

**EFFECTS OF VICARIOUS TRAUMA ON PROFESSIONAL
DEVELOPMENT AMONG TEACHERS IN EDUCATIONAL ASSESSMENT
AND RESOURCE CENTRES IN KENYA**

SOLOMON M. WAMBUA

C82/12102/09

**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF
PHILOSOPHY (COUNSELLING PSYCHOLOGY) IN THE SCHOOL OF
LAW, ARTS AND SOCIAL SCIENCES OF KENYATTA UNIVERSITY**

APRIL, 2023

DECLARATION

This thesis is my original work and has not been presented for any other award in a University or for any other award.

Signature: _____ Date: _____

Solomon M. Wambua, M.Ed - C82/12102/09

Department: Psychology

SUPERVISORS:

This thesis has been submitted for examination with our approval as university

Supervisors:

Signature: _____ Date _____

Dr. Merecia Ann Sirera (PhD)

Department: Psychology

Kenyatta University

Signature: _____ Date _____

Dr. John Oteyo (PhD)

Department: Psychology

Kenyatta University

DEDICATION

I dedicate this work to my late mother, Grace Syokwia for her love and inspiration.

Mum, thanks so much for your counsel.

ACKNOWLEDGEMENT

This work would not have been accomplished without the support of many individuals and organizations. I thank God for blessing me with sufficient grace and strength to complete this course. Most sincerely, I acknowledge the support, guidance, and contribution of my supervisors, Dr. Merecia Ann Sirera and Dr. John Oteyo. Your constant counsel and encouragement will forever be treasured. I am indebted to the Chair Psychology Department, at Kenyatta University, Dr. Eunice Githae for her constant encouragement. I appreciate and recognize the support of the entire staff of the Department of Psychology for their untiring support. More importantly, I register appreciation to the staff of both the Graduate School and School of Humanities and Social Sciences, Kenyatta University, for their timely guidance. To my classmates, Grace, Alice, Eunice, and Peterson, thanks a lot for your continuous encouragement. I sincerely thank the Kenya Institute of Special Education for providing me with invaluable resources for this course. I highly appreciate the inspiration from Lagatt, Chege, Omboto, Anthony, Frida, Juma, and the entire KISE community. I forever remain grateful to my dear family; my late wife Mueni; Oripha; our children Mawia, Mutheu, Mumo, Vaati, Mwendu, and Mwongeli; grandchildren Blessing Mueni, Kush Musembi, Jelani and Faraji; siblings Ndambuki, Mwikali, Muli, Ilandi and Musengya; and my relatives and friends who always encouraged me. I honestly thank my late dad Rev. David Wambua Nthusi for his philosophy on the power of education in transforming lives. To the congregants and officials of Good News Church of Africa, Miambani, and the Africa Inland Church, Kasarani, your prayers and spiritual support were invaluable. To all of you who contributed to the successful accomplishment of this work, I will forever appreciate you. May the Almighty God bless you all.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	viii
ABBREVIATIONS AND ACRONYMS.....	ix
OPERATIONAL DEFINITION OF TERMS.....	x
ABSTRACT.....	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study.....	5
1.5 Research Questions.....	6
1.6 Research Hypothesis.....	6
1.7 Justification and Significance of the Study.....	6
1.8 Scope and Limitations of the Study	7
1.9 Assumptions to the Study	8
CHAPTER TWO: LITERATURE REVIEW.....	9
2.1 Introduction.....	9
2.2 Theoretical Framework.....	9
2.2.1 Constructivist Self-development Theory	9
2.2.2 Functional Descriptive Theoretical Model	12
2.2.3 Summary of the Theoretical Framework	13
2.3 Review of Related Studies	14
2.3.1. Extent to which Teachers Experience Vicarious Trauma.....	14
2.3.2 Demographic Variables and Vicarious Trauma.....	23
2.3.3 Effects of Vicarious Trauma on Opportunities for Promotion	29
2.3.4 Effects of Vicarious Trauma on Academic Progression.....	32
2.3.5 Effects of Vicarious Trauma on Chances of Capacity Building among Teachers ...	36

2.3.6 Strategies for Supporting Teachers in EARCs to deal with Effects of Vicarious Trauma	39
2.4 Summary of Literature Review	48
2.5 Conceptual Framework	49
CHAPTER THREE: RESEARCH METHODOLOGY	52
3.1 Introduction	52
3.2 Research Design	52
3.3 Study Variables	52
3.4 Site of the Study	53
3.5 Target Population	53
3.6 Sampling Technique and Sample Size	53
3.7 Research Instruments	54
3.8 Validity and Reliability of Instruments	55
3.8.1 Validity of Instruments	56
3.8.2 Reliability of Instruments	56
3.9 Pilot Study	58
3.10 Data Collection Procedures	58
3.11 Data Analysis and Presentation	59
3.12 Data Management and Ethical Considerations	59
CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS	61
4.1 Introduction	61
4.2 Response Rate	62
4.3 Demographic Characteristics of Respondents	62
4.3.1 Gender of Respondent	63
4.3.2 Age of Respondents	65
4.3.3 Respondents' Professional Experience	66
4.3.4 Respondents' Highest Training in SNE	67
4.3.5 Respondents' Level of Specialized Training in Assessment	69
4.4 Extent of Vicarious Trauma among Assessment Teachers	70
4.4.1 Summary of the Effects of Vicarious Trauma	71
4.4.2 Prevalence of VT as Manifested In Psychological Effects	72
4.4.3 The Extent of Physical Effect of VT on Teachers	80
4.4.4 The Extent of behavioural effect of VT on Teachers in EARCs	83
4.4.5 The Extent of Emotional Effect of VT on Teachers in EARCs	86

