MANAGEMENT RELATED OCCUPATIONAL STRESS AND COPING STRATEGIES AMONG SECONDARY SCHOOL PRINCIPALS IN MWINGI WEST DISTRICT, KITUI COUNTY, KENYA

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NOVEMBER 2014
DECLARATION

This project is my original work and has not been presented for a degree in any other university.

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To my loving husband Jeremiah. My children Nimrod, Abigail, Victor and to secondary school principals, I dedicate this work.
ACKNOWLEDGEMENT

First and foremost I give glory to almighty God for granting me good health during the course of my study at the university. Secondly, I appreciate all my lecturers and fellow students for the support they gave me during the preparation for this project. Special thanks to my supervisors Professor J. Olembo and Dr. M. Ogola for dedicating their time and energy to read and guide the whole research work. Their support and comments have resulted into the successful completion of this work. Special thanks and appreciation go to my loving husband and children for financial and moral support that they gave me all through.
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<td>ASAL</td>
<td>Arid and Semi-Arid lands</td>
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<td>AYP</td>
<td>Adequate Yearly Progress</td>
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<td>CISS</td>
<td>Community Initiated Secondary Schools</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
<td></td>
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<tr>
<td>DQASO</td>
<td>District Quality Assurance and Standards Officer</td>
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<tr>
<td>H.O.D</td>
<td>Head of Department</td>
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<tr>
<td>IED</td>
<td>Individual Education Plan</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
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<tr>
<td>PSSA</td>
<td>Pensylvanian system of School Assessment</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<tr>
<td>SRS</td>
<td>Stratified Random Sampling</td>
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<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>USA</td>
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This research study investigated the management related occupational stress and coping strategies among secondary school principals in Mwingi West District. It looked at the nature of management related stress, the source of management related stress, the impact of management related occupational stress on administrative roles among secondary school principals and the intervention measures to stress. The research study employed a descriptive survey design and made use of both qualitative and quantitative approaches to collect information on management related occupational stress and coping strategies among school principals. The target population of the study comprised the District Education officer (DEO), secondary school Principals and the schools’ Heads of Departments (HODs). Purposive sampling technique was used to select the study area, schools, the DEO and principals who were involved in the study. Both simple random sampling and purposive sampling were used to select HODs. The sample population consisted of 10 Principals, 40 HODs and the DEO. Three instruments were used to collect data which included two questionnaires; one for district education officer and another one for heads of departments. An interview schedule was used on the Principals. The research instruments were piloted on a small representative sample identical to but not including the group that was involved in the actual study. The pilot study was done to ensure that the items consistently measured the variables in the study and produced reliable results. A validity coefficient was computed by correlating measurements from two instruments. Descriptive statistics was used for data analysis in this study where the data was presented by use of frequency tables and percentages. The study identified Physical fatigue, psychological distress, emotional and mental disturbances as the types of management related occupational stress experienced by principals in secondary schools. The sources of management related occupational stress were identified as: students’ indiscipline, too many expectations and many responsibilities, financial constrains, curriculum supervision and implementation, political interference, mandatory and compliant work, inadequate and unqualified administrative staff and complex learner needs. The study also identified various effects of management related occupational stress on principals administrative roles which included: negligence of administrative roles, time wastage, strained relations with staff, decrease in administration satisfaction and increased administrator turnover. On the part of the strategies used in the management of occupational stress, the study found out that the principals employed practices such as: practice of good time management, setting of priorities, talking to someone and attending social gatherings, taking time for leisure and rest, alternating of heavy work with light work, taking counseling, taking sleeping pills and mood altering drugs, and offering prayers and Bible reading. Based on these findings, it was recommended that principals should be equipped with knowledge on the nature of management related occupational stress as well as the stress coping strategies in order to mitigate the effects of the stressors in their daily activities. It was also recommended to the policy makers and implementers to come up with strategies for moderating the effects of stressors in the course of formulating and implementing educational policies so as to avoid management related occupational stress among principals.
CHAPTER ONE
INTRODUCTION

This chapter deals with the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study, delimitations of the study, theoretical framework, conceptual framework and operational definition of significant terms.

1.1 Background to the study

Stress is part of peoples daily lives in the current fast – paced and ever – changing environment all over the world. Within the education scene, stress has become a serious issue in recent years as school principals attempt to cope with frequent changes in school management. Stress emanating from increased demand from parents, employers and students’ indiscipline has been on the rise in the last few decades (Alizon, 2010). Stress in the teaching profession has also become a focus for teacher unions as they seek to support educators in their attempts to cope with work related stress. According to Gold and Roth (2008) from their study that sought to determine stress and satisfaction levels of principals, causes of their stress and professed coping strategies in Australia, it was found that stress comes as a result of physical and emotional reactions. It can either be positive or negative, depending on one’s interpretations.

There is general pressure exacted upon principals in relation to academic performance which translates to work related stress in Mwingi West District. Despite this, principals have multiple roles to play in secondary schools amongst them being
running and controlling the schools through establishing the school’s educational objectives, interpreting and communicating educational policies, personnel management, management of physical facilities and equipment, supervision of school curriculum, evaluation and even actual classroom teaching (MOE, 2010).

In Mwingi West District, one of the biggest concerns expressed by principals is the increased amount of mandatory administrative and compliance work including classroom teaching. Due to workload pressures, principals in turn express anger and frustration that adversely impacts on educational outcome hence leading work related stress (Mutinda, 2008). The escalating role multiplicity makes the principals see their main role as instructional leaders. Some principals especially in the recently established schools do not have deputy principals hence lack administrative support in undertaking increasing external demands. This lack of support and money leads to job dissatisfaction against too much expectation and responsibility put on principals (Mutai, 2009).

In Kenya, management related – occupational stress for head teachers of secondary school has been both turbulent and rapid. However, there have been few investigations into the changing nature of the role of the head teachers, which focus on the management and leadership of secondary schools (Alison, 2007). Over the last decade many secondary schools in Kenya have suffered from strikes and poor academic performance most of which place principals in the spotlight (Waithera, 2004). Several studies that have been done in the country indicate that secondary school principals exhibit behaviours and mannerisms that are associated with management related stress. The conditions under which secondary school principals
operate in some secondary schools are deplorable. Most of the schools lack physical structures, good and adequate buildings, library facilities, playing grounds, furniture, class rooms and staff rooms. These factors have contributed greatly towards principals’ work related stress. The conditions under which students learn militates against their holistic contributions to the achievement of set academic goals which results to students’ unrest. (Small, 2009). Managing schools under such conditions brings untold occupational stress to school principals hence calling for highly skilled stress management strategies in order to effectively and efficiently achieve the set educational goals.

According to Koome (2007) within the last one decade, school management related stress among principals has been on the rise in Kenya which has led to some of them resigning from their administrative roles and joining other ministries in the government and private sectors. Several factors have been advanced by different stakeholders as the underlying nature and root causes of the management related occupational stress among secondary school principals. These include finance which is a major factor in education expansion and access, inadequate facilities and lack of specialized trained teachers, students’ unrest and indiscipline, variation in enrolment rates, overloaded curriculum and inexperience among the school principals (Alison 2007). O’brians (2008) observed that drug and substance abuse, poor living conditions in schools, lack of effective guidance and counseling services, pressure for excellent academic performance, abdication of parental responsibility, incompetent board of governors, culture of impunity in the society, adolescence identity crisis and mass media influence pose a lot of challenges to school management and administration.
The appointment of head teachers by the Teachers service commission (TSC) is done based on experience. The more the number of years one has taught, the higher the chance of promotion to principal level. However, some principals usually assume their headship roles in the office without having undergone formal training to prepare them for their new management roles. There are no mechanisms for tracking or monitoring how those appointed as principals performed in their earlier roles. Lack of training contributes to incompetence in their roles hence management related occupational stress. Training therefore is a prerequisite for the effective performance of duties and management of school related challenges. In order to deal with challenges related to school unrest, indiscipline, financial management, staff related issues, parents and the wider community, training of school principals on leadership and management upon appointment needs consideration.

Barkey (2004) observed that principals in South African secondary schools must learn to use and capitalize on the unique strength, talents and potential of their employees, just as employees must continually reassess their capabilities, talents and potential contributions to their institutions if schools’ principals are to achieve effective learning in their schools. They should device ways of creating structures that continuously support teaching and learning and enhance school adaptation, develop institutional culture and climate that is open to change and present vicious and illegitimate politics from displacing the legitimate activities of teaching and learning hence prevent administrative related stresses that emanate from such sources.
According to Brown (2010) examining administrative stress and burn out among school principals in Ghana, identified stress management strategies such as developing and maintaining good habits of nutrition and a balanced lifestyle including exercise. There was need to develop good habits of active and non active leisure activities and recognize that these are legitimate and appropriate activities in the management of stress. Small (2009) noted that there was need for the beginning principals by ten percent to undergo training in their first years and improve the preparation of administrators roles, conflict resolution, mediation, confrontation and provide training for principals in understanding stress, stress reducers and stress management (Daniel and Daniel, 2008). The demands of academic excellence and a decade rich with increased accountability have placed additional pressures on principals hence must prepare to experience pressure from parents, political leaders, educationists, students and community. They must also encourage teachers to acquire new skills, support them during inevitability, frustrations, and recognize their efforts (Mwangi, 2003).

Occupational related stress in school management is a serious issue in most of the developed countries’ education system (Green, Frank and Watson, 2004). For instance, in some European countries, school principals’ experience work related stress in health, welfare, financial and educational issues of academic achievement. Both the health of the principal and health of staff members may be negatively affected by a principal experiencing serious work – related stress (Wester, 2009). According to Brown (2010) administrative related occupational stress crosses over to teachers, from principals with whom they work together. A ‘ping pong’ effect also exists where the teachers then rebound into the principals, causing further stress.
According to Harriet (2009) there was a negative correlation between stress and productivity, and that individuals experienced difficulties in using intellectual skills management and in dealing with subordinates. Brown (2010) observed that in Britain principals’ stress was contributing to an enormous rise in indirect financial costs associated with education. This occurs on account of high levels of stress-related to sick leaves for the principals as well as affected staff members, premature resignation, and subsequent training of new staff. The world of work of principals has expanded in both complexity and quantity. The changing nature of the principals’ work requires more time, transparency and accountability in dealing with management issues hence the administrative occupational stress for principals being on the rise. From this perspective, exploring the work characteristics of principals in the context of how they manage time, develop and maintain relationships and handle a variety of administrative duties is valuable to the profession (Lame, 2011).

