CAUSES OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL
IN KENYA:
A CASE OF PUBLIC SECONDARY SCHOOL IN MUKURWE-INI
DISTRICT, KENYA

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Causes of occupational stress among secondary
DECLARATION

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

Sign: ___________________________ Date: __/3/2011
Kabugi Dinah Wangeci

This research project has been submitted for examination with my approval at Kenyatta University.

Sign: ___________________________ Date: __/7/2011
Chrispen Maende
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Sign: ___________________________ Date: __/0/2011
Shadrack Bett
Chairman
DEDICATION
To my husband Daniel Kimani, daughter Yvonne Wanjiru and son Steve Mwangi who persevered through the difficult times we faced during my study.
ACKNOWLEDGEMENTS

I acknowledge and appreciate the contributions of my supervisor Mr. Chrispen Maende for his tireless efforts in supervision of this work and his continuous encouragement which made it possible for me to complete it.

Wanjiru Monica who typed this work. My husband Daniel who supported me through prayers, throughout the study period. Mr. Reuben Njuguna who proofread the final work. Finally, the teachers of the various secondary schools who co-operated in availing all the necessary information during data collection.
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DEFINITION OF OPERATIONAL TERMS

Stress: The body’s response to the demands being made on it which it can either fight or flight.

Burn out: State of complete body exhaustion.

Occupation Stress: Stress brought about by one’s career.

Physiology: Bodily functions of living organisms.

Psychology: The study of the human mind and its work especially as these affect the human behaviour.

Epidemic: An outbreak of a disease that spreads quickly among the people of an area.

Stressor: Whatever is making the demands above the person’s capability.

Teacher Dissatisfaction: This will be equated to teacher stress referring to any condition brought about by the psychological and environmental factors that are displeasing to the teacher which would lead to burn out.

Public School: Refers to a school developed and maintained by public funds from the government and community.

Secondary School: Refers to post primary institution in which students receive regular instructions for four years, from form one to form four.

Teacher: Refers to a person registered by TSC in accordance with a section of the TSC Act to give instructions based on the curriculum offered by a public secondary school.
ABBREVIATIONS

TSC: Teachers Service Commission- It is a body that employs teachers to public schools

ILO: International Labour Organization

UNESCO: United Nations Educational, Scientific and Cultural Organization
ABSTRACT

One of the areas that is key to the success of secondary education is its proper management of its human resource. These studies were aimed at establishing causal factors of stress among secondary school teachers in Kenya and specifically to determine factors contributing to stress among teachers in Mukurwe-ini District. The study findings will be significant to the teacher's service commission, ministry of education, future researchers and the country at large. The research was carried out by cross-sectional survey.

The research design to be adopted in the study was descriptive study design. The target population were trained teachers in public secondary schools in Mukurwe-ini district. The sampling method used was stratified sampling which was used to select 120 teachers for the study. Questionnaires were used for data collection. The data was organised and analysed through the use of descriptive statistics. Statistical package for social sciences (SPSS) was used to calculate the frequencies and percentages.
CHAPTER ONE
INTRODUCTION

1.1 Background Information

Favourable conditions must be present for any employee to work efficiently. The worker needs physical, psychological, economic and social comfort to succeed. Lockie (1976) asserts that if an organization is to succeed it must have contented workers. It is recognition of this factor that prudent organizations place a high premium on their worker's welfare. If the teachers comfort in all spheres mentioned above is not met he experiences low job satisfaction and feels stressed. This could lead to strikes, slow downs, absenteeism, low productivity health problems and eventual burn out.

Weightman (1999) describes stress as the epidemic of modern times. He blames it for causing physical and mental illness among employees and for costing organisations millions in lost work time. To management experts' stress is the chief emerging risk exposure facing employers in this century Mulumbi (2003). Stress can be defined as the physiological and psychological reactions that occur when people perceive an imbalance between the levels of demand placed upon them and their capability for meeting that demand, Crawwells (1987). The health and safety commission of United Kingdom described work related stress as the adverse reaction people have to excessive pressure or other types of demands upon them.

Carhill (995) revealed that job stress in America cost the American industry 150 million dollars per year in terms of absenteeism, diminished productivity, compensation claims, health insurance and direct medical expenses. He asserts that
nearly 46% of American workers felt that their jobs are highly stressful while another 27% felt that work was the greatest source of stress in their lives. There is growing evidence that high levels of stress adversely affect physical health, psychological well being and many aspects of task performance Greenberg (1999).

According to Immonje the teaching profession in Kenya has been characterized by subject overload, overstretched content and cutthroat competition to name but a few. Employees look not very committed and their morale is seemingly going down. A major cause of this has been occupational stress which is a growing phenomenon.