4.5 The Levels of Vicarious Trauma for Teachers in EARCs in Kenya.	89
4.6 Levels of VT across Key Demographic Characteristics of Teachers.	92
4.6.1 Levels of VT against Teachers’ Gender	92
4.6.2 Level of VT and Teachers’ Age.....	93
4.6.3 Relationship between Teachers’ Professional Experience Level of VT.....	95
4.6.4 Relationship between Level of VT and Training in SNE.	98
4.6.5 Relationship between Level of VT and Teachers’ Specialized Training in Assessment.....	100
4.7 Effects of VT on Opportunities for Promotion of Teachers in EARCS in Kenya.....	102
4.8 Effects of VT on Academic Progression among Teachers in EARCs.....	123
4.9 Effects of VT on Chances on Capacity Building among Teachers in EARCs	133
4.10 Coping Strategies used by Teachers in EARCs.....	148
4.10.1 Involvement in Religious Activities	148
4.10.2 Social Support.....	151
4.10.3 Involvement in Recreational and Leisure Activities.....	156
4.10.4 Self-care.	158
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	161
5.1 Introduction.....	161
5.2 Summary of Findings.....	162
5.3 Conclusions of the Study	166
5.4 Recommendations of the Study	167
5.4.1 Recommendation for Assessment Teachers	167
5.4.2 Recommendations for Policy Makers	168
5.4.4 Recommendations for Further Research.....	170
REFERENCES.....	171
APPENDICES	209
Appendix A1: Consent Form.....	209
Appendix A2: Questionnaire for Teachers in EARCs.....	211
APPENDIX A3: Teachers’ Interview Schedule	222
APPENDIX A5: Research Authorization From Nacosti.....	223
APPENDIX A6: Extension Letter	224
APPENDIX A7: Extent of Vicarious Trauma among Assessment Teachers.....	226
APPENDIX A8: Opportunities for Promotion	230

LIST OF TABLES

Table 4. 1: Gender of Respondents.....	63
Table 4. 2: Age Distribution of Respondents.....	65
Table 4. 3: Professional Experience of Respondents.....	66
Table 4. 4: Highest Training in Special Needs Education	67
Table 4. 5 Specialized Training in Assessment	69
Table 4. 7: Chi-square Test on Relationship between gender and Levels of VT	90
Table 4. 8: Chi-square Test on Relationship between gender and Levels of VT	92
Table 4. 9: Chi-square Test on Relationship between Age and Level of VT	94
Table 4. 10: Chi-square Test on Relationship between Experience and Level of VT.....	95
Table 4.11. Chi-square Test on Relationship between SNE Training and Level of VT...	98
Table 4. 12: Relationship between level of VT and Specialized Training in Assessment	101
Table 4. 15: Academic Progression among Teachers	123
Table 4. 16: Relationship between Level of VT and Academic Progression.	131
Table 4. 17: Chances for Capacity Building among Teachers in EARCs in Kenya.....	134
Table 4. 18: Chi-square Test on Relationship between Level of VT and chance for Capacity Building.	144

LIST OF FIGURES

Figure 2. 1: Conceptual Framework: Source Author.....	51
---	----

Figure 4. 1: Summary of the Effects of Vicarious Trauma..... 72

ABBREVIATIONS AND ACRONYMS

DFID Department for International Development

EARCs Educational Assessment and Resource Centers

KISE	Kenya Institute of Special Education
KNCHR	Kenya National Commission for Human Rights
MOE	Ministry of Education
SNE	Special Needs Education
TSC	Teachers Service Commission
VT	Vicarious Trauma

OPERATIONAL DEFINITION OF TERMS

Academic progression: The capacity to maintain satisfactory performance in related academic-related engagement.

- Assessment:** The process of gathering information about a child with a disability to determine the nature and the extent of the disability.
- Capacity Building:** The perceived abilities of a teacher to perform a specific task, such as setting examinations, or assessing children with disabilities.
- Educational Assessment and Resource Centre:** An office where parents/guardians take their children with disability for assessment and counseling.
- Emotional effect:** The feelings which the helping professional may experience in the course of providing services.
- Extent:** Level of vicarious trauma among teachers in EARCs.
- Professional Development:** The practice of engaging in learning opportunities that are meant to strengthen/improve professional practices, attain higher professional competence, and expand their understanding of self, and their profession. In the study it will be measured by a score in promotion opportunity, academic progress and capacity building.
- Promotion:** The advancement of an employee from one job level to another that attracts; higher title, responsibilities, remuneration, and competencies.
- Vicarious Trauma:** The negative or positive cognitive changes that occur in therapists who regularly treat traumatized clients.