According to the 2008 National Conference of state legislatures in a United States of America, principals are dealing with a myriad of issues during the workday. They are navigating the bureaucracy of new federal and state legislation, while also completing core paper work than the job ever required in the past. Bruck and Grady (2009) observed that the complexities of school safety, public relations, curriculum reforms, student activities and so much more have created a job that appears to extend far beyond the normal work hours. According to O’brians (2008) in Australia, the pressures of high stakes testing, increased accountability, and societal demands makes principal ship a challenging profession to choose. The time required for working with teachers and students, reviewing curriculum and even serving parents in need have turned into a job with high demands hence occupational stress.
According to Bobbin (2008) in India for instance, strategic plans have been altered and the general framework for teaching and learning is being dictated by state mandates more than ever before. The emphasis on data driven decision making has shifted the idea of educational philosophy in more technical and didactic direction. The passage of the federal “No child left Behind Act (NCLB) in U.S has contributed to enhanced focus on standards-based education and students achievement, especially as it pertains to students’ performance, this has brought with it considerable amounts of stress to school principals. Moreover, studies from European countries such as Italy, Germany, Sweden and Poland indicate that the demands of assessment and a decade ride with increased accountability have placed additional pressures on principals’ hence occupational stress. Once the principal is tired, his/her ability to keep a school at the top of its game and competitive against neighboring schools brings along economic and political stressors. The situation becomes worse for “workaholic” administrators who put in extensive time at work and lack focus or feeling (Bruckfaark, 2009).

1.2 Statement of the Problem

There has been a significant disparity in Mwingi West District most especially among the newly appointed school principals and in the upcoming secondary schools that have shortfalls of both physical and human resources. The district has experienced in the last one decade great pressure for the expansion of access to secondary school education due to the increasing primary school leavers and the secondary school education subsidies which have in turn accelerated the need for more principals to head the upcoming secondary schools (MOE, 2012). Stress impacts greatly on
principals’ retention and often leads to resignation. Principals are now being subjected to a great deal of more stress than before. Principals’ occupational related stress is currently an issue of great concern among scholars (Chaplain, 2010). However, there is little consensus between different professional groups regarding its etiology or how to tackle it. There is reasonable understanding of the causes of occupational stress although little is documented in the literature reviewed on the impact of stressors on administrative roles.

According to mutual (2011) management occupational related stress among secondary school principals in Mwingi West District lacks priority that it should enjoy in relation to the nature and sources and coping strategies which translates to negative impact on their administrative roles. Despite the many initiatives made by community and the government through the Ministry of Education to support secondary school principals in various ways to ease the challenges faced, management occupational related stress among principals remains a challenge in the district. Apparently as far as the current researcher is concerned, the available literature reviews no study that has been conducted in the district to investigate the management related occupational stress among the secondary school principals. Based on this knowledge, it is an appropriate time to shed light on the link between management related occupational stress and intervention measures that are put in place. It is against this background that the current study intends to investigate the management related occupational stress and coping strategies among the secondary school principals in Mwingi West District.
1.3 The purpose of the study

The purpose of the study was to investigate management related occupational stress and coping strategies among secondary school principals in Mwingi West District, Kitui County, Kenya.

1.4 Objectives of the study

This study intended to:

i). Establish the nature of management related stress faced by secondary school principals in Mwingi West District.

ii). Examine the source of management related stress among secondary school principals in Mwingi West District.

iii). Assess the influence of management related occupational stress on administrative roles among secondary school principals in Mwingi West District.

iv). Analyze the intervention measures to stress that are employed by secondary school principals in Mwingi West District.

1.5 Research Questions

This study was guided by the following questions:

i). What is the nature of management related stress among secondary school principals in Mwingi West District?

ii). What are the sources of management related occupational stress among secondary school principals in Mwingi West District?
iii). What is the influence of management related occupational stress on administrative roles among secondary school principals in Mwingi West District?

iv). What stress related measures do secondary school principals in Mwingi West District employ?

1.6 Significance of the study

The findings of this study may be of practical value in helping to identify the nature and sources of occupational stress among secondary school principals and consequently provide effective and efficient coping strategies. It is hoped that the study will pinpoint the areas and issues of challenge in management and prevention of occupational stress among school principals.

The findings of the study may also help educationists in setting up working environments that have less and more manageable occupational stressors hence enable the principals have conducive working environment that will enhance high job performance. This will help the principals to articulate interest in the staff and students’ welfare thus setting a sense of role modeling hence positively influence student’s academic performance. The policy makers may gain skills on designing clear policies on management related occupational stress. The Ministry of Education can be helped in organizing periodic seminars and workshops for both school administrators and teaching staff on occupational stress coping strategies.
1.7 Assumptions of the study

This study was based on the following assumptions:-

i). The plethora of management related demands that tax the school principals in the modern living hence cause occupational stress has promoted all school stakeholders to design stress coping strategies that enable principals to cope effectively in their job performance.

ii). The Ministry of Education is aware of management related occupational stress emanating from day to day management roles hence allow and organize seminars and principals’ conferences on management related occupational stress management techniques.

iii). All the respondents will co-operate and provide honest and accurate answers.

1.7.1 Limitations of the study

This study was limited by the following:

i). Most of the area where the study was conducted is a rural setting with few schools in the urban centers. The area has unique factors such as environmental, socio-cultural, physical, religious and economic that are interacting consequently causing management related occupational stress to school principals hence the results may not apply to other regions in the country.

ii). Most of the area is dry most of the time with poor climatic conditions and poor infrastructure which hindered accessibility to some schools in good time hence there was need for proper planning in terms of time, funds and other logistics.
1.7.2 Delimitations of the study

This study was delimited by the following:

i). The study was delimited to the fact that it only concerned itself with the management related occupational stress as a factor influencing principals’ administrative roles and the strategies employed to cope with such stress but never concerned itself with other types of stressors such as personal and family related stress.

ii). The study only involved principals in public secondary schools and not private schools.

iii). The study was conducted among principals in Mwingi West District in Kitui County but not in other districts.

1.8 Theoretical framework

This study was based on the theory of motivation by Abraham Maslow (Maslow, 1971). Maslow’s theory of motivation talks of human needs existing in a hierarchical form. Maslow developed a hierarchy of needs which is a classification of needs ranging from basic ones to higher order of needs. When lower needs are met, people move to higher needs. The first level of needs include food, shelter, clothing, fresh air and water among others. The second level includes safety needs which include shelter, protection, security, education and a sense of belonging. Level three involves love and belonging needs. People desire to belong to a family or an institution that is loving and caring. The fourth level is concerned with esteem needs. After people have been accepted and belonged to a good, loving and caring people that they are able to develop a sense of self – worth. The fifth level is called self-actualization
which is the ultimate goal or purpose of human behaviours. At this level, people want to realize their full potential and continue with self – development so as to direct their entity in creative ability.

In relation to the study, if principals’ needs are not well met, they get frustrated, hence stressed. If the school working environment is not conducive enough for them to execute their daily duties for example, uncooperative staff, indisciplined students and poor performance of students in their various schools, low salaries and unrealistic societal demands can lead to occupational stress. They lack self – confidence, independence, freedom and general purpose in life hence lack of commitment in their school related duties thus poor performance. Therefore, they need to be helped to value themselves and their work as well as learning to acquire stress management skills, social and personal skills that enhance social interactions and value for work. These principals need to be provided with a working environment that will stimulate their professional growth and development hence find sense in hard working and producing positive results in their work place.
1.9. Conceptual framework

The conceptual framework diagrammatically explains the relationship and interconnections between the independent and dependant variables.

**Figure 1.1 Relationship between stressors and job performance**

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Extraneous variables</th>
<th>Dependent variables</th>
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<tbody>
<tr>
<td><strong>Nature of occupational stress</strong></td>
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<tr>
<td>Physical strain</td>
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<td>Emotional</td>
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<td>Psychological</td>
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<tr>
<td><strong>Sources of stressors</strong></td>
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<tr>
<td>Heavy work load</td>
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<tr>
<td>Staff interrelationships</td>
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<td>Student’s/staff indiscipline</td>
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<td>Working hours</td>
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<td>Working environment</td>
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<td>Curriculum supervision</td>
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<td>Age of principals</td>
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<td>Gender of the principals</td>
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<td>Experience in administrative matters</td>
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<td>Professional qualifications</td>
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<td>Levels of exposure</td>
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<td><strong>COPING STRATEGIES</strong></td>
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<td>Sleep and relaxation</td>
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<tr>
<td>Listening to music</td>
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<td>Recreation with family</td>
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<td>Reading books</td>
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The conceptual framework for the study was based on the objectives of the study. Figure 1 show how different types of management related occupational stress emanating from different sources impact on principals administrative roles and the coping strategies employed to cope with such stress. Though the principals may have strong coping strategies in their management roles, various types of management related occupational stress impact on their day to day duty performance.
1.10 Operational definition

**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.

**Job performance** refers to duties and responsibilities undertaken by school principals and the quality of outcomes and accomplishments of work performed on daily basis.

**Management related stress** refers to pressures placed upon school principals in their day to day management responsibilities that they face while trying to achieve their professional and personal obligations.

**Stakeholders** refer to school administrators, MOE, teachers, parents and students who have key roles in creating a conducive environment for job performance in secondary schools.

**Stress management** refers to measures and strategies employed by both learning institutions and teachers to reduce or cope with the day-to-day pressures and tension emanating from work.

**Community** refers to the members of the society who reside near a school and have some interest in the school affairs.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In order to review literature, text books, journals, magazines, news papers and e-learning materials were reviewed in relation to the nature and sources of management related stress, impact of occupational stress on management roles and intervention measures to stress among secondary school principals.

2.2 The nature of management related stress among secondary school principals

Occupational stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and needs of the employee to cope with job demands (Mwangi, 2003). Finance is a major factor in education expansion and access. Due to expiation in the demand for secondary school education, the schools demands finances for the construction of physical facilities and provision of learning teaching equipment. Parents in areas of low economic productivity especially the ASAL regions cannot therefore afford to pay fees promptly hence inadequate finances for running the schools.