1.2 Statement of the Problem
Numerous studies have established that teaching can be a stressful profession. Teacher occupational stress has been linked to absenteeism, turnover, productivity and other negative organizational outcomes. According to Locky (1976) occupational stress has been associated with burnout, which is considered a product of long term exposure to stress. It has also been strongly associated with temporary and chronic illnesses, such as headache, hypertension, reduced immune response, stomach complaints, ulcers, depression and stroke Greenberg (1999). Mubre (1993) sees poor public image and unsatisfactory working conditions as signs of dissatisfaction and stress. Kamau (1993) sees poor leadership style and non-performance of students as contributory factor to stress among teachers. In addition Meleche (1972) feels that high workload and poor salaries contribute greatly to teacher stress.

The first thing a keen observer in many secondary schools would notice is that a great number of teachers are not excited about their jobs. Many do it mechanically,
routinely and in a detached manner driven by the instinct of survival Meleche (1972). This non excitement is evidenced through absenteeism, non punctuality for school activities, sluggishness in performance of duty, employment of time wasting techniques, failure to meet deadlines, deteriorating interpersonal relations, calling in sick/with personal problems, oversensitivity and personalization of criticism, over concentration on money making ventures at the expense of their job, constant request for transfers and routine attendance to class. In addition, these teachers are often moody manifesting feelings of anger, irritability frustration, disillusionment and low morale. The question that needs to be addressed is what could have driven a once enthusiastic energetic self driven and self motivated teacher to such depths of despair.

Kamau (1993) feel that the education managers have assumed the above signs are manifestation of rebellion at work place and any teacher who shows the slightest manifestation of any of the above characteristics faces disciplinary action. They have not bothered to investigate whether these teachers could be having something bothering them which may have led to manifestations of the above work behaviour. This study sought to investigate whether those causal factors were also applicable to the secondary school teachers of Mukurwe-ini District.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective was to investigate the causes of occupational stress among the teaching staff in secondary schools in Kenya.
1.3.2 Specific Objectives

a) To determine the effect of work load on occupational stress among teachers in secondary schools in Mukurwe-ini Division.

b) To establish the influence of pay among teacher on occupational stress.

c) To find out the possible consequences of management style on the occupational stress among the teaching staff.

d) To establish the effect of students performances in school exams on occupational stress among the secondary school teaching staff.

1.4 Research questions

The study sought to answer the following questions

a) How does work load influences occupational stress among teachers in secondary schools in Mukurwe-ini Division?

b) How does pay influences the occupational stress among the teaching staff in secondary schools in Kenya?

c) What are the possible consequences of management style on the occupational stress among the teaching staff in secondary schools in Kenya?

d) How does students performances in school exams leads to stress among the secondary school teaching staff?

1.5 Significance of the Study

The study findings are significant to the Teachers Service Commission and the Ministry of Education in formulating policies to eradicate or reduce teachers stress for greater productivity. In addition the information will help future researchers to know
where there are gaps that need research and even individual teachers to realise that they are stressed.

1.6 Limitations of the study

There was financial constraints due to the research expenses like travelling, internet and preparing of documents such as proposal and project. However, the researcher made arrangements by borrowing a certain amount of loan to ease this problem.

The researcher was part-time student and a regular employee of the government. In this context the duration of the study could have been a constrain. However the researcher requested for leave of absence from the employer. This ensured that comprehensive study was carried out within the time available. Most respondents at first resisted to answer the questions as they feared to divulge any details of what was asked in the questionnaire. This was addressed by assuring them that the information they were to divulge would remain confidential and be used for academic purposes only.

1.7 Scope of the study

The study limited itself to the secondary school teachers of Mukurwe-ini District. 12 schools were selected each producing ten teachers, therefore a total of 120 teachers were studied.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter examines the concept of stress, theoretical framework, and conceptual framework of teachers stress, research conducted in other countries on causes of teacher stress and studies carried out in Kenya on stress among teachers.

2.1 Stress Concept

Stress is a difficult term to define but researchers have come up with definitions to capture the real meaning. According to Moohead (1989) stress can be defined as a person’s adaptive response to perceived stimulus that places excessive psychological or physical demands on that person. According to Selye (1974) stress is not specific response of the body to any demand. Kyriacou and Sutcliffe (1978) see stress as the degree of mis-match between the demands made on a person and the person’s ability to meet these demands. Teaching stress is thus an imbalance between what a teacher is capable of giving and what is required of him. Harmful physical and psychological responses follow. The human body has a natural chemical/response to a threat or demand commonly known as “fight or flight” reaction which includes the increase of adrenaline. Teachers feel anxious and their heart rate speeds up because they cannot control the factors that stress them such as increased workload.

Selye (1982) confirms this when he describes stress as the adverse physical and emotional reaction to demand put on individual by unsettling conditions or experiences called stressors. Baron (1986) defines stress as the external conditions which produce feelings of discomfort and tension since they are seen as threatening,
frustrating because they exceed the individual's capabilities to deal with them. This is the kind of stress which the present study is directed at.