ABSTRACT

Professional development is an important undertaking for teachers who work in Educational Assessment and Resource Centres because it enhances their competencies. However, their work environment expose them to vicarious trauma which may interfere with their professional development. The current study sought to investigate the effects of vicarious trauma on professional development among teachers in Educational Assessment and Resource Centres in Kenya. The objectives of the study were to; establish the extent of effects of vicarious trauma among the teachers, find out the effects of vicarious trauma on opportunities for promotion

among the teachers, investigate the effects of vicarious trauma on academic progression of the teachers, establish the effects of vicarious trauma on chances for capacity building among the teachers, and explore strategies used by the teachers to minimize effects of vicarious trauma on professional development. The study was based on the Constructivist Self-Development Theory and the Functional Descriptive Theoretical Model. The target population was the Educational Assessment and Resource Centres in Kenya. Census and convenience sampling techniques were used to select respondents. Data was collected through a questionnaire and an interview guide. Quantitative data was analyzed using both descriptive and chi-square statistical techniques while qualitative data was analyzed thematically. The findings revealed that all teachers in Educational assessment and resource centres experienced vicarious trauma which interfered with professional development. The study further revealed significant relationship between; vicarious trauma and opportunities for promotion, and vicarious trauma and academic progression. The study recommended for provision of trauma education for teachers and managers in Educational Assessment and Resource Centres as means of safeguarding teachers against the effects of secondary exposure such as vicarious trauma.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Several studies have indicated that working with traumatized clients has a likelihood of predisposing helping professionals to secondary exposure (Mayor, 2021; Williams, 2019; Konistan, 2017). One of such secondary exposure is where the professionals experience vicarious trauma (VT). VT is a situation where the helping professional experiences the same psychological, physical and emotional effects as the clients (Pearlman & Mac Ian, 1995). The effects experienced by the professionals may cause positive or negative changes (Kang, Fang, Liu, Zhao, Feng & Li, 2018; Konistan, 2017). The positive effects of VT may include an increased self-esteem, enhanced appreciation of life, improved social relations and renewed strength in service to humanity. Such growth may influence professional development among some professionals, (Killian, Hernandez-Wolfe, Engstrom & Gangsei, 2017).

The negative effects which the professionals may experience include exhaustion, loneliness, anger, indecisiveness, inadequacy, and hopelessness (Hallinan, Shiyko, Volpe & Molnar, 2020; Foli & Thompson, 2019). These experiences may place the professionals at the risk of suffering high levels of VT, and affect them in different ways.

Vicarious trauma was first designated by McCann and Pearlman (1990a), who theorized it as the negative perceptible changes that befall therapists who frequently treat traumatized clients. They conjectured that the effects of the trauma interrupt one's reasoning schemas such as safety, dependency/trust, independence, power, esteem, frame of reference and intimacy (McCann & Pearlman, 1990a), affecting

individuals in many ways. The frame of reference which encompasses self-capacities and ego capitals, are important in safeguarding that the professionals remain valuable, not only in good health but also in their work. Professionals exposed to VT are likely to get their basis of beliefs, through which they understand experiences, disturbed by continual experience of the upsetting stories and images. McCann and Pearlman (1990a) further emphasize that VT is inescapable because it may possibly affect all dominions of the professional. Additionally, it is snowballing because each patient's story may reinforce the professionals' suffering. Lastly, it is likely permanent, where support for the affected professionals to deal with the adverse effects is not timely (McCann & Pearlman, 1990b). It was in this respect that this study examined how effects of Vicarious Trauma affect professional development among teachers in EARCs in Kenya.

Professional development is important in equipping teachers with best practices in assessing children with disability. VT has the potential of draining the teachers emotionally and thereby, limiting their participation in professional development. At the same time, VT has the capacity to motivate teachers to participate in professional development,(Kang, Fang, Liu, Zhao, Feng & Li, 2018) . Through repeated exposure to their clients' accounts of traumatic events and images of the realities of people's suffering and hopelessness expressed by the clients, the professionals are vulnerable. The professionals may suffer emotionally because of their empathic engagement as both witness and participant in the traumatic experiences of their clients. They may experience feelings such as intrusive thoughts, flashbacks, nightmares, obsessive thoughts, imagery episodes, avoidance, hypervigilance, sleep

disturbances, headaches, gastrointestinal disturbances, anger, emotional anguish, frustration, sadness, shock, horror, and distress (Adams, 2001).

Professionals potentially most vulnerable to VT are rescue workers, counsellors, disaster relief workers, police officers, nurses, clergy, doctors, child protection workers, paramedics, lawyers, teachers, prosecutors and judges, among others (Foreman, Tangen, Fickling & Wester, 2020; Schiff & Lane, 2019). In fact, anyone whose work requires frequent empathetic engagement with clients such as counselors, psychotherapists, and nurses have more chances of experiencing VT (Lewis & King, 2019).

Teachers who work with disabled children are among other professionals who may be vicariously exposed to traumatic stories and imagery. Some of these teachers work in Educational Assessment and Resources Centres (EARCs). Kristensen, Baine, & Thorburn (1987) define an Educational Assessment and Resource Centre as a facility set up in a special or ordinary school, or a health facility, or within other government premises to which parents/ guardians of children with disabilities may take their children with disabilities for guidance. The primary responsibility of the teachers in EARCs is to assess children with disability and provide guidance to their parents/ guardians.

The teachers in EARCs are exposed to traumatic materials by listening to distressful stories from parents/guardians of their children with disabilities. The presence of these children sometimes creates distressing images in the minds of some teachers and aggravates the chances of VT. Konistan, (2017) and Carew, Deluca, Groce &

Kett, (2019) observed that constant interaction with persons with disabilities is an emotive liability and creates hyperarousal among teachers. The sight of a child who has hydrocephalus or with cerebral palsy, for example, may be a disturbing experience for any professional who cares for the welfare of children. Gilmour & Wehby (2020) observed that some professionals working with persons with disabilities reported physical symptoms such as nausea and headaches from the constant worry about their clients. The professionals also reflected trauma of some instances while others frequently vomited enroute to work because of the regular recurrences of their work experiences. A study at the University of Nairobi on the prevalence of Vicarious Trauma among students at Kenya Medical Training College (Kariuki, 2015) revealed that serving traumatized patients for a long duration exposed the staff to vicarious traumatization.