In this rapidly changing environment, principals are faced with many challenges, uncertainties and ambiguities in their administration practice and management. Within these constraints, the capacity of a school to succeed and to produce excellent educational outcome is the result of the intellectual assets of the school, the school working environment, and the development and utilization of resources (Digolo,
Wright (2007) observed that in Australia most principals get little in the way of administrative support, auxiliary personnel, and ground staff hence get stressed as they multi task in order to ensure that the institutional goals are attained. Principals still have an obligation to comply with educational and government obligations and standards. Such unmet demands are good examples of management related stress.

One of the biggest concerns expressed by principals is the increased amount 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 frustration with increasing work load that adversely impacts on educational outcome hence leading to work related stress (Star, 2008). The escalating role multiplicity makes the principals see their main role as instructional leaders. Some principals especially in upcoming schools do not have deputy principals hence lack administrative support in undertaking increasing external demands. This lack of support and money leads to job dissatisfaction against too many expectations and responsibilities put on principals. The sideling of important educational matters and unrealistic expectations are burdens on principals. The increase in responsibility also covers an increase in managerial tasks, feelings of isolation, rising stress levels and a decrease in professional satisfaction. These concerns 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 (Morgan, 2006).
Local community interests’ conflicts still exist over the purpose of schooling. Although schools serve a vital role in creating communities’ in a highly mobile, industrialized society, they are often plagued with educational problems such as isolation from specialized services, limited accessibility to quality staff development and other services, teachers shortages and decreasing funding. Many schools offer less support to co-curricular programs often tying the school performance in fewer areas hence bringing conflicts between the school administration and the community leaders (Mutai, 2009). The school environment encompasses ambience atmosphere, security, safety and the some schools lack a welcoming, secure and safe environment which contribute to risky conditions or threats that may cause accidents, emotional and psychological distress. Many of schools lack this kind of environment hence discourage the deeper level and more achievement oriented teaching learning strategies that teachers and learners would prefer. In an effort to create such an environment, principals get a lot of stress mostly due to inadequate funding and political interests (Mutua, 2009).

There is an erosion of our cultural values and norms due to the complexities of society changes necessitated by the invasion of foreign cultures in our society resulting to gross indiscipline among students. Parents no longer supervise their children sufficiently and are not usually present to inculcate acceptable moral behaviors to their children (Waweru, 2006). More than 300 secondary schools went on strike in Kenya between the months of May and August 2008 resulting in the destruction of property worth millions of shillings. The report added that the students were protesting against poor living conditions and bad management. There is much stress
among principals when students engage in such indiscipline cases (Afrol News Report, 2008).

According to Mutai (2009) in Kenya, there are no set criteria enumerating the skills a person should possess to qualify for appointment as a principal. This creates a managerial gap in public schools since without management training, the school principals are less likely to be knowledgeable in elementary management practices and cannot readily grasp the provisions of the Education Act. The issues of managerial skills are a big challenge to many principals especially among the newly appointed school principals. The issue of low enrolments of students in some secondary schools impacts negatively on the day to day running of the schools as the fee paid cannot manage the upkeep of the students and pay the teachers and support staffs thus amounting to stress among school principals (Mutinda, 2008).

2.3 Sources of administrative related stress among secondary school principals

Stress is an 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 specific to each group. There are unquestionably a number of causal factors in principals’ stress. In the rapidly changing society, schools have become complex institutions to manage because of the challenges involved in providing for a wider range of interests among stakeholders. Schools have been seen as the property of the society, controlled by the government and hence a right to demand an account of what is going on in the schools (Leinward, 2005). School
principals are struggling with challenges ranging from outbreaks of violence, strikes, crumbling physical facilities, staff shortfalls, busy parents, orphans, drug and substance abuse, economic burdens and low academic expectations. The school principal has the overall responsibility over the operations of influencing and redesigning the activities of the school towards goal setting and goal achievements. These factors cause a great amount of stress to school principals (World Bank, 2005). According to (Waweru, 2006) in her study on the real principals role with consideration for special education, to achieve the set goals, the task of knowing and managing the learners, teachers, support staff, management committee, Board of Governors, sponsor, other stakeholders and the government at various levels harmoniously, responsively and sensitively is not easy on the side of the principal hence leading to work related stress. In the past, school principals were expected to comply with the Ministry of Education (MOE) regulations and guidelines, balance programme budgets, address staff issues and keep the facilities and play grounds safe but today, they must know academic contents and pedagogical techniques, work with teachers to strengthen reading and learning skills, collect, analyze and use data in ways that will fuel excellence. They must rally learners, educators, parents and the communities around the common goal of raising the learner’s performance. They must have the leadership skills and knowledge to exercise the autonomy and authority.

According to Kapena (2004) schools are changing drastically and therefore the newly appointed principals heading the newly established schools cannot afford the luxury of sitting back because of much work demands, and the responsibility is enormous.
They must keep on acquiring skills to juggle the “live” in the face of rising expectations; complex learner needs, enhanced accountability, expanding diversity, record enrolments and staff shortfalls. As time depicts, the students are more numerous and diverse than ever. They continue to bring many of the society’s problems to the school door-steps. Academic achievement is the priority for professional accountability and therefore school principals are expected to lead in an atmosphere of constant volatile changes.

According to Mahford (2008) examining the leadership for organizational learning and improved students performance outcomes some school principals lack the required training on school management and support to help them deal with these emerging challenges. The school of the 21st century required principals whose role is defined in terms of; Instructional leadership that focus on strengthening teaching and learning professional development, data driven decision making and accountability. Community leadership is manifested in an awareness of the school’s role in society, shared leadership among educators, parents and learners, advocacy for school capacity building and resources. There is need for visionary leadership that demonstrates energy, commitments, entrepreneur spirit, values and conviction that all children can learn at high level as well as inspiring others with the same vision both inside and outside the school. The changing demands of the job including increased accountability, responsibility of raising learners to higher standards, legal and special education issues cause a lot of stress to school principals. Many educators feel that the input made into the profession is not worth the salary that they take home. The organizational factors seem to have most significant influence on an individual. The
relationships between the organizational factors such as work, work roles, personal
development, interpersonal relationship, organizational climate and stress of the
individual have great impact of job performance (Kwaboka, 2009).

Tharaka (2009) studied occupational stress and job satisfaction among working class
and non–working individuals. He observed that professional people experience
more stress than non–professionals. He also noted that the size of the workloads, the
complexity of tasks and responsibility are major causes of stress. Latha (2007) found
out that in the teaching profession four main causes of stress include student’s
misbehavior, poor working conditions, poor staff relations and time pressures to meet
deadlines. Mudhu (2005) observed that occupational stress leads to role conflict and
role ambiguity among primary school head teachers due to their different leadership
and communication styles hence impacting more stress on the teaching staff.

2.4 Impact of occupational stress on management roles among secondary
school principals

According to Hussein (2008) people react differently to stress, some coping much
better than others and suffering fewer of the effects of stress. All types of stress strain
health relationships and have an impact on the organization or institution. Both
physical and mental illness renders the teacher unfit for work, and combine both to
lessen the satisfaction obtained from work and reduce job performance and
productivity levels. Stress symptoms are reflected in the work place in a number of
ways. Evidence from a growing body of research suggest that certain individuals,
within a variety of occupations, are increasingly exposed to unacceptable levels of
job-related stress (Shultz and Schultz, 2005). Occupational stress is a discomfort felt and perceived at a personal level and triggered by instances, events or situations that are too intense and frequent in nature and tends to exceed a person’s coping capabilities and resources to handle them adequately hence leading to poor job performance.

According to Zizinga (2008) in his longitudinal study of teacher burn out and perceived self – efficacy in classroom management, stress – related disorders encamped a broad array of conditions, including psychological disorders and other types of emotional strain such as disaffection, fatigue and tension. Maladaptive behaviors such as aggression, substance abuse as well as cognitive impairment which is manifested through concentration and poor memory problem. In turn, these conditions lead to poor work performance. Job stress is also associated with various biological reactions that may lead ultimately to compromised health, such as cardiovascular disease or in extreme cases death.

According to Khan and Khan (2005) occupational stress among teachers has become very common in our modern living. This has had negative impact in the education sector. It leads to frequent absenteeism from work, negligence of duty, frequent health complains hence lowering the academic standards. Teaching profession has lower esteem than before and this has increased the teacher turn over and has impacted negatively on teacher recruitment and retention, time wastage, drugs and substance abuse and poor academic results are a product of teacher stress.
2.5 Intervention measures to Stress among secondary school principals

Small (2009) observed that the task of running a school requires imagination and common sense. However, the principals also need technical, human and conceptual skills that aid them in: effective identification of problems, logical problem solving, critical and big picture thinking, listening and analytical skills and an ability to identify cause and effect of relationships. Zizinga (2008) observed that a great leader must have Emotional Intelligence (EI) and without it, even the best trained and highly intelligent person may negatively suffer the consequences of work related stress. The school principal ought to be in constant observation of the students’ frequent mischievous deeds, teachers’ omissions and oversights, support staff’s complains and intrigues by saboteurs. The principal must use emotional intelligence to balance and sustain untold stress.

According to Enugu (2006) in his study on management and maintenance of physical facilities and associated stress in secondary schools, certain strategies could be used to manage principals’ occupational stress in secondary schools. Several stress management programmes have been developed aiming at teaching coping techniques. An alternative approach is religion as there is a positive relationship between religion and decrease in stress (Waithera, 2004). Munyu (2006) attempted to reveal the coping styles of teacher stress using educated women. He found out that sleep and relaxation, exercise, time management, diet and yoga are the best ways adopted to manage stress by educated working women. Augia (2004) investigated the different stress management techniques used by 75 working managers and 75 non – working men in Addis-Ababa city. Results showed that majority of the respondents in the both
categories were using various stress management techniques such as relaxation, music, prayer, and recreation with the family play. Relaxation and playing were the most professed techniques among both groups.