2.2 Theoretical framework

2.2.1 Dynamic Equilibrium Theory

A recent innovative approach to understanding occupational stress has been proposed by Hart, Wearing and Heady (1993). According to the dynamic equilibrium theory, stress is not defined as a demand, a response or a process but as a state of disequilibrium that arises when a change occurs that affect the individual's normal level of psychological distress and well-being. To understand the cause of this change, it is necessary to separately assess the impact of personality, organization coping processes and both positive and negative work experiences. People may respond with both positive and negative effects to the same environment Diener & Emmons (1985). Psychological well being is therefore determined by the balance between separate positive and negative factors Bradburn (1969) each of which has its own unique set of causes and consequences Hart (1994).

Hart and Wearing (1995) argue that both stable personality characteristics and the dynamic interplay between coping and daily work experiences together account for changes in levels of physiological distress and well being. Although often used interchangeably Wearing (1995) have demonstrated that psychological distress and morale operate as separate dimensions and make independent contributions to quality of work life. That is, positive work experiences impact upon morale, and negative work experiences impact upon psychological distress. This suggests that morale may be improved by increasing positive work experiences and that psychological distress
can be reduced by decreasing negative work experiences. In addition, research with teachers and police officers has indicated that these professional groups are not stressed so much by the nature of their work, by the organizational set up in which the work occur Headey & Wearing (1992). The implication of this finding is that intervention should focus on developing a supportive organizational climate that enables workers to cope more adaptively with operational work demands, rather than to direct change efforts at the nature of the work per set a core set of organizational factors, among them staff relationships and leadership quality, is related to both psychological distress and morale.

Other factors, such as excessive demands, are negative and relate only to psychological distress while factors such as opportunities for advancement, are positive and only relate to morale Hart, Conn, Carter & Wearing (1993). That is, strain occurs when excess elements (e.g. demands) may threaten one need and deficit elements (e.g. lack of support) may threaten another. Careful analysis of both positive and negative and organizational characteristics is therefore needed before intervening to improve identified problems.

2.3 Studies on causes of teachers stress in western countries.

Although much has been discussed about occupational stress in general, very little has been researched on teachers’ stress. Kyriacou (2000) did research on teachers stress in Britain and noted that though stress is triggered by the teachers’ perception of a situation as threatening and this may vary from teacher to teacher. There are many sources or stress check common to the teaching fraternity as a whole which he listed in order of priority as unmotivated students, maintaining discipline, time pressures
and workload, coping with change, dealing with colleagues, self esteem and status, role conflict and ambiguity and poor working conditions. Borg (1990) and Dunham and Varma (1998) did similar studies in Britain and concurred with Kyriacou (2000). Javis (2002) divides the causal factors operating at the institutional and political level.

**Factors intrinsic in teaching**

Research has suggested that a number of stressors are intrinsic in teaching. Travers and Coopers carried out a study in Britain and France in 1997 among the teachers workload and long working hours emerged as particular issues for English teachers as opposed to colleagues in France. When Britain teachers, across all educational sectors were questioned, high workload, poor status and poor pay emerged as three of the seven major sources of stress – the others being systematic in origin.

A study by Malo and May (1988) of learning support coordinators in Further Education Colleges further illustrates the importance of these factors. 35 coordinators were assessed for burn out, stress and health. Overall mixed evidence for heightened stress in this group emerged but there was strong evidence for overload and excessive working hours associated with emotional exhaustion.

A study by Pithens and Soden (1998) has heightened role overload as a significant stressor in teachers. They assessed levels of strain, organizational roles and stress in 332 Australian and Scottish location lecturers. Strain was found to be average in both national group but there were high levels of stress with role overload emerging as the major cause.
Some research has identified a cyclical pattern in effects of overwork, contingent on the academic year. Kinnunen and Leskinen (1989) assessed 142 teachers by repeated self report during the Autumn and Spring terms of an academic year. It was found that recovery from stress occurred each weekend during the spring term, but that by the end of the longer Autumn weekend recovery no longer took place.

**Classroom discipline**

This is also a significant source of stress. Lewis (1999) examined teachers stress as arising from being unable to discipline pupils in the way they would prefer. Overall, maintaining discipline emerged as a stressor with those worst affected being teachers who placed particular emphasis on pupil empowerment. A study of 1000 student teachers Morton et al (1997) revealed classroom management was their second greatest source of stress, the greatest being evaluation, apprehension. Of all stressors reported classroom management, anxiety was the only one that did not decline following teaching practices.

**Cognitive vulnerability to stress**

A substantial bulk of contemporary research has examined the cognitive factors affecting individual susceptibility to stress among teachers. Chorney (1998) investigated self defeating beliefs by asking forty one teachers to identify what they must do to become good teachers. 92% responses were coached in absoluteness, such as a “must”, “need” etc. Endorsement of these beliefs was widespread in the sample and significantly associated with high levels of class. Bibou Wakuu et al (1999) discovered there was a significant association between internal attributions and burn out suggesting that teachers who blame themselves are more vulnerable to stress.
Self efficacy - has been researched as a cognitive vulnerability factor. Friendman (2000) examined the self reports of newly qualified teachers and described his findings as the shattered dreams of idealistic performance. Respondents revealed sharp declines in self efficacy as they found that they could not live up to their ideal performance.