However, there have been few studies that have examined the effects of VT on the professional development of teachers. Teachers in EARCs require to continually update their skills so as to remain productive and competent to assess children with disability, and counsel their parents/guardians. Nevertheless, teachers who are frequently disrupted by the effects of VT are unlikely to have adequate resources to pursue professional development endeavours.

1.2 Statement of the Problem

Professional development is crucial for the teachers who work in EARCs because they continuously assess and make important decisions about the education and other services for children with disability. Conducting meaningful assessment requires knowledge and skills on best practices. Making decisions on appropriate interventions equally requires, not only sound knowledge and skills in assessment

but also good networking with other service providers. Professional development is likely to equip the teachers with the competencies and professional linkages for effective service delivery. Teachers at EARCs continuously interact with children with various disabilities, some of which are traumatizing. In addition, they listen to stories from parents/guardians that could result in VT. The effects of VT may numb the zest of life of teachers, making them not to participate in professional development engagements. For some teachers, the effects of VT may inspire them to work better and seek to enhance their competencies through professional development. However, empirical studies are limited in explaining the effect of VT on professional development of teachers.

Therefore, the problem underlying this study was that while the EARC teachers are exposed to situations that may induce VT which has varying effects, studies that focus on the effect on professional development remain scarce, especially in Kenya. This is despite the fact that, quality assessment will require constant professional development, for effective service delivery. As such, this study focused the effects of vicarious trauma on the professional development of teachers in Kenya.

1.3 Purpose of the Study

The drive to this study was to examine the effects of vicarious trauma on professional development among teachers in Educational Assessment and Resource Centres in Kenya.

1.4 Objectives of the Study

The objectives of the study were to:

- i. Establish the extent of the effects of Vicarious Trauma among teachers in EARCs in Kenya.

- ii. Find out how effects of VT affected opportunities for promotion among teachers in EARCs in Kenya.
- iii. Investigate how effects of VT influenced academic progression among teachers in EARCs in Kenya.
- iv. Establish how effects of VT moderated chances for capacity building among teachers in EARCs in Kenya.
- v. Find out the strategies used to minimize the effects of VT on professional development among teachers in EARCs in Kenya.

1.5 Research Questions

- i. What is the extent of the effects of VT among teachers in EARCs in Kenya?
- ii. What are the strategies used to minimize the effects of VT on professional development among teachers in EARCs in Kenya?

1.6 Research Hypothesis

H₀1: There is no statistically significant relationship between effects of VT and opportunities for promotion of teachers in EARCs in Kenya

H₀2: There is no statistically significant relationship between effects of VT and academic progression among teachers in EARCs in Kenya

H₀3: There is no statistically significant relationship between effects of VT and capacity building of teachers in EARCs in Kenya

1.7 Justification and Significance of the Study

Teachers who work in EARCs serve children with disability and also provide guidance and counselling to their parents/guardians. These teachers assess the children and make decisions about appropriate interventions. The teachers are the official duty bearers in assessment and in determining the expected course of action

on educational matters for the children they assess. This type of work places the teachers at high risk of experiencing VT as it does to other service providers who work with the traumatized populace. The effects of VT may interfere with their opportunities to get involved in professional development engagements. This is despite the fact that professional development for teachers in EARCs is significant in ensuring competency, not only in the assessment of children with disability, but also in enhancing personal fulfilment. Identifying the effects of VT on their professional development may provide useful information on how to support these professionals to continue updating their skills and serve their clients competently. This may only be achieved through continuous research in this area. It is upon this conviction that the researcher finds the study justified.

The findings of this study may assist policymakers in establishing strategies that may be employed to minimize the effects of VT on professional development. This will enhance their capacity to serve better and remain proactive in their profession. Improved assessment is likely to improve educational opportunities for children with disability, and gradually improve their livelihoods. The findings are likely to inspire more research in the field of working with persons with disability. Further, it is anticipated that the results would encourage teachers and education managers to devise innovative methods of dealing with effects of VT by creating better work environments.

1.8 Scope and Limitations of the Study

The study examined the effects of vicarious trauma on professional development among teachers in EARCs in Kenya. To achieve this goal, forty-seven EARCs were selected where data was gathered from both female and male teachers. Although

there were other effects that could have affected professional development, the study only focused on the effects of VT on opportunities for teacher's promotion, their academic progression and capacity building. These three variables were selected because they were commonly cited in literature as avenues for professional development among teachers. However, this may cause limitations in the generation of the results because some teachers may have achieved their professional development by having better planning skills or political considerations.

This study used concurrent correlational triangulation mixed design. This is because both quantitative and qualitative data was gathered simultaneously. This may pose some limitations in generalizing the findings to similar population due to their subjective nature.

1.9 Assumptions to the Study

This study was carried out with the following assumptions:

- i. That some teachers in EARCs experienced VT.
- ii. That there were effects of VT which affected opportunities for promotion among teachers in EARCs in Kenya.
- iii. That there were effects of VT which affected academic progression among teachers in EARCs in Kenya.
- iv. That there were effects of VT which affected chances for capacity building among teachers in EARCs in Kenya.
- v. That there were strategies for supporting teachers in EARCs in Kenya to deal with effects of VT to enhance their professional development.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to examine the effects of Vicarious Trauma on professional development among teachers who work in Educational Assessment and Resource Centres in Kenya. This chapter begins with the theoretical framework, followed by review of literature as guided by the objectives of the study. This is followed by a summary of the reviewed literature and ends with the conceptual framework.

