0.0%)	1 (100.0%)
Total		1 (20.0%)	1 (20.0%)	2 (40.0%)	1 (20.0%)	5 (100.0%)

Stress from Family

The researcher also sought to establish any meaningful relationship between stress from home and occupational stress as the study sought to nullify the approach that victims succumbing to occupational stress actually transferred it from home, Although most of

59

the respondents cited that they had stress back from the family, further analysis with cross tabulation showed that this stress did not affect the performance of the personnel and they therefore any laxity or dwindling of performance at work was caused by stress factors in the place of work. The pie chart below shows the number of head teachers who stated that they had stress from their families. The table that follows shows the corresponding effect of the stress on the performance of the head teachers at work.

Figure 4.7: Stress from family
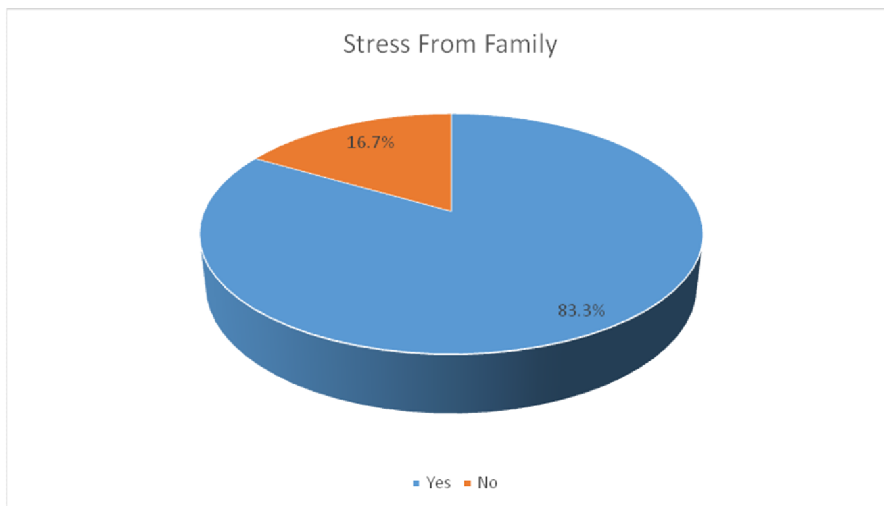
Having established that the head teachers experienced stress from the family front then the study was concerned in finding out if there was a significant relationship between the stress from home and their job performance. Thus a across tabulation between stress from home response and the response if they found the position of a principal stressful was done and a p – value of more than 0.05 realised which meant there wasn't a relationship between the two which further enforces the rationale of the study that sources of stress

could be purely posed by institutional factors. Table 4.14 below has the findings of the cross tabulation.

Table 4.14 cross tabulation of stress from home in relation to job performance

Crosstab			Position of Principal Stressful		Total
			Yes	No	
Family Affect Job Performance	Yes	Count	1	2	3
		% within Family Affect Job Performance	33.3%	66.7%	100.0%
	No	Count	3	0	3
		% within Family Affect Job Performance	100.0%	0.0%	100.0%
Total		Count	4	2	6
		% within Family Affect Job Performance	66.7%	33.3%	100.0%

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses summary of the findings of the study based on research objectives. The first section of the chapter presents findings in relation to the reviewed literature. This is followed by the conclusion derived from the study, recommendations and suggestions on possible areas for future studies.

5.2 Summary of key findings

The study sought to answer the questions: How does preparedness for the allocated role influence the levels of stress on academic governors in Dagoretti District?, To what extent does the workload influence occupational stress on academic governors in Dagoretti District?, To what extent does conflict between the administrative and the academic role influence of levels occupational stress amongst academic governors in Dagoretti District?, To what extent do institutional policies on discipline influence occupational stress on academic governors in Dagoretti District?, In what ways does office politics influence occupational stress on academic governors in Dagoretti District?.

This section thus presents the summary of the findings according to the research objectives.