In contemporary research concerning cognitive vulnerability to teachers stress a lot has been researched on individual differences in coping style. Griffith et al. (1999) conducted a study among the teachers, aiming to assess the association between stress, coping responses and social support.

High levels of stress were associated with social support and the use of disengagement and suppression of competing activities as coping strategies. Surprisingly it was found that coping style not only mediated the effects of environmental stressors, but also influenced teachers' perception of the environment as stressful. This is significant as it suggests that some of the stressors associated with teaching may not be inherently stressful but act as stressor only a transaction with coping style.

Systematic factors
At this context the term systematic is used to denote a broader cluster of organizational factors that are not intrinsic to the nature of teaching, but rather depend on the climate of the educational institution or the wider context of education including the political domain. Travers and Cooper (1997) found that teachers named lack of government support, lack of information about changes constant charge and
demands of the national curriculum as their greatest sources of stress. Those ‘trickle down’ systematic factors act in addition to and feed into the dynamic of individual/organization, Jennings and Kennedy (1996).

At the level of the institutional factors such as social support amongst colleagues and leadership style were found to be important in affecting levels of stress. Van Dick et al (1999) questioned 424 teachers from across all German sectors about their work stress, social support and physical illnesses.

It was found that social support had both direct positive effect on health and baffling effect in respect of work stress. Leadership style has also emerged as a significant organizational factor. Harris (1999) assessed teachers’ stress and leadership style in three American schools, using the Wilson stress profile for teachers.

The principal in each school was classified differently, and teachers had significantly lower stress in schools where the principal was classified as high in both task and relationship focus- this leadership style being associated with both strategic vision and a close personal relationship with staff. Leadership style appears in part to be a response to trickle down stressors. Hoel et al (1999) surveyed English teachers and found that 35% reported having been bullied by a manager in the last five years as opposed to an average of 24% across all occupational sectors. Cooper interpreted this in terms of managers failing to cope with workloads and resulting to bullying as a maladaptive coping strategy.
2.3.1 Studies done on causal factors of stress among teachers in Kenya.

Kamau (1992) conducted a research on teacher burn out in Eastern province and sighted the following as its causes:

- Non appreciation of his job
- Poor wages
- Poor working conditions
- Non provision of welfare amenities
- Fear of losing self esteem
- Fear of arbitrary transfers
- Teachers own inadequate personality
- Ineffective school management
- Negative image of the present school systems
- Absence of effective cooperation with parents
- Indiscipline amongst students
- Academic results not measuring to effort put in

The other studies conducted dwell more on the causes of either satisfaction or dissatisfaction of the teachers. For the purpose of this study I will equate teacher dissatisfaction with being stressed and the causes of teacher dissatisfaction with causal factors of teacher stress. The dissatisfiers which I equate with stressors are inadequate pay, high workload, indiscipline amongst students, negative public image of the teacher, lack of recognition and arbitrary transfers.

Kimengi (1991) sees inadequate pay and non contentment with promotional opportunities as the most crucial in that order. Mubre (1993) concurs with these researches on the poor public image and unsatisfactory working conditions as sources of dissatisfaction and stress.

Meleche (1972) says a satisfied teacher feels financially safe, sees a chance of promotion after a reasonable period of service, participates in decisions affecting his work by being consulted and seeing some of his ideas being put into effect and has opportunities to improve his /her academic and professional status. This describes a teacher with little stress. Studies by Ukumbe (1987) Immonje (1990) and Ingolo
(1991) show that teachers stay on the job if physical social status, economic and job security aspects associated with work are satisfactory. The study suggests that adequate provision of salary, proper working conditions, good supervision, availability of teaching materials and adequate time preparedness time will go a long way in alleviating teacher dissatisfaction.

I.L.O and UNESCO adds to the studies by emphasizing that unless the teacher status is improved, there will always be an inadequate supply of teachers. Here status is used to mean both the standing or regards accorded to teachers as evidenced by the level of appreciation of the importance of their competence in performance, working conditions, remuneration and other material benefits accorded to them relative to other professions. Personal variables of gender, age, marital status, educational level have been looked at in various studies on teachers’ job satisfaction with view of finding out their influence.

Gender

While Immonje (1991) claim that women teachers tend to be more satisfied (less stressed) than their male counterparts, Motile (1993) and Sogomo (1993) say that gender has no influence on job satisfaction. Kamau (1993) found male teachers to be more emotionally exhausted and callous than their female counterparts.