2.2 Theoretical Framework

Braidotti, (2019) and Dagnino (2019) define theoretical framework as an over-all set of expectations about the nature of events. In employing this description, this study espoused the Constructivist Self-development Theory (CSDT).

2.2.1 Constructivist Self-development Theory

The concept of VT is based on the CSDT, which was first developed by McCann and Pearlman (1990). The advocates of this theory regarded VT as the negative cognitive and behavioural changes that occur in therapists who repetitively work with traumatized clients. The theory proposes that human beings hypothesize their unique realisms about the self, their environment and others through cognitive. The Schemas are mental depictions of what people reflect and, therefore, influence their assumptions about self, others and the world view. These conventions ultimately impact on peoples' sense and meaning of their experiences.

In relation to this study, some teachers working with the disabled may experience disturbances in their core schemas as a result of continued secondary exposure. VT affects several aspects of teachers' lives, including psychological, social, physical and emotional spheres (Pearlman & Maclan, 1995) that could have far reaching consequences on professional and personal development.

Based on CSDT, there are five elements of the teachers that are likely to be affected by VT, with probable effects on their professional development. These are the frame of reference, self-capacities, ego resources, psychological needs, and cognitive schemas, memory and perception. The first component is the teachers' frame of reference, upon which they interpret experiences that are disrupted by continued exposure to traumatic stories and imagery. They experience difficulties in identifying and regulating their inner feelings and, consequently, may fail to utilize professional development opportunities available. Secondly is self-capacities, which are crucial for them to discharge their duties competently. CSDT predicts that secondary exposure interferes with the teacher's ability to maintain a sense of self as consistent and coherent, as required by profession. This may limit their chances to recognize and utilise chances for professional development.

The third component is ego resources, that is, the abilities that teachers in EARCs are in need of to enable them meet their professional development expectations. These include sound mind and stable emotions, as well as self concept. Continued exposure to VT is likely to disrupt their self-awareness skills, will power and initiatives, intelligence, ability to strive for professional development, and ability to establish

personal and professional development boundaries. These disruptions are likely to limit the teacher's chances to engage in professional development activities.

The fourth component is that the psychological needs of the teachers in EARCs should be met for them to feel settled and able to engage in professional development endeavours. However, repeated exposure to VT disrupts their self-confidence, self-esteem, ability to trust others, capacity for intimacy, and ability to monitor and regulate ones feelings and behaviours. Some teachers may find themselves in a situation where their synergies, necessary for professional development are seriously depleted.

The last component is the cognitive schemas, memory, and perception, which are significant in influencing the teachers' view about their professional development. The cognitive schemas are expected to construct mental pictures that enable the teachers to view the self as capable of dealing with psychological challenges emanating from their professional engagement. However, the traumatic memories of human suffering influence them to perceive their work and the world around them as hostile. This kind of perception may create uncertainties among some teachers, which may discourage them from undertaking professional development activities (Saakvitne & Pearlman, 1995).

The theory was relevant in guiding the study to understand the effects of VT and how individuals' construct their world based on the negative effects of VT. As discussed, individuals may construct their world as hostile and may thus learn to adapt or succumb, based on their interpretation and personal strengths. However, based on

trauma grid, exposure to traumatic incidences has varied outcomes, some of which may strengthen individuals in different ways. For example, Jayawickrreme et al. (2020) argues that individuals may experience post traumatic growth as a result of adversity, trauma or experiencing challenging life circumstances. The CSDT is limited in explaining such issues and, thus, the need for a second theory to guide the study in espousing the possible positive effects of trauma among EARC teachers. As a result, the Functional Descriptive Theoretical Model was adopted to inform the study.

2.2.2 Functional Descriptive Theoretical Model

This model was developed by Tedeschi and Calhoun (2004b) to explain how post traumatic growth (PTG) occurs. These researchers stress that PTG is the positive cognitive changes that occur to an individual after experiencing some traumatic encounter. The changes are not as a result of the trauma but are based on the meaning the individual associates with the trauma. The affected individual struggles to understand and accommodate the effects of the trauma. This struggle is likely to affect the individual's capacity to understand the self, the worldview, decision making and finding meaning in life. The person tries to compare the past before the traumatic event and the current trying moment, where life seems meaningless. Furthermore, the person attempts to project into the future to assess the possibility of actualizing personal goals in life. The individual is likely to count the loss brought about by the traumatic event and evaluate the resources and opportunities available to deal with the current situation and move on with life. The available strengths and weaknesses are identified, and their current capacity ascertained. The trauma on the other hand may elicit emotional reactions such as anxiety, stress, depression, hopelessness and other negative reactions. These reactions shake the person's beliefs and life goals, as well as

their world view. Placed in the current state, the individual may develop a mental framework which will motivate him/her to make use of their available resources and face the current situation positively. Repetitive thoughts about the traumatic event may continue to disturb the individual until he/she makes a decision to embrace the trauma and deal with it. This marks the beginning of rebuilding the individual's life by seeking for more opportunities and resources to subdue the effects of the traumatic event. The individual may finally overcome the struggles by turning the adversity into positive growth.

In relation to this theory, some teachers in EARCs are likely to experience positive growth as a result of working with traumatized clients. They may view the effects of VT as motivation to improve their competency. Such teachers are likely to seek for opportunities for professional development where they will get empowered for efficient service delivery. They will have their views about themselves, the worldview and their work enhanced to remain positive and competent.