5.2.1 Preparedness for allocated role and occupational stress among secondary school principals and HODs

The first objective of the study sought to investigate the relationship between preparedness for allocated role and occupational stress among academic governors. This study took keen interest in the roles the academic governors are charged with which for the principal was curriculum implementation and implementation, management of student personnel, management of staff personnel, school-community public relations and management of physical facilities within the institution while the HODs involved themselves delegated roles from the same roles.

The study established that many academic governors were either partially prepared for the role allocated and some totally were not prepared and many did the 'learning on the job' kind of adaptation. This consequently impacted highly on their stress levels straining their relationships with other teachers and consequently interfering with the performance of their administrative roles. Among the roles that the governors reported as greatly stressful was instilling discipline with 33.3% registering it as the most stressful. The study further revealed a relationship represented by a p value of 0.005 between instilling discipline and lack of adequate preparation for the role allocated reflecting the lack of preparedness to tackle instilling discipline as a task as the most stressful institutional factor.

5.2. Workload and occupational stress among secondary school principals and HODs

In relation to the relationship between workload and occupational stress among academic

governors, the findings of the study revealed that the main struggle for the academic governors was the long working hours where the study revealed that academic governors who worked for more than ten hours registered that they found administrative work stressful and hard to manage. Thus we can conclusively say that governors found heavy workload as an institutional factor that posed as a stressor.

5.2.3 Role conflict between administrative and academic work and occupational stress among secondary school principals and HODs

Considering the relationship between role conflict between administrative and academic roles and occupational stress, the study revealed that academic governors who had 26-30 lessons found it difficult to strike a balance between academic and administrative roles while their counterparts with lesser lessons in a week found it manageable and less stressful. Thus we can say that governors who had more than 25 lessons found their work stressful and found balancing administrative and academic tasks a source of stress.

5.2.4 Institutional policies on discipline and occupational stress among secondary school principals and HODs

The forth objective of the study aimed at establishing the relationship between institutional policies on discipline and occupational stress. The results from the study revealed that academic governors experience pressure emanating from restrictions posed by institutional policies. The results also revealed that principals found the government followed by uncooperative parents (as the stakeholders contributing to generation of institutional policies) as the greatest contributors to their occupational stress. The study

revealed that those governors who found institutional policies as unfit or obnoxious found this policies as a source of their occupational stress.

5.2.5 Office politics and occupational stress among secondary school principals and HODs

And the last objective on the relationship between office politics and occupational stress the academic governors established they found this a great source of occupational stress as they had to deal with the same teachers every time. The study further revealed among the factors contributing to office politics scramble for rare resources followed by clamor for identity as the factors that contributed stress. Most of the academic governors found office politics a source of occupational stress.

5.3 Conclusions

The purpose of this study was to investigate the institutional based factors effect on occupational stress among academic governors in secondary schools in Dagoretti district in Nairobi County. To achieve this purpose five specific objectives and five research questions were formulated. The discussion in this section is based on the specific objectives, To determine the extent to which preparedness for allocated role influence occupational stress on academic governors, the extent to which staff workload influences occupational stress on academic governors, the extent to which conflict between academic and administrative roles influences occupational stress on academic governors, extent to which institutional policies on discipline influence occupational stress on academic governors, the extent to which in which office politics influence occupational

stress on academic governors.

5.3.1 Workload and occupational stress among secondary school principals and HODs

The research results have revealed that academic governors do experience occupational stress emanating from workloads they considered somewhat beyond their ability. This was characterised by physical fatigue, psychological distress, mental disturbance and emotional disturbance. This was in agreement with the Guardian publication of April 2015, who noted with concern the workload on the shoulders of English teacher and more so on those who were academic governors aggravating the levels of occupational stress. Therefore be concluded from this study that academic governors in Dagoretti District of Nairobi County did experience occupational stress posed by unmanageable workload.

5.3.2 Preparedness for allocated role and occupational stress among secondary school principals and HODs

The findings of the study identified lack of preparedness for allocated role as a source of occupational stress. These findings were in agreement with Mahford (2008) who observed that some school principals lacked required training on school management and equally lack trained support to delegate the work to i.e. other academic governors. The findings were also in line with Latha (2007) and Tharaka (2009) in their argument of sources of occupational stress.