Level of Education

Teachers with least education level were seen to be more satisfied with the job according to Eingolo (1991) while Sogomo (1993) and Mutie (1993) say that there is
no significant difference in job satisfaction of teachers with different educational levels.

Experience and Age

Mutie (1993) found out that the older the teacher the longer the experience, the higher the overall satisfaction. Kamau (1992) also found teachers with less experience (0-9 years) to be more emotionally drained and callous towards their students than those with longer experience (19 and above years). However, Sogomo (1993) found no link between the two.

Marital Status

Kamau (1992) found married teachers to be emotionally drained and less callous to their students than the unmarried ones.

Subjects Taught

Kimengi (1991) found that the more positive the attitude the greater satisfaction. The teaching subject influences the attitude of the teacher and his study indicated a positive attitude in arts-orientated teachers in comparison with science oriented teachers.

Conclusion

The causes of dissatisfaction (stressors) were the focus of my investigation and I wanted to see whether what has been researched elsewhere in Kenya applied to secondary school teachers of Mukurwe-ini District.
The personal variables of gender age marital status experience and educational level were examined to see if their degree of influence on teachers stress concurs with the findings of the already concluded studies.

2.4 A conceptual framework.

Figure III- Conceptual framework of Teacher stress

Work load → Salaries → Student’s performance → Management style → Occupational stress

Independent variables → Dependent Variable

(Source author 2010)

According to this model high workload influences teacher stress when the workload is too high that the teacher has to spend quite a number of hours to cover it stress increases. It has also been observed that low pay play a great role in stressing teachers. This is because they may feel they are taking long to cover the outstretched syllabus while the pay is too little.

In the society today the teacher has to contend with negative public image. No one regards teaching as a good job and everyone seems to prefer any other job apart from teaching so no one recognises him and this leads to stress. Another significant source of stress arises from high indiscipline in our Kenya public secondary schools.
Teachers seem unable to discipline students in the way they would prefer. This is mostly attributed to the ban in canning.

Teachers get into the field of teaching with very high expectations of good performance only to realise that they could not live up to their ideal performance leading to chattered dreams. In addition to the above factors, ineffective management plays a major role in teacher stress. Teachers need to be consulted in issues relating directly to their work so that they can have a sense of belonging. In most public secondary schools decisions are made and teachers are only supposed to implement without objections.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
In this chapter, the procedures that were used to carry out the research are described. The procedure include research design, target population, sampling and sampling procedure, research instruments, data collection procedure and data analysis procedures.

3.1 Research Design
The study employed descriptive survey design. Descriptive survey involves the collection and analyzing of data in order to answer questions concerning the current status of the subject of study. According Lokesh (1984) descriptive research studies are designed to obtain precise information concerning the current status of the phenomena and wherever possible to draw valid general conclusions from the facts discovered.

3.2 Target Population
Target population comprised trained public secondary school teachers in Mukurwe-ini District. The district has 27 public schools and 1,000 teachers. Untrained teachers were left out in the study because it was assumed that their future aspirations could be different from teaching. Principals and their deputies were also be excluded because their job description defers from that of the other teachers and therefore their sources of stress could be different.

3.3 Sampling and sampling Procedure technique
According to Singleton (1988), sampling design is that part of the research plan that indicates how cases were selected for observation. Therefore, stratified random
sampling with proportional allocation was used to come up with a representative proportion of the sample. This method was appropriate as all the existing subgroups were represented. A list of names of all the 27 public secondary schools in the division were obtained from the District Education Officers Office (DEO), Mukurueini. School were categorised as either provincial or district school. There are 8 provincial school and 19 district school. Each category of the school in the target population formed the strata and therefore a sample was drawn from each stratum by random sampling. This ensured that every item in the population had an equal chance of being included in the sample. This gave us a sample of 4 provincial schools and 8 district schools. All equal to 12 schools. From each category 10 teachers were drawn at random giving a total of 120 teachers. This formed the sample size of this study.

Table 3.1: Table sampling procedure.

<table>
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</table>

3.4 Data Collection Instruments

The researcher used a questionnaire as the most preferred tool to elicit information. The tool was selected because was easy to administer and respondents could fill in required data in the absence of the researcher. A questionnaire and a cover letter were administered by the researcher to the selected sample size. Each respondent received a
letter requesting their assistance in filling the questionnaire. A letter to the respondent accompanied the questionnaires providing information about the purpose of the study.

3.5 Data Analysis

The data collected was edited first to inspect the data pieces and identify those items wrongly responded to. The qualitative responses were coded to be able to analyse them using statistical methods. The researcher then classified the data and made frequency distribution tables which were converted into frequencies and percentages (descriptive statistics). The results of these were presented by use of pie charts, bar graphs and tables. The researcher also performed a chi-square test to examine whether the relationship between variables is statistically significant. Inferential statistics such as regression and correlation were used to explain the relationships between variables and their effects on occupational stress for teachers teaching in public schools.