2.2.3 Summary of the Theoretical Framework

The two theories complemented each other in guiding the study to establish the holistic effects of VT on EARC teachers and how this influenced their professional development. Accordingly, the CSDT informed the study on the negative effects of VT and specifically how individuals may construct their world based on traumatic experiences. On the other hand, the Functional Descriptive Theoretical Model describes how individuals faced with difficult situations may be motivated to use the available resources to achieve positive outcomes. Therefore, the theory and model complemented each other to allow holistic understanding of the possible effect of VT on professional development of EARC teachers.

2.3 Review of Related Studies

This section presents a review of related literature as organized under the following sub-sections: extent of vicarious trauma among teachers; effects of VT on opportunities for promotion among teachers; effects of VT on academic progression among teachers; effects of VT on chances of capacity building among teachers; and, the strategies in place for supporting teachers in EARCs in Kenya to deal with effects of VT.

2.3.1. Extent to which Teachers Experience Vicarious Trauma

The subject of psychological wellness in the education sector has largely focused on the wellbeing of the learners and how it affects learning outcomes (Perry, Brenner, Collie, & Hofer, 2015). For example, Suldo, Shaunessy-Dedrick, Ferron & Dedrick, (2018) studied predictors of success among students enrolled in public high schools in 2006 in Minnesota. The students had advanced placement. This study revealed that 25% of the students did not remain until graduation due to related psychological factors. The study further revealed that most of the students were struggling in their studies due to stress and that their performance was low compared to those in general education. In another study, Prakash, Beattie, Javalkar, Bhattacharjee, Ramanaiik, Thalinja, & Isac, (2017) examined correlates of school dropouts and absenteeism among adolescent girls in marginalized community in north Karnataka, south India. The study established that children from unstable families were less confident in their work, their performance remained low and they were likely to drop out of school. Other studies (Van Rooij, Jansen & van de Grift, 2018; Aruguete, 2017; Hall, O'Connell & Cook, 2017) have demonstrated that psychological factors such as motivation, the locus of control, self-efficacy, attention, attitude towards learning,

persistence, and flexibility in learning are positive predictors of good school performance among many students. These studies have little reflection on the teachers' psychological well-being and more so, on the effects of VT for those teachers working with the traumatized children.

In the recent past, the professional wellbeing of teachers has gained significant attention among researchers due to the understanding that the teacher factor plays a significant role in learning (Paniagua & Istance, 2018; Tarnanen & Palviainen, 2018; Johnson, 2017). In this sub-section, an attempt is made to present the extent of VT experiences among teachers in EARCs and how it may affect their professional development. This may derail not only the assessment process but also the capacity to utilize opportunities for professional development. Professional development requires teachers to have capacity to successfully carry out the cognitive assignments which are necessary (Coldwell, 2017). A teacher whose cognitive capacity has been interrupted by the frequent intrusive thoughts and memories is unlikely to make meaningful progress in professional development.

Another study by Pirelli, Formon, & Maloney (2020) explored the psychological impact on humanitarian aid workers for the homeless in Canada. The study revealed that the aid workers reported having negative mental experiences similar to those of the population they served, such as perceiving the world as unsafe and increased distrust on others. The study argued that the homeless population had experienced much suffering in the process of becoming homeless or even prior to their current status. These unfortunate conditions are likely to have influenced their current perception of unsafe world and reduced trust on others. However, the aid workers

were probably sharing the same symptoms by association, and likely through the process of empathy, (Rodriguez, 2020). This subjective perception of an unsafe world is likely to invoke emotional feelings of fear, mistrust and solitude, which have been associated with VT (Branson, 2019; Molnar, Sprang, Killian, Gottfried, Emery & Bride, 2017). Once this subjective view sets in, the teacher is likely to view the work place as unsafe and, consequently, extend the same to other aspects in their lives, hence affecting their entire world view. This may eventually weaken the teachers' efforts to engage in professional development. In this respect, the ripples from the psychological domain may encroach on the emotional domain. This may be possible because the psychological domain according to Diamond & Ling, (2020) is the manager of other domain systems. Consequently, the psychological effects of VT are likely to affect, not only the emotions but also the physical and behavioral domains. Indeed the psychological domain is at the center of every human endeavor as reported by some studies. One such study was by Welsh (2013) who examined sustained attention, working memory, initiation and processing speed, and the influence of resilience. The study focused on teaching underprivileged urban elementary school children in the United States of America. Self - report and neuropsychological assessments measures were used to gather data. The study revealed that, intellectual abilities, such as attention, processing speed and executive functioning were important components in learning. The study further reported that disruption to the executive functioning system is likely to result in disruption on other psychological dimensions such cognition, behavior and socialization. More importantly, the study revealed that the teachers of these children exhibited similar symptoms to some extent. If teachers in EARCs suffer the adverse effects of VT, they are likely to get disrupted in their capacity to set goals and plan for professional development. It is most likely that

once disrupted in the executive function, the central coordinating unit is affected and the effects are registered across other domains concerned with both career growth and personal development.

The effects of VT may also be evidenced in the physical domain of the teachers (Konistan, 2017). This domain concerns itself with the provision of stamina and energy required by the body in order to undertake activities. In professional development, physical energy is required because there are rigorous activities to be undertaken. However, studies have reported that VT is likely to drain the physical energy and thereby weaken the ability to pursue demanding activities (Khamisa, Peltzer, Ilic & Oldenburg, 2017).

A teacher who has inadequate physical energy is likely to experience difficulties in conducting professional development activities. Such a teacher may continue to forfeit opportunities for promotion as well as decrease capacity to pursue academics. This may be probable because someone low in energy is likely to suffer constant headaches, muscle sores, boredom, drowsiness and lowered motivation for meaningful engagements. These are serious health concerns for any professional because they may continuously waste chances to participate in professional development.