Kimani (2005) found that the stress buffering effects of friendship and social support systems seem to be a significant contributor to high levels of stress. He recommended use task strategies, logics, home and work relationship, time management and involvement. Job related strains are positively related with escape coping and negatively related with life events’ stress, control and symptom management coping. According to Kioko (2008) examining the psychological factors in the development of work stress, the significant coping mechanisms as preferred by most teachers are reading books, travelling or outing and listening to music. According to Mwangi (2003) religious people are able to cope with stress better than non-religious. Religious belief, faith and virtues make stressful events more bearable by providing a meaningful coherent explanation and orderliness to events in the universe. Religion provides a source of hope and comfort as well as establishment of guidelines on how to handle stressful events. It nurtures a sense of belonging, promotion of identity and a sense of intimacy with both God and the religious community.

2.6 Summary of Literature Review

Although much has been written about the individual variables affecting principals’ management roles and the interrelationships among them, a survey of literature, however, reveals that very few empirical studies on this subject exist. Previous investigations into principal related stress have provided insights into the range of
such issues placing demands in their administrative roles. However, few studies have been carried out focusing on the stress resulting from their management roles over time. The current research addresses similar issues from a management related occupational stress perspective and the coping mechanisms put in place by school principals considering changes over time.

It is anticipated that further insight into the nature, sources and management related occupational stress coping strategies will be revealed by this study. This study, therefore, serves to explore in this era, the dimension of work related stress in Mwingi West District. The researcher did not come across any other researcher who has studied this topic in the region from the literature reviewed. In addition; this study is designed to evaluate from the principals’ stress perspective, the influence of such stress on their administrative roles. It is hoped that the findings of this study will enable the stake holders and policy makers to be involved in planning and organizing of stress management programmes and provision of services for principals in order to enable them carry out their administrative roles effectively.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

The methodology section of the research project describes the procedures that were followed in conducting the study. The steps involved in conducting the study are described in details. The chapter presents the research methodology and design. In doing so, the following are going to be discussed; research design, variables, location of the study, population sampling techniques and sample size, instruments for data collection, pilot study as well as techniques for data analysis.

3.2 Research Design

The study used descriptive survey design aimed at investigating the management related occupational stress and coping strategies among school principals in Mwingi West District. Mugenda and Mugenda (2008) define descriptive survey as an approach in research that describes the characteristics or behavior of a particular population in a systematic and accurate fashion. Both qualitative and quantitative approaches were used. Khan and Khan (2005) postulated that survey is the most appropriate design in the behavioural sciences as it seeks to find out factors associated with occurrences of certain events and conditions of behaviour. It enables the researcher to collect in-depth information including sensitive and personalized experiences concerning the issue being investigated. The descriptive survey design allows the researcher to study variables, as they exist. The researcher was not able to manipulate such variables as sources and nature of management related occupational stress and the strategies adopted by principals to manage occupational stress. Gay
(2002) concurs that descriptive research is the best as it involves a process of collecting data in order to test hypotheses or answer questions concerning the status of the subject in the study. It attempts to describe such things as possible behaviour, attitudes, values and characteristics.

3.3 Location of the Study

This study was conducted in Mwingi West District, in Kitui County. Mwingi West District is one of the 62 districts in Eastern Region. This area was purposively selected because of its accessibility to the researcher who resides within the area and is familiar to the area. Rainfall is low and unreliable and droughts and famine are common phenomena. This condition increases the poverty levels hence many parents cannot meet the financial requirements for the education of their children consequently leading to frequent school absenteeism and drop out which in turn amount to poor academic performance and inadequate resources. These factors put together lead to management related stress among secondary school principals.

3.4 Target Population

This study targeted thirty eight (38) principals, one hundred and twenty four (124) HODs and one (1) District Education Officer of Mwingi West District. The principals and the HODs form the technical management team in a school, while the DEO is the supervisor of both the Principal and the HODs in the district. The three categories of education managers are therefore likely to share in the stress evoking factors that affect either of them in one way or another. The HODs and the DEO were selected as respondents in the study to corroborate the information given by the principals.
concerning management related occupational stress and the consequent coping strategies as required in the study data collection instruments.

3.5 Sampling Techniques and Sampling Size

Kothari (2004) defines a sample as a representative part of a population. Thus by studying the sample, one can be able to know more about the population without having to study the entire population. Wersma (2005) observed that due to limitation of time, funds and energy required, a study could be carried out from a carefully selected sample to represent the entire population. Orodho (2004) and Gay, (2002) contends that a sample size of 20% is a good representative of the total population. Records from the office of the District Quality Assurance and Standards Officer (DQASO), Mwingi West District showed that there were thirty eight (38) public secondary schools. Stratified random sampling strategy was used to select respondents to the study. In this strategy, ten (10) secondary schools, at least three from each of the three administrative divisions in the district were selected. From each of the ten (10) schools, the principal and three HODs were selected to be part of the study sample population. Purposive sampling was used to select the DEO based on the virtue of being in charge of education matters in the district. This formed a total of fifty (50) respondents for the study. Table 3.1 gives the data for the sample size.
3.6 Data Collection Instruments

This section describes the instruments which the researcher developed to collect the necessary information. The researcher used interview schedules and questionnaires to obtain data from the respondents. The researcher administered the interview schedule for principals. The questionnaires for the H.O.Ds and the District education officer were given to the respondents and were allowed period of two weeks to respond to the questions after which the researcher collected the questionnaires back.

### 3.6.1 Interview Schedule for Principals

An oral interview which was a face–to-face encounter with the respondents was administered. The interview schedule was administered to principals to allow the interviewer to follow up the respondents’ answers to obtain more information and
clarify vague statements (Kathori, 2004). The researcher, hence, used this method to seek clarification to some responses pertaining to management related occupational stress and coping strategies among secondary school principals. The researcher administered the interview herself to the principals.

3.6.2 Questionnaires for District Education Officer and H.O.Ds

Two separate questionnaires were developed for the District Education Officer and school heads of departments respectively. Orodho (2004) contends that the questionnaire is a suitable method and indeed the easiest and the cheapest way of data collection. It has the ability to collect a large amount of information in a reasonable quick span of time. Kathori (2004) observes that questionnaire is free from bias of the respondents and that respondents who cannot be easily approached can also be reached conveniently.

The questionnaire for the DEO had five questions which sought to obtain his personal opinion as an officer who is constantly interacting with principals. The questionnaire for HODs sought to obtain both opinions on management related occupational stress which affects the principal and their own personal experience as educational managers in the school. The questionnaire for the DEO had open ended questions while those for the HODs had both open and closed ended. The purpose for these questionnaires was to corroborate the experiences given by the principals in their interview sessions with the researcher.
3.7 Pilot study

This involved giving the research instruments to a small representative sample identical to the group that was targeted for the study but not including the group that was involved in the actual study. This pilot study was done in the neighboring Mwingi Central District (curved from Mwingi District in 2009) using two schools which were randomly selected. It comprised of the DEO, two principals and ten H.O.Ds. The piloting enabled the researcher to check whether items used were valid and reliable, and also corrected mechanical problems and any misunderstandings, checked language level and any ambiguity at the right time. The piloting also elicited comments from respondents which helped in the improvement of the instruments by modifying and making instructions given hence avoided misinterpretation during the actual data collection.

3.7.1 Validity of research instruments

Kothari (2004), states that validity indicates the degree to which an instrument measures what it is supposed to measure, that is, the extent to which differences found with measuring instruments reflect true differences among those who are tested. This tests the construct validity of the instruments which is the measure of the degree to which data obtained from an instrument meaningfully and accurately reflects or represents a theoretical concept. Two different instruments that measure the same concept were used. A validity coefficient was computed by correlating measurements from the two instruments. Data was obtained simultaneously from the same subjects. To ascertain this, the instruments were subjected to analysis by the supervisors and a team of specialists in the area of educational administration and planning. They assessed the relevance of the content used in the instruments, developed and made
structured changes for the purposes of improvement and refinement before the actual data collection. A pilot study was done which ensured that the items consistently measured the variables in the study and produced reliable results. The piloting was important because it identified vague questions, unclear instructions and insufficient spaces for writing responses, clustered questions and wrong phrasing of questions which were detected and refined in good time.

3.7.2 Reliability of research instruments

According to Kothari (2004) reliability is the consistency of instruments in producing reliable results. The pilot study was done to ensure that the items consistently measure the variables in the study and produce reliable results on repeated trials. The split half technique of assessing reliability was used. The research instruments were designed in such a way that they had two parts. Subject scores from one part were correlated with scores from the second part. Orodho (2004) contents that this method is good enough because it eliminates error due to differing test conditions. It focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept. Mugenda and Mugenda (2008), contend that the piloting procedure helps to ascertain that the instruments of data collection are free from any pitfalls and mistakes that would have surfaced in the main data collection process if the piloting of the instruments had not been done.

To ascertain that the research instruments were reliable after the split half was done, the instruments were subjected to analysis by the supervisors and a team of experts in the area of study. They assisted in the refinement of the instruments developed before
embarking on the actual data collection. Any unclear instructions and information were detected during the split half and were corrected in good time.

3.8 Data Analysis
Kothari (2004) defines data analysis as a process of systematically searching, arranging scripts, field notes, data and other materials from the field to be quantified and then summarized with the aim of increasing own understanding and enabling the researcher to present them to others. Descriptive statistics was used for data analysis in this study. Wersma (2005) contends that descriptive statistics is appropriate for social sciences. The data was presented by use of frequency tables and percentages and analyzed using descriptive statistics to enable drawing of conclusions to establish the relationship between the variables. The results of the study were discussed in relation to the study objectives with an aim of answering the research questions.

3.9 Ethical Issues and Logistical Considerations
Mugenda and Mugenda (2008) contend that ethical issues and logistical considerations are an important component for studies that involve human beings. First and foremost, the researcher obtained a permit from the National Commission for Science and Technology that allowed her to carry out the research in the targeted area. Ethical issues and consideration were put in place by the researcher who ensured that all respondents participated in the study with informed consent. Privacy and confidentiality were ensured by stating clearly the purpose of the study at the introduction of each questionnaire. The researcher visited the schools to familiarize herself with the school administration, particularly the interview schedule, meeting the principals and H.O.Ds in order to make the respondents free and open to issues.
CHAPTER FOUR
DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1 Introduction

In this chapter, the researcher presents the data analysis, findings and interpretation of the research study. Data that was analyzed consisted of responses from the Principals, the HODs and the DEO. The analysis of the HODs’ and the DEO’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 nature of management related occupational stress among secondary school principals, the sources of management related occupational stress among the principals, the impact of management related occupational stress among secondary school principals, and the principals’ stress coping strategies.