3.7 The Output

After carrying out the study and analysing the data it was expected that the sources of teacher stress were known. They were identified in terms of most stressful to least stressful depending on the number of times respondents expressed a similar view. These views pointed out clearly the stress management strategies that teachers had or had not put in place to manage stress.
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the data collected. The discussion was linked to the research questions of the study and research objectives. Out of 120 respondents that the study targeted there were 115 respondents. This is 93.6% of the target group. The outcome of the discussion was based on the outputs from Statistical Package for Social Sciences (SPSS) and excel.

4.2 Response Rate

This was to establish the proportion of the respondents who responded to the questionnaires.

Table 4.1 Response rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Questionnaire issued</th>
<th>Questionnaire returned</th>
<th>Response rate as per questionnaire issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial schools</td>
<td>48</td>
<td>43</td>
<td>87.5%</td>
</tr>
<tr>
<td>District schools</td>
<td>72</td>
<td>68</td>
<td>98.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>115</td>
<td>93 %</td>
</tr>
</tbody>
</table>
Out of 120 respondents, 43 were from provincial schools, representing an overall response of 87.5%, while 72 were from district schools, representing 90.7% of the overall response respectively. There was more response from district schools than in provincial schools since more questionnaires were administered to them. With a 93.6% response rate, this is a good response as far as this study was concerned.

4.2.1 The Gender as Per Categories
As part of background information, the study sought to know the genders of the respondents in order to establish whether gender had any influence on the amount of stress that teachers go through in the course of their work. The findings of the study are presented in the table below:

This information is contained in the figure below.

Table 4.2 Gender as Per Categories

<table>
<thead>
<tr>
<th>Categories</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial schools</td>
<td>34(24.2%)</td>
<td>14(8.3%)</td>
<td>48</td>
</tr>
<tr>
<td>District schools</td>
<td>40(75.8%)</td>
<td>32(91.7%)</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>74 (100%)</td>
<td>46 (100%)</td>
<td>120</td>
</tr>
</tbody>
</table>

Source: Author (2010)

The study revealed that most of the teachers were male, accounting to an overwhelmingly majority of 75.8% of the targeted population, with only 24.2% representing female. Of these women majority are in district school.
4.2.2 Age Range

The age of the teachers determined the level of stress they experience. The researcher looked into this with view of establishing its composition. The findings are presented in the frequency table below.

**Table 4.3 Age Range**

<table>
<thead>
<tr>
<th>Age range</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-25</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>26-35</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>36-40</td>
<td>14</td>
<td>15.3</td>
</tr>
<tr>
<td>41-46</td>
<td>11</td>
<td>19.4</td>
</tr>
<tr>
<td>ABOVE 46</td>
<td>43</td>
<td>59.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Mean = 30.5

Std. deviation = 1.02

Range = 5

Source Author (2010)

The study revealed that 59.7% of the respondents working as teachers were between the age of above 46 yrs, while 19.4% and 15.3% were 41-46 yrs and 36-40 yrs respectively. There were only 4 people accounting partly 5% of the people below the age of 35 years working as teachers. The mean age (grouped data) was 45.5 with a range of 5 yrs. less than 20% were of the age below 36 yrs. This may be due to the fact that the government has not been employing teachers people in this age group may be the one in management.
4.2.3 Level of Education

From the study carried out 72 respondents mentioned the various level of education reached. The findings of the study are presented in the figure below.

Table 4.4 Education Level

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma level</td>
<td>16</td>
<td>13.9</td>
</tr>
<tr>
<td>Degree level</td>
<td>70</td>
<td>60.9</td>
</tr>
<tr>
<td>Postgraduate level</td>
<td>29</td>
<td>25.2</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source Author (2010)
The table above shows the various level of education teachers have attained in mukurwe-ini district. The study revealed that an overwhelming majority accounting to 81.9% of the total population of the teachers had a university degree level of education. The rest accounting to 8.3% and 9.7% had either diploma level or university post graduate degree respectively. The information is further shown by the figure below

Source Author (2010)
The effects of the Work Load on Occupational Stress among Teachers in Secondary Schools

The amount of workload a teacher is given determine the level of stress for a particular teacher. The researcher was interested to establish how workload affects the amount of occupational stress for teachers in Mukurue-ini. The respondents were asked to give their opinion on how they rate the current workload. Their findings were tabulated below.

Table 4.4 Rate of work load

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>15</td>
<td>13.0</td>
</tr>
<tr>
<td>Unfair</td>
<td>80</td>
<td>69.6</td>
</tr>
<tr>
<td>Indifferent</td>
<td>20</td>
<td>17.4</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The study revealed that majority of the respondents rated their current work load as unfair. This accounted to 69.9% with 17.4% and 13% rating it either indifferent of fair. This indicate that most of the teacher felt that workload in their places of work is too much and therefore may be a cause of the stresses they experience. The information on workload also correlates well with their level of education.