Effects of physical fatigue on mental capacity was researched by Zhang, He, Zhao Qi Zhou, Zhang and Ming (2018). Their study focused on the effects of physical fatigue on the mental abilities among health workers in Tianjin University. The study showed that the interaction of physical and mental tasks, viewed from energy perspective,

increases mental fatigue. Reflecting on the work of teachers in EARCs who have to work for long hours on both physical and mental activities, it is likely that they may experience mental fatigue which is likely to interfere with their capacity for professional development. The condition of experiencing fatigue continually is likely to physically drain the teachers. Being physically drained has been identified as a symptom of VT among professionals who work with traumatized clients. Levkovich & Gada (2020) evaluated perceptions of compassion fatigue among pre-school teachers in Israel. They reported that when professionals become physically drained, they experience prolonged tiredness which limits their ability to work for long hours. The failure to work for long hours implies that it may be difficult for them to engage in multiple demanding tasks as required for assessment assignments and professional development. It is, therefore, possible that after the assessment work, the teachers have barely any energy left to engage in other demanding activities like attending teacher professional development courses that are organized from time to time. This is despite the fact that attending such courses is highly recommended for teachers who aspire to improve their careers (Jukes, Turner, Dubeck, Halliday, Inyega, Wolf & Brooker, 2017).

Teachers in EARCs may also experience the effects of VT in the behavioural domain (Burruss, Holt & Wall-Parker, 2018). This domain is about how people interact in the environment. Interaction is an important aspect in professional development because it offers opportunities for professionals to support one another and share ideas, besides being an avenue for general socialization. Some studies have demonstrated that professionals are likely to benefit from social support which comes via the behavioural domain. For example, McIntyre & Brown (2018) conducted a study on

utilization of social support among mothers of children with autism. They observed that social support from peer mothers was important in aiding them to understand their children and manage them without experiencing much emotional strain. They noted that social support came in form of emotional support, tangible support as well as informational support. This helped them to cope with situations that were challenging. They further observed that the emotional understanding made it easier for them to reach out to their own spouses and children. This provided opportunities within the family for offloading the emotional baggage associated with bringing up a child with autism.

Indeed, social support received by the teachers through information sharing could be empowering and engender hope, hence increasing resilience. Informational support could include informal guidance on how to assess a child with multiple disability or how to deal with difficult guardians/parents. It may as well be about legal and policy issues that inform the assessment practice. This is important in directing the teachers on how to address the many issues they face in their work. In similar vein, instrumental help, such as helping the EARC teachers in other chores that they need to work on, helps them to get time to recuperate from long mental and physical demanding days. In general, social support has been found to be a buffer in stressful situations. Therefore, EARC teachers in a position that requires relating well with people outside the work place stand to benefit.

Isolation has been reported as symptomatic of VT among professionals experiencing secondary trauma encounters (Stubin, 2018). Riggs (2021) conducted a study on the experiences of vicarious trauma among Australian foster parents providing long-term

care to non-indigenous children. The study revealed that despite the latent healing associated with foster care, most of the children suffered poor mental health and exhibited trauma symptoms such as loneliness. The foster parents as well portrayed symptoms of social isolation. Riggs (2021) concluded that tendencies of isolation are suggestive of high levels of VT. This may be possible because, based on CSDT, trauma experiences have the ability to change the frame of reference, especially in relation to trust. The changed frame of reference is likely to minimize the individuals' level of trust on others, thereby limiting their sphere of socialization. It is therefore, not surprising that affected teachers in EARCs may choose to isolate themselves.

Another study by Wangchuk (2021) about humankind's existential crisis amid COVID-19 Pandemic in USA reported that perceived social, emotional as well as existential isolation are common in posttraumatic experience. On the same point, van der Velden, Pijnappel, & van der Meulen, (2018) in their study about symptoms of VT. They argue that potentially traumatic events as well as post-event posttraumatic stress symptoms, increases the risk of loneliness. This could suggest that some teachers may choose to isolate themselves as a result of experiencing VT. In this respect, a teacher who remains alone, is likely to miss social support which usually accompanies socialization practices. For teachers in EARCs, social support may be important in helping them undertake professional development activities with some ease. Such support may include sharing experiences and resources related to professional development, (Metzger, Dick, Gardner, Bellamy, Blackstock, Brown & Smith, 2019). Such a teacher is likely to continue feeling socially secluded which further alienates him/her from professional development.

Some studies have indicated that working with traumatized clients is likely to cause emotional strain (Moran & Asquith, 2020; Garwood, Van Loan, & Werts, 2018; Alam & Ahmad, 2018). Emotional strain is the condition of experiencing disturbing feelings which gradually become overwhelming. A study by Garwood, Van Loan, & Werts (2018) focused on the mindset of professionals serving pupils with emotional and behavioural disorders in the USA. The study reported that learners with emotional and behavioural disorders are among the hardest to teach, and professionals working with them experience highest rate of burnout causing extreme emotional strain. The study could be suggesting that working in the field of special education may cause emotional bruises. These teachers could also be revealing that working with disabled children involves emotional engagement with clients hence chances of being inflicted are real.