This study sought to answer the following questions:

i). What is the nature of management related occupational stress among secondary school principals in Mwingi West District?

ii). What are the sources of management related occupational stress among secondary school principals in Mwingi West District?

iii). What is the influence of management related occupational stress on administrative roles among secondary school principals in Mwingi West District?

iv). How do secondary school principals in Mwingi West District cope with management related occupational stress?
4.2 Response rate

The response rate is described in terms of designation of respondents, targeted number of respondents and number of respondents who returned questionnaires.

Table 4.1 Respondents’ participation rate

Table 4.1 presents the response rate of the principals, HODs and the DEO in terms of the targeted number and those who participated in the study.

<table>
<thead>
<tr>
<th>Designation of respondents</th>
<th>Targeted number of respondents</th>
<th>Number of respondents who participated in the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>10 (100%)</td>
<td>10 (100%)</td>
</tr>
<tr>
<td>HODs</td>
<td>40 (100%)</td>
<td>38 (95%)</td>
</tr>
<tr>
<td>DEO</td>
<td>1 (100%)</td>
<td>1 (100%)</td>
</tr>
</tbody>
</table>

The study targeted ten principals, forty H.O.Ds and the only DEO in Mwingi West District. All the 10 targeted principals registered one hundred percent (100%) response rate. Out of the 40 H.O.Ds targeted, ninety five percent (95%) returned their questionnaires and so did the DEO.

4.2.1 Respondents’ school type

Table 4.2 presents the demographic data of the targeted school type categories. The district had four school type categories, namely: boys’ boarding, girls’ boarding, mixed day and mixed boarding schools.
Table 4.2 Respondents’ School type

<table>
<thead>
<tr>
<th>School type</th>
<th>Frequency/percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys’ Boarding</td>
<td>1(13.33%)</td>
</tr>
<tr>
<td>Girls’ Boarding</td>
<td>2(20%)</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>5(46.67%)</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>2(20%)</td>
</tr>
</tbody>
</table>

Results from table 4.2 indicate that forty-six point six seven percent (46.67%) of the respondents came from mixed day schools, girls boarding and mixed boarding schools each had twenty percent (20%) respondents who participated in the study, boys boarding had thirteen point three percent (13.3%) while mixed day response was forty six (46%).

4.3 Nature of management stress among secondary school principals

Table 4.3 presents the nature of administrative occupational stress experienced by principals, HODs and the DEO’s responses in terms of frequencies and percentages.

Table 4.3 Nature of management stress among secondary school principals

<table>
<thead>
<tr>
<th>Nature of administrative occupational stress</th>
<th>Principals’ Responses</th>
<th>H.O.Ds Responses</th>
<th>DEO’s Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical fatigue</td>
<td>10 (100%)</td>
<td>38 (95%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Psychological distress</td>
<td>9 (90%)</td>
<td>36 (90%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Mental disturbance</td>
<td>7 (70%)</td>
<td>34 (70%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>Emotional disturbance</td>
<td>8 (80%)</td>
<td>36 (90%)</td>
<td>1 (100%)</td>
</tr>
</tbody>
</table>
While the principals are the main concern of the study, the HODs and the DEO who are part of the education management were also included by the researcher to give their personal experiences pertaining to the administrative occupational stress experienced and the possible coping strategies. The purpose of their information was to corroborate the views obtained from the school principals pertaining to the management related occupational stress and the coping strategies in their work stations.

From the results presented in table 4.3 it is evident that principals as school managers experienced all the four types management related occupational stress presented in the interview schedule in the order that, Physical fatigue most experienced, then Psychological distress, Emotional disturbance and lastly Mental disturbance. This was corroborated by the responses from the HODs and the DEO as indicated in the table 4.3. The order of the experiences of the types of management related occupational stress is evident in the table of results where one hundred percent (100%) of the principals, ninety five percent (95%) of the H.O.Ds and the DEO gave this response. The physiological distress was affirmed by ninety percent (90%) of principals, ninety percent (90%) of the H.O.Ds and the DEO; Emotional disturbance by eighty percent (80%) of the principals, ninety percent (90%) of the H.O.Ds and the DEO; and lastly mental disturbance which was affirmed by seventy (70%) of the principals, seventy (70%) HODs ant the DEO.
Results from table 4.3 it indicate that secondary school Principals experience stress in four aspects of life which included; physical, emotional, psychological and mental which may influence the performance of their administrative roles hence need to device effective management related occupational stress coping strategies.

These findings are in agreement with findings from other parts of the world including where Wright (2007) observed that most principals in Australia get little in the way of administrative support, auxiliary personnel, and ground staff hence get stressed as they multi task in order to ensure that the institutional goals are attained. Principals still have an obligation to comply with educational and government obligations and standards. Such unmet demands lead to physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and needs of the employee to cope with job.

The findings also concur with the findings by Mutua (2009) who noted that some schools lack a welcoming, secure and safe environment which contribute to risky conditions or threats that may cause accidents, emotional and psychological distress. He further observed that many of the schools that lack this kind of environment discourage the deeper level and more achievement oriented teaching learning strategies that teachers and learners would prefer. In an effort to create such an environment, principals get a lot of psychological, emotional and physical fatigue.

Mutai (2009) had similar results to the findings of the current study however he further noted that in Kenya, principals experience intellectually related stress because
there are no set criteria enumerating the skills which a person should possess to qualify for appointment as a principal. This creates a managerial gap in public schools since without management training the school principals were less likely to be knowledgeable in elementary management practices hence mental torture.

4.4 Sources of management related stress among secondary school principals

The study also sought to find out sources of management related stress. The respondents identified nine sources, these were: financial constraints and management, inadequate and unqualified administrative staff, mandatory and compliant work, too much expectations and many responsibilities, curriculum supervision and implementation, inadequate facilities, political interferences, students’ indiscipline and complex learner needs. These findings are presented in table 4.4 which shows principals, H.O.Ds and DEO’s responses on the sources of management related stress among secondary school principals.
### Table 4.4 Sources of management related stress among secondary school principals

<table>
<thead>
<tr>
<th>Source of management related stress</th>
<th>Principals</th>
<th>H.O.Ds</th>
<th>DEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Financial constraints and management</td>
<td>9 (90%)</td>
<td>23 (57.5%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>2 Inadequate and unqualified administrative staff</td>
<td>8 (80%)</td>
<td>20 (50%)</td>
<td>1(100%)</td>
</tr>
<tr>
<td>3 Mandatory and compliant work</td>
<td>8 (80%)</td>
<td>28 (70%)</td>
<td>-</td>
</tr>
<tr>
<td>4 Too much expectations and many responsibilities</td>
<td>10 (100%)</td>
<td>33 (85%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>5 Curriculum supervision and implementation</td>
<td>10 (100%)</td>
<td>28 (70%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>6 Inadequate facilities</td>
<td>7 (70%)</td>
<td>36 (90%)</td>
<td>1(100%)</td>
</tr>
<tr>
<td>7 Political Interferences</td>
<td>8 (80%)</td>
<td>32 (80%)</td>
<td>1(100%)</td>
</tr>
<tr>
<td>8 Students’ indiscipline</td>
<td>10(100%)</td>
<td>36 (90%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>9 Complex learner needs</td>
<td>6 (60%)</td>
<td>38 (95%)</td>
<td>-</td>
</tr>
</tbody>
</table>

The results presented in table 4.4 show that one hundred percent (100%) of the principal ninety percent (90%) of the H.O.Ds and the DEO indicated that the major source of management related occupational stress was students’ indiscipline. Deviations from the expected norms in a school setting constitute what is described as indiscipline. Such deviations may include fighting in school, students unrest, truancy and disrespect to other members of the school community among others. These may bring about management related occupational stress to principals.
This was followed by one hundred percent (100%) of the principals, eighty five percent (85%) of the H.O.Ds and the DEO who stated that too many expectations and many administrative responsibilities. In spite of their human limitations principals were expected to deal with a lot of challenges and administrative responsibilities ranging from outbreaks of violence in the community to students’ strikes, crumbling school physical facilities to staff shortfalls, too busy parents to unattended orphans. There are also issues of drug and substance abuse and low academic expectations among some community members. These were reported as likely sources of management related occupational stress.

Ninety percent (90%) of principals, fifty seven point five percent (57.5%) of the H.O.Ds and the DEO indicated that financial constraints were a key source of occupational stress among the principals. The respondents felt that finances were a major factor in education expansion and access, and that schools need them for the construction of physical facilities and provision of learning and teaching equipment. Parents in areas of low economic productivity, especially the ASAL regions, cannot afford to pay fees promptly hence inadequate finances for running the schools.

One hundred percent (100%) of the principals, seventy percent (70%) of the H.O.Ds and response from the DEO showed that curriculum supervision and implementation was fourth source of occupational stress among principals. The school principals are charged with the responsibility of planning, directing, controlling and evaluating instructional programmes and provision of resources for program implementation. Management of the teaching and learning process and evaluation of the programmes
coupled with other administrative roles become a major challenge to principals hence bringing management related occupational stress to them.

Respondents cited political interferences as another source of stress. This was evident by eighty percent (80%) of the responses from the principals and H.O.D’s respectively, while the DEO also affirmed to this. Political interference refers to activities of politicians in some areas who personal interests in the running of the schools. They may for example want to dictate who should be employed in the school as support staff, who the suppliers should be and even who the principal should associate with. Some of these demands may be conflicting with the government expectations on the principals’ conduct of the affairs of the school and as such become a source of management related stress to the principal.

The sixth source of stress reported in the study was Mandatory and compliant work. This was affirmed by principals where the response was eighty percent (80%), response from the H.O.Ds was seventy percent (70%) and there was no response from the DEO. Mandatory and compliant work refers to work demands in which the principals have the task of knowing and managing the learners, teachers, support staff, management committee, Board of management, sponsor, other stakeholders as well as ensuring that the school works harmoniously with other government agencies. This is a heavy and sensitive responsibility which may lead to work related stress.