### Table 4.5: Correlations

<table>
<thead>
<tr>
<th></th>
<th>Work load</th>
<th>Level of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work load</td>
<td>1.000</td>
<td>0.791</td>
</tr>
<tr>
<td>Level of education</td>
<td>0.791</td>
<td>1.000</td>
</tr>
</tbody>
</table>

Source Author (2010)

![Rate of work load](chart.png)

Source Author (2010).
4.4 The influence of pay among teacher on occupational stress.

Pay on any cadre of employees play a crucial role in motivating them to work hard and therefore reduce amount of friction in work place. A good pay in many instances play a key role in reducing the amount of work related stress. The researcher was interested to establish how this influence occupational stress among teachers working in Mukurue-Ini District. The respondents were asked to rate their stress on the amount of pay they receive. The findings are shown below.

Table 4.6 There Would Be Little Stress If Teachers Are Paid Well

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>55</td>
<td>47.8</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>22.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>13.0</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>9</td>
<td>7.8</td>
</tr>
<tr>
<td>Indifferent</td>
<td>10</td>
<td>8.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>115</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source Author (2010)

The research shows that there is an outstanding majority who support that if teacher are paid well there would be very little occupational stress. This according to the study accounted to 47.8% of the respondents saying that they strongly agree with the statement while 22.6% just agreed with the statement. The rest of the respondent accounting to 13%, 7.8% and 8.7% disagreed, strongly agreed or were indifferent.
respectively. This clearly shows that most of the occupational stress on teachers may be attributed to pay related issues and therefore the government should adequately pay teachers in attempt to reduce their work related stress.

Source Author (2010)

Source Author (2010)
4.5 management style and the occupational stress among the teaching staff

The management style in any institution explain how the subjects respondents to various requirements of the job. Teaching fraternity like any others profession is also influenced by the kind of management style employed by their seniors. In attempt to establish how this would lead to occupational stress the respondent were asked to give their opinion on how they view their current management style, the relationship with their bosses among others. Their responses are tabulated below.

Table 4.7 (a) view of the current management style

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oppressive</td>
<td>66</td>
<td>57.4</td>
</tr>
<tr>
<td>Supportive</td>
<td>23</td>
<td>20.0</td>
</tr>
<tr>
<td>Indifferent</td>
<td>26</td>
<td>22.6</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source Author (2010)

The study shows that majority of the respondents cited oppressive style of management as the single most source of their stress in their working places. This accounted to 57.4% of the respondents with only 20% saying that their administrations were supportive hence reducing their occupational stress. The rest accounting to 22.6% were indifferent. This explain why most the teacher who complained of occupational stress were at the same time saying the management style in their respective school was also oppressive. Therefore it's imperative that school managements observe acceptable management style for the success of their schools.
The study shows that majority of the respondents were in poor relationship with their bosses. This accounted to 66.9% of those who said the relationship was poor or very poor. Only 33% felt otherwise.
Source Author (2010)

The chart shows the distribution of ratings, with the following breakdown:

- **Very poor**: 24%
- **Poor**: 43%
- **Good**: 20%
- **Very good**: 13%
CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter discusses the major findings from the research, the conclusions made and the recommendations given by the researcher based on these major findings. It also gives the possible areas of further research that could be carried out.

5.2 Summary of major findings
The researcher sought to investigate factors influencing occupational stress among teachers teaching in Mukurue-ini district. From background information the study revealed that most of the teachers were male accounting to an overwhelmingly majority of 75.8% of the targeted population, with only 24.2% representing female. Of these female majority are in district school. The study further revealed that an overwhelming majority accounting to 81.9% of the total population of the teachers had a university degree level of education. The rest accounting to 8.3% and 9.7% had either diploma level or university post graduate degree respectively.

The study noted that majority of the respondents rated their current work load as unfair. This accounted to 69.9% with 17.4% and 13% rating it either indifferent of fair. This research shows that there is an outstanding majority who support that if teachers are paid well there would be very little occupational stress. This according to the study accounted to 47.8% of the respondents saying that they strongly agree with the statement while 22.6% just agreed with the statement. The rest of the respondent accounting to 13%, 7.8% and 8.7% disagreed, strongly agreed or were indifferent.
respectively. This clearly shows that most of the occupational stress on teacher may be attributed to pay related issues and therefore the government should adequately pay teacher in attempt to reduce their work related stress.

The study shows that majority of the respondents cited oppressive style of management as the single most source of their stress in their working places. These accounted to 57.4% of the respondents with only 20% saying that their administrations were supportive hence reducing their occupational stress. The rest accounting to 22.6% were indifferent. This explain why most the teacher who complained of occupational stress were at the same time saying the management style in their respective school was also oppressive. Therefore it’s imperative that school managements observe acceptable management style for the success of their schools.