5.3.3 Institutional policies on discipline and occupational stress among secondary school principals and HODs

the management of institution based on a set of polices generated by the stakeholders of the institution not necessarily by the teachers who are supposed to implement them was revealed by the study as a major source of occupational stress on the academic governors. This findings marry with the argument fronted by Wright (2007) in Australia who observed that owing to principal's obligation to comply with educational and government obligations and standards, there arose some unmet demands which could lead to physical mental and emotional wear and tear. It can therefore be concluded from the study that academic governors in Dagoretti District of Nairobi county did experience occupational stress posed by institutional policies on discipline.

5.3.4 Role conflict on academic and administrative tasksand occupational stress among secondary school principals and HODs

based on the roles and tasks of academic governors in an institution identified earlier in this study the academic governors registered difficulty in striking a balance between administrative and academic tasks depending on the workload in terms of lessons and department headed which went hand in hand with the argument by Kapena (2004), who dealt with the source s of occupational stress on principals.

5.3.5 Office politics and occupational stress among secondary school principals and HODs

In cognizance of an ever present office politics environment the study revealed that many academic governors registered experience of occupational stress on fronts of occupational stress mainly posed by fight for rare resources and recognition. This went hand in hand with (J.S. Sindu, 2011) who noted that some employees by pass the proper chain of command to obtain special favours or lobbying high level managers just before they make a promotion decision. Thus it can be concluded that academic governors in Dagoretti District therefore face office politics as a source of occupational stress.

5.4 Recommendations

This section of the study presents recommendations of the study based on the findings of the study as per each objective

5.4.1 Workload and occupational stress among secondary school principals and HODs

Since academic governors experience occupational stress posed by their workload the government through the Ministry of Education should deploy more teacher sharing the combination of the academic governors to ease the academic tasks so as to enable the carry out their administrative tasks with ease. They can also consider the compensation programs to motivate these academic governors, Again the academic governors themselves ought to be aware of their roles and the possible effort demanded so as to

know how to manage their work to avoid backlog of work and consequently occupational stress.

5.4.2 Preparedness for allocated role and occupational stress among secondary school principals and HODs

having identified lack of preparedness for allocated role as a source of occupational stress to academic governors the government through the ministry of education should periodically organise seminars and workshops to equip academic governors with skills on tackling their designated roles and also equip them with indicators of occupational stress and information and knowledge on the effects of this kind of occupational stress and how to mitigate or manage the dire effects of occupational stress.

Again a procedural process of pre parathion of the governors prior to the allocation of the post in readiness for the actual task ahead each having a talent bench where employees who have been learning certain managerial tasks by apprenticeship are noted for successive planning.

5.4.3 Conflict between administrative and academic tasks and occupational stress among secondary school principals and HODs

Since certain heads of department noted difficulty in striking a balance between administrative and academic task based on the demands of the department they headed the Ministry of Education ought to put in place proper recruitment and appraisal procedures for specific departments as they were revealed by the study to demand more.

Maybe they could consider repackaging of some department and having two branches of the same department headed by two separate governors.

5.4.4 Institutional policies on discipline and occupational stress among secondary school principals and HODs

Since the study revealed that there are institutional policies on discipline that that the efforts of academic governors to instil discipline on the students as they feel restricted to do so .the study therefore recommends that when making of policies affecting the running of the disciplinary process in the school the government through the Ministry of Education and other stakeholders e.g. the sponsors should involve heads of the discipline departments to facilitate more accommodating policies that the governors could work with.

5.4.5 Office politics and occupational stress among secondary school principals and HODs

bearing in mind that despite the study revealing that this is a great source of occupational stress there is no way to avoid office politics the academic governors should therefore be equipped with skill on public relation to therefore ease the strained relationships with the other teachers. Secondly the management and dispensation of resources should be done in a transparent and fair way to avoid the feeling of favouritism on a group of people. Again the institutions should come up with means to recognise efforts and achievements of the other teacher denecessitating the need to fight for recognition. Finally the government should provide enough resources so as to avoid misunderstanding in the fight for barely enough resources.