Inadequate and unqualified administrative staff was another major source of management related stress to principals. This is because most principals get little in
the way of administrative support, auxiliary personnel, and ground staff hence get stressed as they multi task in order to ensure that the institutional goals are attained. Principals still have an obligation to comply with educational and government obligations and standards which forces them to employ untrained teaching staff due to TSC staff shortfalls. Such unmet demands bring about management related stress to principals. It is clear from the table that eighty percent (80%) of the respondents were principals, fifty percent (50%) response was from H.O.Ds and the DEO confirmed to this.

Another source of management related stress indicated by the respondents in the study was inadequate facilities. This was affirmed by seventy percent (70%) response from the principals, ninety percent (90%) response from the H.O.Ds and the DEO. Facilities in this context refer to classrooms, laboratories, staff offices and furniture for both students and staff which are necessary for smooth running of an institution. Inadequacy of these facilities coupled with that of instructional materials can be disturbing to a principal as such may be a source of management related stress among principals.

The last source of management related stress was complex learner needs. This is where schools may have students with varying learning abilities as well as varying home backgrounds. As such for effective learning to take place in a school, the individual student concerns need to be addressed so as to create conducive environment. To strike a balance for such varied concerns as may be found in a school can be a source of management related occupational stress to principals. Complex
learner needs as a source of management related occupational stress was indicated by sixty percent (60%) of the principals, ninety five percent (95%) response from the H.O.Ds and the DEO.

The findings of the current study on inadequate and unqualified administrative staff, too much expectations, many responsibilities and complex learner needs are similar to the findings of Kapena (2004) who noted that schools are changing drastically and therefore the newly appointed principals cannot afford the luxury of sitting back because of much work demands, and the responsibility is enormous. They must keep on acquiring skills to juggle the “live” in the face of rising expectations; complex learner needs, enhanced accountability, expanding diversity, high record of student enrolments and staff shortfalls. He further added that as time depicts, the students are more numerous and diverse than ever hence they continue to bring many of the society’s problems to the school door-steps. Academic achievement is the priority for professional accountability and therefore school principals are expected to lead in an atmosphere of constant volatile changes.

The findings of the current study on inadequate and unqualified administrative staff, curriculum supervision and implementation agree with Mahford (2008) who examined the leadership for organizational learning and improved students’ performance outcomes. He found out that some school principals lack the required training on school management and support to help them deal with these emerging challenges. He added that the school of the 21st century required principals whose role is defined in terms of: - Instructional leadership that focus on strengthening teaching
and learning professional development, data driven decision making, transparency and accountability.

The findings of the current study differ from Tharaka (2009) who studied occupational stress and job satisfaction among working class and non-working individuals and found out that professional people experience more stress than non-professionals. He also noted that the size of the workloads, the complexity of tasks and responsibility are major causes of stress. The findings differ from Latha (2007), who found out that in the teaching profession the main causes of stress include poor working conditions, poor staff relations and time pressures to meet deadlines.

4.5 Impact of management related occupational stress on administrative roles among secondary school principals in Mwingi West District

The study sought the opinions of principals, H.O.Ds and DEO on management related occupational stress and administrative roles among secondary school principals. The findings revealed that there were six major effects of management related occupational stress. These effects included; Job dissatisfaction, negligence of administrative roles time wastage, strained relations with staff, decrease in administration satisfaction and increased administrator turnover. The findings are presented in the table 4.5.
Table 4.5 Impact of management related occupational stress on administrative roles

<table>
<thead>
<tr>
<th>Effects of management related occupational stress and administrative roles</th>
<th>Principals</th>
<th>H.O.Ds</th>
<th>DEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job dissatisfaction</td>
<td>9 (90%)</td>
<td>32 (80%)</td>
<td>1(100% )</td>
</tr>
<tr>
<td>2. Negligence of administrative roles</td>
<td>9 (90%)</td>
<td>39 (97.5%)</td>
<td>1(100% )</td>
</tr>
<tr>
<td>3. Time wastage</td>
<td>7 (70%)</td>
<td>29 (72.5%)</td>
<td>1(100% )</td>
</tr>
<tr>
<td>4. Strained relations with staff</td>
<td>8 (80%)</td>
<td>33 (82.5%)</td>
<td>1(100% )</td>
</tr>
<tr>
<td>5. Decrease in administration satisfaction</td>
<td>6 (60%)</td>
<td>21 (52.5%)</td>
<td>1(100% )</td>
</tr>
<tr>
<td>6. Increased administrator turnover</td>
<td>3(30%)</td>
<td>19(47.5%)</td>
<td>-</td>
</tr>
</tbody>
</table>

The results presented in Table 4.5 show that ninety percent (90%) of the principals, ninety seven point five percent (97.5%) of the H.O.Ds and the DEO indicated that negligence of duty among principals was common. Issues construed to constitute negligence of administrative roles by secondary principals included; failure of the principal to supervise teaching and learning programmes, failure to submit routine reports to the supervisors and failure to control discipline for both students and the workers in the school. These issues were presented by respondents as indicators of impact of management related stress on secondary school principals.

Respondents also indicated Job dissatisfaction and decrease in administration satisfaction as resultant effects to management related occupational stress. These two aspects of negative effects on administrative roles of principals were reported to be indicated by situations of some principals always contemplated quitting principalship.
and indifference in carrying out their duties where aspects like curriculum supervision, student discipline and general management were carried out in a lacklustre manner. Lack of job satisfaction was reported by ninety percent (90%) of the principals, eighty percent (80%) of the H.O.Ds and the D.E.O, while decrease in administration satisfaction was indicated that sixty percent (60%) of the principals, fifty two point five percent (52.5%) of the H.O.Ds and the DEO.

Strained relationship between the principal and the members of the teaching and non-teaching staff was reported to be yet another factor impacting negatively on the administrative roles by school principals. This was indicated by eighty (80%) of the principals, eighty two point five percent (82.5%) of the H.O.Ds and the D.E.O.

Seventy percent (70%) of the principals, seventy two point five percent (72.5%) of the H.O.Ds and the DEO observed that time wastage was another significant effect of management related occupational stress on principals’ administrative roles.

Increased administration turnover was also noted by the respondents. The study revealed that many principals were busy pursuing further studies and making efforts to look for better jobs outside the teaching profession. This accelerated the principals’ rate of turnover. This was reported by thirty (30%) of the principals, forty seven point five percent (47.5%) of the H.O.Ds and from the DEO.

The results of the current study are similar to the findings of Khan and Khan (2005) who, studying occupational stress among teachers established that stress has become
very common in modern living. This has had negative impact in the education sector. It leads to frequent absenteeism from work, negligence of duty, frequent health complains hence lowering the academic standards. Teaching profession has lower esteem than before and this has increased the teacher turn over and has impacted negatively on teacher recruitment, retention and time wastage. He also went further and noted that drugs and substance abuse and poor academic results are a product of teacher stress.

The findings of the current study differ with Zizinga (2008) who, in his longitudinal study of teacher burn out and perceived self – efficacy in classroom management, found out that stress – related disorders encamped a broad array of conditions, including psychological disorders and other types of emotional strain such as disaffection, fatigue and tension. It can therefore be argued that the main reason for declining standards in administrative roles among principals of secondary schools in the education sector is as a result of management related occupational stress and poor stress coping strategies.

4.6 Management related occupational stress and coping strategies among secondary school principals in Mwingi West District

The study sought the principals, H.O.Ds and DEO response on management related occupational stress and coping strategies among secondary school principals in Mwingi West District. Analysis from the principals’ interviews and the questionnaires revealed that respondents affirmed nine coping strategies were used by principals in management of occupational stress. The occupational stress coping strategies were; practice of good time management, taking out time for leisure and rest, setting
priorities, taking counseling, walking and playing. Other coping strategies included deep breathing and drinking water, taking sleeping pills and mood altering drugs, partaking of prayers and bible reading, talking to someone and attending social gatherings and alternating of heavy work with light work. The responses from these respondents are tabulated in table 4.6.

Table 4.6 Management related occupational stress and coping strategies

<table>
<thead>
<tr>
<th>Management of occupational stress strategies</th>
<th>Principals</th>
<th>H.O.Ds</th>
<th>DEO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Practice good time management</td>
<td>10 (100%)</td>
<td>32 (80%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>2 Take out time for leisure and take rest</td>
<td>8 (80%)</td>
<td>32 (80%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>3 Setting priorities</td>
<td>9 (90%)</td>
<td>38 (95%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>4 Take counseling</td>
<td>7 (70%)</td>
<td>36 (90%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>5 Walking and Playing</td>
<td>8 (80%)</td>
<td>22 (52.5%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>6 Deep breathing and Drinking water</td>
<td>6 (60%)</td>
<td>29 (72.5%)</td>
<td>-</td>
</tr>
<tr>
<td>7 Sleeping pills and mood altering drugs</td>
<td>5 (50%)</td>
<td>18 (45%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>8 Offer prayers and Bible reading</td>
<td>4 (40%)</td>
<td>21 (52.5%)</td>
<td>-</td>
</tr>
<tr>
<td>9 Talk to someone and attend social gathering</td>
<td>10 (100%)</td>
<td>36 (90%)</td>
<td>1 (100%)</td>
</tr>
<tr>
<td>10 Alternating of heavy work with light work</td>
<td>8 (80%)</td>
<td>31 (77.55%)</td>
<td>1 (100%)</td>
</tr>
</tbody>
</table>
Table 4.6, presents the strategies employed by school principals in managing occupational stress resulting from their administrative roles. Practice of good time management which involves meeting deadlines in undertaking administrative obligations was a key factor. One hundred percent (100%) of the principals, eighty percent (80%) of the H.O.Ds and the DEO indicated that it was important for school principals to be equipped with time management skills which would help them reduce and also effectively manage stress related effects on their administrative roles. Setting of priorities was a factor in managing stress. Majority of the respondents in each category, that is, ninety percent (90%) of the principals, ninety five percent (95%) of the H.O.Ds and the DEO indicated that school principals need to prioritize their work roles hence allocate enough resources. One of the principals indicated that failure to prioritize projects and activities caused a lot of stress among the principals. It was also noted by the respondents that talking to someone and attending social gathering was also a significant coping strategy for stress used by the principals. All the targeted ten principals, that is, one hundred percent (100%) of them, ninety percent (90%) of the H.O.Ds and the DEO affirmed that for the principals to effectively carry out their administrative roles, they need to take time off their busy schedules and share their work related challenges with other professionals and as social beings learn to interact with other members of the society. This was an important way of relieving oneself from pressures resulting from administrative roles. A similar number of the respondents which was eighty percent (80%) of both the principals and H.O.Ds and the DEO said that taking time out for leisure and having adequate rest was paramount in occupational stress management.
The study also revealed that alternating heavy work with light work was also an effective way of managing stress. This was cited by eighty percent (80%) of the principals, seventy seven point seven percent (77.5%) of the H.O.Ds and from the DEO. Other strategies cited by the participants included taking counseling which was affirmed by seventy percent (70%) of the principals, ninety percent (90%) of the H.O.Ds and the DEO. Another strategy that was advocated as a strong method of coping with stress was walking and playing. This response was given by eighty percent (80%) of the principals, fifty two point five percent (52.5%) of the H.O.Ds and the DEO. Deep breathing and drinking water were also suggested strategies of coping with management related occupational stress. A smaller number of the respondents, that is sixty percent (60%) of the principals, seventy two point five percent (72.5%) of the H.O.Ds and no response from the DEO. Fifty percent (50%) of the principals, forty five percent (45%) of the H.O.Ds and the DEO said that some principals used sleeping pills and mood altering drugs to cope with administrative related stress. A few of the respondents, that is, forty percent( 40%) of the principals, fifty two point five percent (52.5%) of the H.O.Ds indicated that some school principals offered prayers and used Bible reading as a means to cope with stress. It is evident that despite the many management related stressors that face principals, different coping strategies are put in place to manage the negative effects of occupational stress on their management roles.