5.3. Conclusion
This study indicate that most of the teachers were of the view that workload in their places of work is too much and therefore may be a cause of the stress they experience. This according to the study accounted to 47.8% of the respondents saying that they strongly agree with the statement. This clearly shows that most of the occupational stress on teacher may be attributed to pay related issues and therefore the government should adequately pay teachers in attempt to reduce their work related stress. This explain why most the teachers who complained of occupational stress were at the same time saying the management style in their respective school was also oppressive. Therefore it’s imperative that school managements observe acceptable management style for the success of their schools.
5.4. Recommendations
From the research findings, the researcher made the following recommendations:

The government should adequately pay teachers in attempt to reduce their work related stress. This would greatly reduce the work related stress. Teachers should also be in serviced on how to manage work related stress since stress cannot be eliminate fully but should be managed.

5.5 Area of further studies
The researcher suggests that more research should be done on:

- good management of school resources this should include the human resources
- Analysis on how performances in secondary school are related to the motivation of teacher should be researched to establish how this would reduce work related stress.
- A quantitative study should be done on how pay affects the morale of the teachers.
REFERENCES


Daily Nation (January 10th 1998),’ Teachers set to go on Strike’ P1 the Nation Media Group Nairobi.

APPENDICES

Appendix I: Specimen Letter to the Respondents

Kenyatta University
School of Business
P.O. Box 43844
Nairobi

To respondents

I am a post graduate student at Kenyatta University carrying out a research on teachers stress in Mukurwe-ini district. Kindly fill in the questionnaire which has been designed to sample opinions on causal factors of teachers stress. The information will be strictly used for academic purpose only and will be treated with strict confidentiality.

Your cooperation will be highly appreciated

Thank you

Kabugi Dinah
Appendix II: Questionnaire:

This questionnaire has three parts please fill all parts

**Background information**

**Section I**

1. Gender
   
   Male [ ] Female [ ]

2. Marital status
   
   Married [ ] single [ ]

3. Age 25 [ ] 30 [ ] 45 above 50 [ ]

4. School type
   
   i. District
   
   ii. Provincial
   
   iii. National

5. Highest professional qualifications
   
   Diploma [ ]
   
   Degree [ ]
   
   Masters [ ]

8. How long have been in your present school
   
   a) 1-5 ( )
   
   b) 6-10 ( )
   
   c) 11-15 ( )
   
   d) Over 16 ( )

9. How many lessons do you have every week ......................
10 how would you rate your current workload

a) Fair ( )
b) Unfair ( )
c) Indifferent ( )

11 If no how do you earn the extra shillings

a) Teaching elsewhere on part-time ( )
b) Operating a business ( )
c) Offering consultation services ( )
d) Any other specify...........................

12 How would you rate the performance of your current school in national examinations? (tick appropriately on the spaces provided)

a) Very good ( )
b) Good ( )
c) Fair ( )
d) Poor ( )
e) Indifferent ( )

13 How would you rate your relationship with the school management?

a) Excellent ( )
b) Good ( )
c) Average ( )
d) Poor ( )
e) Indifferent ( )
i. The following are some statements related to the factors that would lead to occupational stress or teachers teaching in secondary school. To what extent do you agree with the statement? Use the scale below to mark in the appropriate spaces your opinion. Be as objective as possible.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Most teachers are overloaded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Poor remunerations affects teacher performances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>There would be very little occupational stress if teachers are paid well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Most teachers who are overstressed teach in poor performing schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ii) When the odds in teaching overwhelm the teacher he/she may manifest some of the symptoms of stress listed below:

**Instructions**

using the scale below tick the number that reflects the occurrence of the symptoms described in the last three months in you.

<table>
<thead>
<tr>
<th>Very often</th>
<th>Fairly often</th>
<th>Sometimes</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Irritability and impatience with those around you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Absence from school on flimsy ground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Inability to make decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Feeling fatigued at the end of each working day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Indifferent to students discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Unnecessary harshness to students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Inadequate preparations for lessons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Not meeting school deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Avoiding non-teaching responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Poor relationship with administration, colleagues, Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Poor relationship with Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Asking for transfer/wanting to quit all together</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix III: Budget

The research will cost Kenya shilling 110,000/= 

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report typing charges</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Report printing charges</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Travel expenses to libraries and internet sites.</td>
<td>16,000.00</td>
</tr>
<tr>
<td>Stationery purchase</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Report binding</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Questionnaire typing and photocopies</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Research assistant charges</td>
<td>15,000.00</td>
</tr>
<tr>
<td>Charges for coding and entering data using SPSS</td>
<td>8,000.00</td>
</tr>
<tr>
<td>Meals during travel</td>
<td>6,000.00</td>
</tr>
<tr>
<td>Total</td>
<td>78,000.00</td>
</tr>
</tbody>
</table>
Appendix IV: Research Work Plan

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Data collection</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Data analysis</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Compilation</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Phase 4</td>
<td>Submission of reports</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>