Suggestions for Further Studies

The researcher wishes to make the following suggestions for further studies:

i. The research be repeated for other institutional factors influencing occupational stress amongst academic governors

ii. A similar study should also be carried out in different counties as well as on academic governors of private schools in order to find out whether the study findings apply to principals in other areas in Kenya and to those in private sector as well.

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18/06/2015

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: MACHARIA GRACE WANJIKU – NO. E55/69673/2013

This is to certify that Macharia Grace Wanjiku is our Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. She is currently doing her research on *"Institutional Factors Influenceing Academic (Governors) Occupational Stress in Secondary School In Dagoreti Subcounty, Kenya.*

Any assistance accorded to her will be highly appreciated.

DR. GRACE NYAGAH
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING
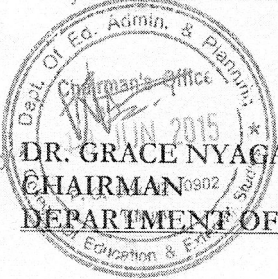
HEAD TEACHERS QUESTIONNAIRE

Demographic Data

1.Please indicate your age bracket by use of a tick [√]

Below 30 years   [   ]   41-50 years   [   ]

31 – 40 years   [   ]   51- 60 years   [   ]

2.What is your gender?

Male   [   ]   Female[   ]

3.Please indicate your highest academic qualifications using a tick.

Diploma   [   ] B.ED [   ] M.ED [   ]

Others (specify)………………………………………………………………

4.What is your school type?

Day   [   ]   Boarding   [   ]   Day and Boarding   [   ]

5.What subjects do you teach?

…………………………………………………………………..………………

……………………………………………………………………….…………..

6.How many lessons do you teach in a week?

5-10 [   ]   11-15 [   ]   16-20 [   ]   21-25 [   ]

26-30 [   ]   Don't Teach [   ]

7.How many hours do you work on a typical school day?

0-5   [   ]   6-10 [   ]   11-15   [   ] others

(specify)………………..

8.At what time do you report for work?

5 am [   ] 6 a m [   ] 7 am [   ] 8 am [   ] 9 am [   ]

Other.................................

9.What time do you retire from work?

5 pm [   ] 6 pm [   ] 7 pm [   ] 8 pm [   ] 9 pm [   ]

Other…………….

10. For how long have you served in the current position of headship?

0-5   [   ]   6-10 [   ]   11-15   [   ]

16-20   [   ]   others…………………………

11.What is the number of students in the school?

Below 100   [   ]   100-200   [   ]   200-300   [   ]

300-400   [   ]   400-500   [   ]   500 and above. [   ]

12.What is the current staff establishment (teaching and non teaching?)

Below 10   [   ]   10-15   [   ]   16-20   [   ]

21-25   [   ]   26-30   [   ]   31-35   [   ]

Others (specify)……………………………….

13.In general, do you consider the position of a principal a source of occupational stress? If no go to Q14

Yes   [   ] No   [   ]

If yes, use the scale below to rate your level of stress.

Somewhat stressful   [   ] very stressful   [   ]

Moderately stressful   [   ] Extremely stressful   [   ]

14.Were you inducted on appointment to the current position?

Yes   [   ] No   [   ]

15.Have you undergone managerial training in the following areas since appointment to position? Tick where appropriate.

Role	Yes	No
Improving teaching and learning		
Developing supervisory strategies		
Executing strategies for improvement		
Maintaining the school system		
Improving curriculum and library materials		
Evaluating student progress		
Time tabling		
Public relations		
Recruitment of staff and students		
Managing and finance control		
Instilling or enforcing discipline		

83

16.Do you consider stake holders involvement in discipline enforcement a contributory factor to occupational stress?

Yes   [   ] No   [   ]

17.Rank the following stake holders according to the perceived stress levels they cause. Use scale 1-10 (numerical numbers) with 1 being the highest and 10 the lowest stressor.