Kioko (2008) examining the psychological factors in the development of work stress, had similar findings where he found out that the significant coping mechanisms as preferred by most teachers are reading books, travelling or outing and listening to music. Mwangi (2003) had different findings where he noted that religious people are
able to cope with stress better than non–religious. Religious belief, faith and virtues make stressful events more bearable by providing a meaningful coherent explanation and orderliness to events in the universe. Religion provides a source of hope and comfort as well as established guidelines on how to handle stressful events. It nurtures a sense of belonging as promoting identity and a sense of intimacy and support with both God and with the religious community. It was also found that talking to someone and attending social gatherings played a major role in managing management related occupational stress. Taking time out for leisure and taking rest as well as alternating of heavy work with light work was another strategy that was used to cope with occupational stress. Walking and playing, deep breathing and drinking water, taking sleeping pills and mood altering drugs and offering prayers and Bible reading were used to cope with stress.

The findings of this study are in agreement with Munyu (2006) who attempted to reveal the coping styles of teacher stress among educated women. He found out that sleep and relaxation, exercise, time management, diet and yoga are the best ways adopted to manage stress by educated working women. The findings also concur with Augia (2004) who investigated the different stress management techniques used by 75 working managers and 75 non–working men in Addis-Ababa city. Results showed that majority of the respondents in the both categories were using various stress management techniques such as relaxation, music, prayer, and recreation with the family play. Relaxation and playing were the most professed techniques among both the groups. It can therefore be argued that good time management, and setting priorities play a key role in helping secondary school principals cope with management related occupational stress.
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 conclusion derived from the study, recommendations and suggestions on possible areas for future study.

5.2 Summary of key findings

The study sought to answer the following questions: What is the nature of management related occupational stress among secondary school principals in Mwingi West District? What are the sources of management related occupational stress among secondary school principals in Mwingi West District? What is the influence of management related occupational stress on administrative roles among secondary school principals in Mwingi West District? How do secondary school principals in Mwingi West District cope with management related occupational stress? This section presents the summary of the findings according to the research objectives.

5.2.1 Nature of Management Related Occupational Stress among Secondary School Principals

The first objective of the study sought to investigate the nature of management related occupational stress among secondary school principals. The study took note of the fact that the district had a very rich culture and social values which could be perceived
to influence nature of management related occupational stress among secondary school principals. The study considered such factors as Physical exhaustion, psychological distress, emotional constrains, mental disturbance and social constrains. The study established that Physical fatigue was the most experienced type of occupational stress by the principals. The second most experienced type of occupational stress was psychological which was followed by emotional constrains. Mental disturbance was very rare among the principals and where it occurred; it directly or indirectly influenced principals’ social relations leading to strained relationships consequently interfering with the performance of their administrative roles.

5.2.2 Sources of management related occupational stress among secondary school principals
In relation to the sources of management related occupational stress among secondary school principals, the findings of the study revealed that the main sources of management related occupational stress among secondary school principals were students’ indiscipline, too much expectations and many responsibilities, financial constraints, curriculum supervision and implementation, political Interferences, mandatory and compliant work, inadequate and unqualified administrative staff, inadequate and complex learner needs.
5.2.3 Impact of management related occupational stress on administrative roles among secondary school principals

Considering the impact of management related occupational stress on administrative roles among secondary school principals, the study revealed that management related occupational stress had various effects on principals’ administrative roles which included negligence of duty, job dissatisfaction and low academic standards, strained relations, frequent absenteeism, time wastage, decrease in administration satisfaction and increased administrator turnover were noted in the study.

5.2.4 Management related occupational stress and coping strategies among secondary school principals

The fourth objective of the study aimed at establishing the management related occupational stress and coping strategies among secondary school principals. The results from the study revealed that management related occupational stress strategies that were mostly employed by school principals included practicing good time management and setting priorities. The results also revealed that some principals used stress coping techniques such as alternating of heavy work with light work, taking counseling and setting time for leisure and take rest, walking and playing, deep breathing and drinking water. In serious cases of administrative stress, some principals took sleeping pills and other mood altering drugs to relax and sleep while others could talk to someone and other times they could attend social gatherings where they would share general issues hence ease their stress.
5.3 Conclusions

The purpose of this study was to investigate the management related occupational stress and the coping strategies among secondary school principals in Mwingi West District of Kitui County. To achieve this purpose four specific objectives and four research questions were formulated. The discussion in this section is based on the specific objectives, namely: Nature of Management Related Occupational Stress among Secondary School Principals, Sources of management related occupational stress among secondary school principals, Impact of management related occupational stress on administrative roles among secondary school principals and Management related occupational stress and coping strategies among secondary school principals.

5.3.1 Nature of Management Related Occupational Stress among Secondary School Principals

The research results have revealed that principals do experience such types of stress as: physical fatigue, psychological distress, mental disturbance and emotional disturbance. This was in agreement with the findings of Wright (2007) in Australia who observed that owing to principals’ 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 this study that principals in Mwingi West District of Kitui County did experience physical fatigue, psychological distress, mental and emotional disturbance.
5.3.2 Sources of management related occupational stress among secondary school principals

The findings of the study identified students’ indiscipline, too much expectations and many responsibilities, financial constraints, curriculum supervision and implementation, political Interferences, mandatory and compliant work, inadequate and unqualified administrative staff and lastly the complex learner needs. These findings were in agreement with the argument by Kapena (2004), Tharaka (2009) and Latha (2007). It can therefore be concluded that secondary school principals in Mwingi West District of Kitui county did indeed confront students’ indiscipline, too much expectations and responsibilities, financial constraints, mandatory and compliant work, inadequate and unqualified administrative staff as well as complex learner needs as sources of management related occupational stress in their course of duty.

5.3.3 Impact of management related occupational stress on administrative roles among secondary school principals

The impact of management related occupational stress comes in form of resultant actions that principals take upon encountering stressors. Such actions include; negligence of administrative roles, strained relationship with staff, time wastage and decrease in administration satisfaction which may lead to the administrator quitting the administrative position all together. Such actions are evident from the findings of this study and so it can be concluded that management occupational stress impacts negatively on administrative roles of secondary school principals.
5.3.4 Management related occupational stress and coping strategies among secondary school principals

Against the background of the nature of management related occupational stress that were identified by the study, it was reported that the managers used stress coping strategies which included: Good time management, Setting priorities, Alternating of heavy work with light work, Taking counseling, Taking out time for leisure and rest, Walking and playing, Deep breathing and drinking water, Taking sleeping pills and mood altering drugs, and Talking to someone as well as attending social gathering. The secondary school principals in Mwingi West District therefore had some ways which they used to mitigate the effects of management related 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 Nature of Management Related Occupational Stress among Secondary School Principals

Since principals experienced different types of management related occupational stress that negatively impact on their day to day management roles, the government through the Ministry of Education should periodically organize seminars and workshops to equip principals with information and knowledge of different types of management related occupational stress and their effects on lives and duty performance. The principals themselves ought to be aware of causes of various types of stressors and device mechanism for effective management of each type of stressor.
Equally, when this is done, the MOE should ensure that principals fully and actively participate in these trainings in order to gain skills on how to become good managers of administrative related occupational stress hence be in a position to effectively and efficiently play their administrative roles.

5.4.2 Sources of management related occupational stress among secondary school principals

Since principals experience management related occupational stress from sources, they therefore need professional training, moral and social support in order to ensure effective and efficient school management. The work demands, inadequate resources, students’ indiscipline, inadequate finances, political influences and lack of experience in administration are delimiting factors to effective school management. There is therefore need for government and policy makers to ensure that the existing school management programmes that equip principals with management related occupational stress are enhanced and ensure that stress and stress management skills are highly emphasized in these programs. This will likely ensure enhancement of effective and efficient duty performance among secondary school principals.

5.4.3 Impact of management related occupational stress on administrative roles among secondary school principals

Since management related occupational stress has negative impact on administrative roles among secondary school principals, occupational stressors that hinder effective job performance by school principals should be addressed. The government through the Ministry of Education should allocate adequate funds in the annual budgetary
allocation to train principals through seminars and workshops on occupational stress management and coping strategies. The administrative roles and management related occupational stress are closely interwoven and interrelated hence need to be effectively and efficiently managed in order to achieve academic excellence. All stakeholders such as education policy implementers, quality assurance and standards officers and county directors of education both at county and national levels should put efforts and play their roles maximally on order to ensure school management roles are effectively and efficiently managed by administrators in line with educational attainment and the achievement of millennium development goals.

5.4.4 Management related occupational stress and coping strategies among secondary school principals

Since poor occupational stress coping strategies lead to poor job performance among school principals, there is great need for relevant stakeholders including the principals themselves to device more effective and efficient measures to enable secondary school principals to cope with work related stressors. The study therefore recommends practicing good time management and setting priorities, alternating of heavy work with light work, taking counseling, setting time for leisure and taking rest and attending social gatherings as the most appropriate stress management techniques while taking of sleeping pills and mood altering drugs are inappropriate since they are detrimental human health hence would negatively affect their administrative roles.

It is therefore important to note that in order to enhance effective and efficient management of administrative roles, there is need to address issues related to the
nature, sources of occupational stress and proper stress management techniques. The government and the private sector through the Ministry of Education are critical in addressing the management related occupational stress that principals face in their administrative roles. Equally, when management related stressors are effectively addressed, principals should as well play their administrative duties effectively and efficiently for the benefit of the society and the nation as a whole. This will hence improve academic performance consequently ensuring high educational attainment.

5.4.5 Suggestions for Further Studies

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

i). The research be repeated for other sources of stress such as personal and family related matters.

ii). A similar study should also be carried out in different counties as well as on principals 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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Seminary For Principals Of Secondary Schools in Nairobi at Catholic University of Eastern Africa on 9th July 2003


APPENDICES

Appendix 1

Interview schedule for principals

This study intends to investigate the management related occupational stress and coping strategies among secondary school principals in Mwingi West District. As a principal, your resourcefulness in this study will be very important. Your responses will be treated with a lot of confidentiality.

Part A: Demographic information

1. a) Please, state your gender .................................................................
   b) State your age bracket .................................................................
   c) How long have you served as a school principal?..............................

Section B: Nature of Management Related Occupational Stress

2. a) What type of management related occupations stress do you normally experience?
   i) Physical fatigue ( )
   ii) Emotional ( )
   iii) Mental ( )
   iv) Any other (specify)........................................................................

   b) How do different types of occupational stress affect your performance?......

.....................................................................................................................

.....................................................................................................................


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Part C: Sources of Stress

3. a) What type of occupational stress comes as a result of the following?
   i) General work ........................................................................................................
   ii) Staff .........................................................................................................................
   iii) Students ..................................................................................................................
   iv) Financial ................................................................................................................
   v) Any other (specify) .................................................................................................

   b) What actions do you take to reduce the amount of occupational stress emanating from the sources mentioned in (3a)? ..........................................................
   ...............................................................................................................................
   ...............................................................................................................................

   c) What challenges do you face in dealing with the sources of occupational stress?
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   ...............................................................................................................................

Part D: Impact of Occupational Stress on Principals’ Administrative Roles

4. a) What are the main administrative roles that cause you stress? ......................
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   ...............................................................................................................................
   ...............................................................................................................................

   b) How does the management related stress influence these administrative roles?
   ...............................................................................................................................
c) How does the impact of occupational stress on your administrative roles influence work performance of the rest of the school members?

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d) What actions do you take to reduce the impact of management related occupational stress on your administrative roles?

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e) Do you face any challenges in taking such actions?

Yes ( ) No ( )

f) If yes, what actions do you take?

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Part E: Coping Strategies: Some of the techniques of management related occupational stress are listed below, please tick (✓) the ones that you practice.

5. a) Physical stress management

i) Set priorities ( )

ii) Alternating of heavy work with light work ( )

iii) Practice good time management ( )

iv) Take hired help ( )

v) Any other (specify) ........................................................................................................

........................................................................................................................................
b) **Relaxation**

i) Deep breathing (  

ii) Drinking water (  

iii) Take out time for leisure (  

iv) Take rest (  

v) Any other (specify)…………………………………………………………………………………………………………

c) **Physical exercise**

i) Swimming (  

ii) Walking (  

iii) Playing (  

iv) Any other (specify)…………………………………………………………………………………………………………

d) **Medical therapy**

i) Sleeping pills (  

ii) Mood altering drugs (  

iii) Smoking (  

iv) Alcohol consumption (  

v) Any other (specify)…………………………………………………………………………………………………………

e) **Mental therapy**

i) Meditation (  

ii) Offer prayers (  

iii) Bible reading (  

iv) Quran reading (  

v) Any other (specify)…………………………………………………………………………………………………………
f) Social support

i) Work in group

ii) Talk to someone

iii) Attend social gathering

iv) Take counseling

v) Any other (specify)

6. a) In your own opinion, what strategies should school managers use to reduce / manage related occupational stress?

b) What support do school managers require from stakeholders in order to effectively cope with management related occupations stress?
APPENDIX 11

Questionnaire for District Education officer

This questionnaire aims at investigating the management related occupational stress and coping strategies among secondary school principals in Mwingi West District. As an education officer in the district, your resourcefulness will be very important. Your responses will be treated with a lot of confidentiality. Do not write your name or that of your district.

PART A

Please fill in the blank spaces tick (√) in the space provided.

1. a) Do you have cases of poor school management as a result of principals’ occupational stress?

   i) Yes  (  )

   ii) No   (  )

If yes, how often...

   i) Daily   (  )

   ii) Monthly (  )

   iii) Termly (  )

   iv) Yearly (  )

2. (a) What nature of management related occupational stress do school principals normally experience?  ..................................................................................................................

   ..................................................................................................................
(b) How does your office handle school principals’ management related occupational stress problems? .................................................................
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(c) What are the sources of the management related occupational stress among school principals in your District .................................................................
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(d) What are the effects of occupational stress on principals’ administrative roles?
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(e) What coping strategies do the principals employ to cope with management related occupational stress? .................................................................
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(f) In your own opinion, what measures would be employed to support principals to effectively manage their administrative roles and manage associated stress?
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APPENDIX 111

Questionnaire for H.O.Ds

This questionnaire aims at investigating the management related occupational stress and coping strategies among secondary school principals in Mwingi West District. As H.O.D, your resourcefulness in this study will be very important. Your responses will be treated with a lot of confidentiality and will only be used for purpose of this study only. Please fill in the blank spaces or tick in the space provided. Do not write your name or that of your school.

Section A: Demographic information

1. a) Please, state your gender
   
   i) Male
      (   )
   
   ii) Female
      (   )

   b) State your age bracket
      
      i) 25 – 30 years
          (   )
      
      ii) 31 – 35 years
          (   )
      
      iii) 36 – 40 years
          (   )
      
      iv) 41 – 45 years
          (   )
      
      v) 46 – 50 years
          (   )
      
      vi) Above 51 years
          (   )
2. (a) For how many years have you been an H.O.D in your current school?
   
   i) Less than one year (   )
   ii) 1 - 5 years (   )
   iii) 6 – 10 years (   )
   iv) 11 – 15 years (   )
   v) 16 – 20 years (   )
   vi) Over 20 years (   )

(b) How many lessons do you teach per week? ..............................................................

(c) Do you experience any difficulties in striking a balance between your teaching and other school responsibilities?
   
   i) Yes (   )
   ii) No (   )

If yes, what difficulties? .................................................................................................
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(d) What is the school enrolment per class?
   
   i) Form one (   )
   ii) Form two (   )
   iii) Form three (   )
   iv) Form four (   )
Section B: Nature of management related occupational stress

3. a) What type of management related occupational stress do you normally experience?

   (i) Physical fatigue (  )
   (ii) Emotional (  )
   (iii) Mental (  )
   (iv) Psychological (  )
   (v) Any other (specify) .................................................................

   b) How do different types of occupational stress affect your performance?......

   ........................................................................................................

Part C: sources of stress

4. a) Which of the following mostly cause stress to school managers?

   (i) General work (  )
   (ii) Students (  )
   (iii) Financial (  )
   (iv) Any other (specify) .................................................................

   b) What actions do you take to reduce the amount of occupational stress emanating from the sources mentioned in (4a)?........................................

   ........................................................................................................

   c) What challenges do you face in trying to deal with the sources of stress?....

   ........................................................................................................

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5.  a) Which of the following values do you practice in your management roles?

   (i) Team work  (  )
   (ii) Trust building  (  )
   (iii) Providing stimulating and safe work environment  (  )
   (iv) Fairness  (  )
   (v) Being results oriented  (  )
   (vi) Collective decision making  (  )

Part D: Impact of Occupational Stress on Administrative Roles

6.  a) What are the main administrative roles that cause stress among school principals?

   b) How does the impact of occupational stress on your administrative roles influence work performance of the rest of the school members?

   d) What actions do you take to reduce the impact of management related occupational stress on your administrative roles?

   e) Do you face any challenges in taking such actions?

      i) Yes  (  )
      ii) No  (  )

      If yes, what type of challenges do you face?
Part E: Coping Strategies:

Some of the techniques of management related occupational stress are listed below; please tick (✓) the ones that you practice.

7. a) Physical stress management
   i) Set priorities (  )
   ii) Meeting deadlines (  )
   iii) Practice good time management (  )
   iv) Take hired help (  )
   v) Any other (specify)

b) Relaxation
   i) Deep breathing (  )
   ii) Drinking water (  )
   iii) Take out time for leisure (  )
   iv) Take rest (  )
   v) Any other (specify)

c) Physical exercise
   i) Swimming (  )
   ii) Walking (  )
   iii) Playing (  )
   Any other (specify)
d) Medical therapy

   i) Sleeping pills  
   ii) Mood altering drugs  
   iii) Smoking  
   iv) Alcohol consumption  
   v) Any other (specify) .................................................................

e) Mental therapy

   i) Meditation  
   ii) Offer prayers  
   iii) Bible Reading  
   iv) Quran Reading  
   v) Any other (specify) .................................................................

f) Social support

   i) Work in group  
   ii) Talk to someone  
   iii) Attend social gathering  
   iv) Take counseling  
   v) Any other (specify) .................................................................

8. (a) In your own opinion, what strategies should school managers use to reduce/manage related occupational stress?............................

   b) What support do school managers require from stakeholders in order to effectively cope with management related occupational stress?........

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APPENDIX IV

Research Permit

CONDITIONS

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. Government Officers will not be interviewed without prior appointment.

No questionnaire will be used unless it has been approved.

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

You are required to submit at least two (2) hard copies and one (1) soft copy of your final report. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

CONDITIONS: see back page