Parents   [   ]

Students   [   ]

M.O.E officials   [   ]

Teaching staff [   ]

Parents   [   ]

Politicians   [   ]

Sponsor   [   ]

B.O.G   [   ]

Non –teaching staff [   ]

Community members [   ]

18.Do you consider institutional policies guiding discipline administration a source of occupational stress?

Yes   [   ] No   [   ]

19.How often do you hold and head administrative meetings.

1-2 times a week   [   ]

3-4 times a week   [   ]

5-7 times a week   [   ]

Others (specify)   [   ]

20.The table below contains a list of administrative tasks for a principal. How great a source of stress are the tasks to you? Tick [√] the cell that corresponds to your stress level.

Administrative task	Not at all	Least stressful;	Averagely stressful	Very stressful	Extremely stressful

	stressful				
Teaching and non- teaching staff management					
Discipline enforcement on students					
Finance and resource handling					
Physical facilities management					
Recruitment and appraisal					

21.Do you consider office politics a source of occupational stress?

If no, skip to Q22

If yes, indicate what factors contributing to office politics are most stressful to handle.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

22.Are there occasions when you experience stress from the family front?

Yes   [   ]   No   [   ]

If no, skip to Q23.

If yes, indicate who stresses you most times

Spouse [   ]   Children   [   ] In-Laws   [   ] Siblings [   ]

Parents [   ]   Others (Specify)

23.Do family experiences affect your job performance?

Yes   [   ] No [   ]

24.In your opinion, what are the effects of stress to your performance as the head teacher?

……
……
……
……
……
………………………………………………

25. Do you know any stress reduction interventions put in place by the MOE / TSC to support head teachers and other academic governors in managing stress?

Yes   [   ]   No   [   ]

If no, go to Q. 27

If yes, list four

    a)   ……………………………………………………………………………………
    b)   ……………………………………………………………………………………
    c)   ……………………………………………………………………………………
    d)   ……………………………………………………………………………………

26.Do you consider these interventions adequate?

……
……
……
…………………………………………..

27.Suggest other stress reduction strategies that the MOE / TSC should put in place to mitigate the effects of stress among head teachers and other academic governors.

QUESTIONNAIRE FOR HODS

Instruction Tick [√] In the Appropriate Cell.

1. What is your age?
Below 30 years   [   ]
30-40 years   [   ]
41-50 years   [   ]
51-60 years   [   ]

2. What is your gender?
Male [ ]   Female [ ]

3. Please indicate your highest, academic qualification using a tick [√]
Diploma [ ]   B.ED   [   ]   M.ED   [   ]
Others (specify)……………………………………………………………………

b). How long have you served as a teacher?
0-5 years   [   ]   16-20 years [   ]
6-10   ears   [   ]   11-15 years [   ]
Others (specify)……………………………………………………………..

4. **Which department do you head?...**

5. Type of school
Boys' School [   ]   Girls' School   [   ]   Mixed School
        [   ]

6. **How do you rate the duties of a H.O.D?**
Few   [   ]   Manageable   [   ]   Overload
        [   ]

7. **What subjects do you teach?**
a) ……………………………………………………………………………………
b) ……………………………………………………………………………………

8. **How many lessons do you teach in a week?**
5-10   [   ]   11-15   [   ] 16-20   [   ] 21-25 [   ]
26-30   [   ]   Don't Teach   [   ]

9. **How many hours do you work on a typical school day?**
0-5   [   ]   6-10   [   ]   11-15   [   ]

Others (specify)…………………………………………………………………………

10. At what time do you report for work?
5 am   [   ]   6 a m [   ]   7 am   [   ] 8 am   [   ] 9 am   [   ]
Other.................................

11. What time do you retire from work?
5 pm   [   ] 6 pm   [   ] 7 pm   [   ] 8 pm   [   ]
9 pm   [   ]   Other…………………………………………………………..

12. For how long have you served in the current position of leadership?
0-5   [   ]   6-10   [   ]   11-15   [   ]
16-20   [   ]   Others………………………………

13. Were you inducted on appointment to the current position?
Yes   [   ]   No   [   ]

14. Have you attended any in- service training on your current position? (If no go to Q. 15).
If yes, who financed the training?
M.O.E   [   ]   The Principal [   ]   Self Sponsored   [   ]
Other stakeholders (specify)…………………………………………………………..

15. How often do you do you get assigned to do duties beyond your jurisdiction or department?
0-1 times a week   [   ]   2-4 times a week   [   ]
5-7 times a week   [   ]

More (specify)…………………………………………………………………………
16. Approximately how many lessons do you miss while attending administrative roles?
0-1   Lessons   [   ]
0-2   2-4 lessons   [   ]
0-3   5-7 lessons   [   ]
0-4   More (specify)   [   ]

17. Do you experience any difficulties in striking a balance between your teaching and other school responsibilities?
Yes   [   ]   No   [   ]

If no go to Q.18
If yes, what difficulties?...
…………………………………………………………………………………………………

18. The following table contains institutional factors and other issues in schools that can cause occupational stress. Tick [√   ] the appropriate cell based on the level of stress it causes to you.

Factors

Factors	Not stressful	Stressful	Average	Least stressful	Not stressful
Curriculum implementation					
a) Teachers failure to attend classes					
b) Poor preparation by teachers					
c) Inadequate teaching facilities					
d) Increased workload for the HODs					
e) Uncooperative teachers					
Discipline					
a) Lack of a discipline committee					
b) Uncooperative teaching staff					
c) Uncooperative parents					
d) Uncooperative community					
e) Dynamic/ emerging forms of indiscipline					
Local community					
a) Politics against the running of the school					
b) No financial support to the school					
c) Religious influences / interference from sponsors					
d) The community contributing to student indiscipline					
e) Politics for B.O.G appointments					

19. The table below contains tasks and roles tick [√] on the appropriate box to highlight those that you are involved in.

Roles	Yes [√]	No [√]
a) Administrative		
b) Financial		
c) Curriculum		
d) Discipline		
e) Planning		
f) Community relations		

20. List other institutional factors that you think contribute to occupational stress and are not captured in the table above.

a) ……………………………………………………………………………………………
b) ……………………………………………………………………………………………
c) ……………………………………………………………………………………………
d) ……………………………………………………………………………………………

21. How do you rate the duties of the head teacher?
Few   **[   ]**   Manageable **[   ]**   Overload **[   ]**

22. Do you known any stress reduction interventions put in place by the MOE / TSC to support academic governors (HODs) in managing stress?
Yes   [   ]   No   [   ]

If no go to Q.24
If yes list four.
a) …………………………………………………………………………………………
b) …………………………………………………………………………………………
c) …………………………………………………………………………………………
d) …………………………………………………………………………………………

23. Do you consider these interventions adequate?
Yes   [   ]   No   [   ]

24. Suggest ways how the M.O.E can intervene to reduce occupational stress on academic governors.
a) ………………………………………………………………………………………
b) ………………………………………………………………………………………
c) ………………………………………………………………………………………

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 6324

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. GRACE WANJIKU MACHARIA
of UNIVERSITY OF NAIROBI, 11610-400
NAIROBI,has been permitted to conduct
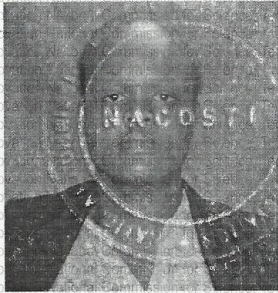research in *Nairobi County*

on the topic: *INSTITUTIONAL FACTORS INFLUENCING ACADEMIC GOVERNORS OCCUPATIONAL STRESS IN SECONDARY SCHOOL IN DAGORETI SUB-COUNTY, KENYA.*

for the period ending:
30th November,2015

Permit No : NACOSTI/P/15/4651/7203
Date Of Issue : 26th August,2015
Fee Recieved :Ksh. 1000

....
**Applicant's
Signature**

....
**Director General
National Commission for Science,
Technology & Innovation**

91

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

26th August, 2015

NACOSTI/P/15/4651/7203

Grace Wanjiku Macharia
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Institutional factors influencing academic governors occupational stress in secondary school in Dagoreti Sub-County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **30th November, 2015.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.