It is likely for the teachers to be inflicted by the emotions of their clients through empathy (Robino, (2019; Jordan, 2018). Empathy is the capacity to experience what another person is experiencing and taking genuine participation in the experience (Rodriguez, 2020). This process is possible because helping professionals are genuinely interested in supporting their traumatized clients (White, 2021; Uziel, Meyerson, Giryas & Eli, 2019). A teacher experiencing emotional depletion may be too weak to withstand the rigour required for professional development. This is possible because emotions are likely to impair memory, attention, and reasoning which are critical ingredients in professional development (Tyng, Amin, Saad & Malik, 2017). The weakening of such crucial cognitive elements reduces the teacher's capacity to successfully engage in professional development.

Contrary to the adverse effects of VT among professionals who work with traumatized clients, some studies have reported evidence for resiliency and growth. For instance, Beck, Rivera & Gable (2017) examine vicarious posttraumatic growth in specialized nurse-midwives (CNMs) who had attended traumatic births in the USA. They viewed vicarious posttraumatic growth as the positive changes in the nurse's life as a result of serving clients who are traumatized. The findings demonstrated presence of minor levels of disturbance both in the nurse's core beliefs and vicarious post traumatic growth (VPTG). More importantly, Personal Strength was the aspect of VPTG which indicated the highest growth. Other dimensions of growth evidenced included: relating to others, appreciation of life, envisaging new possibilities, and spiritual changes. Teachers in EARCs may experience VPTG during the process of supporting their clients. It is probable that as the teachers witness their clients overcome their difficulties, they get encouraged and charged to surmount their own limitations. It is likely that their visualized mental images of seeing clients succeed minimizes the disruption on their emotional domain and, consequently, results to resiliency (Collie 2017).

Tyng, Amin, Saad & Malik (2017) in their study about the influences of emotions on learning and memory have pointed out that emotions empower some individuals to focus persistently on preferred engagements. Accordingly, some may become energized and, consequently, attain remarkable success in their career. Such empowerment is likely to become an asset for professional development where available opportunities for advancement are utilized. As observed earlier, parents of children with disability rely on the assessment teachers for guidance on the education and wellbeing of their children. In this regard, some parents may appreciate the

teachers for this role. Such appreciation when once detected by the teachers, may spare them the emotional anguish caused by the negative effects of VT (Berger, Carroll Maybery & Harrison, 2018; Collie, 2017). Accordingly, as the children improve in their education and functionality, the teachers may identify with them as they reflect on the possibilities and witness similar success in their lives (Aithal & Kumar, 2018). The appreciation may further enhance their self-confidence in working for the children with disability. Teachers who are self-confident are likely to pursue professional development endeavours despite working in an environment where effects of VT may interfere with their zeal for career growth.

2.3.2 Demographic Variables and Vicarious Trauma

Demographic variables play an important role in the study of VT among professionals who work with traumatized clients. This is because the construct of VT is heavily influenced by the variables (Flint, 2018; Nikischer, 2019). These variables include gender, age, working experience, and training.

Previous studies on gender differences in occurrence of VT have drawn different conclusions, with some reporting that women were more vulnerable while others reported the contrarily. As an example, studies in the United States of America by Furlor & Tarlor (2013), Adama & Riggs, (2008) and Toren (2008) on the effects of VT among counsellors who work with vulnerable children in urban low-income schools, observed that males suffered almost the same levels of VT with females This may be attributed to the fact that both male and female counselors are equally exposed to the circumstances that cause emotional and psychological strain, such as auditory and imagery episodes, (Pearlman & Saakvitne, 1995). When these predisposing

factors occur repetitively, they strike both male and female counselors with the same intensity, and without adequate coping strategies, VT is likely to infect both in an equal measure.

Other studies have, however, reported that women professionals are more likely than men to experience VT besides other psychological disorders. One such study was by Poole, Hedt-Gauthier, Liao, Raymond & Bärnighausen, (2018). They studied the prevalence and risk factors of secondary exposure among interpreters amongst refugees in Syria. The study revealed that females experienced more symptoms of PTSD and VT than males. They claimed that in refugee populations, women were more likely than men to worry about the welfare of the children besides their own security concerns, which could predispose them to higher levels of psychological disorders. In an earlier research, Sawyers, Kurtz, Sheerin, Maes, Kendler & Amstadter, (2020) studied psychological and substance disorders on Virginia twins. They demonstrated that women were more vulnerable to psychological disorders than men. The study hypothesized that the difference may be attributed to genetic factors. In this respect, they argued that women with a history of prior trauma had lower plasma cortisol levels compared to men. Cortisol is the hormone that regulates several processes in the body, including metabolism, immune system and stress response. The low cortisol levels may impede some women's capacity to fight stress associated with psychological trauma. It is possible that some women teachers in EARCs may suffer higher levels of VT as compared to men. Once affected by VT, the female teachers may then experience difficulties in pursuing professional development activities.

However, there are studies which report that women experience lower levels of VT as compared to men. For example, Kang, Fang, Liu, Zhao, Feng, & Li (2018) studied social support and prevalence of PTSD among ambulance personnel in John Hopkins hospital. They demonstrated that women are more likely than men to seek social support, which has been identified as a buffer to PTSD and related disorders. It is likely that women are good in seeking social support from their colleagues, friends, families or social networks. The social support provided may give them some emotional and psychological breather to concentrate in their work. The breather may be got through sharing of experiences, engagement in group activities, and obtaining information on better strategies of dealing with stressful work. Such professionals are likely to gain synergy for professional development as they continue to thrive over the effects of VT. On the other hand, men are likely to continue nursing their emotional bruises as a result of working with traumatized clients. The bottled emotions may gradually weigh down on them and may increase their chances of experiencing higher levels of psychological adversities such as VT. Pearlman & Mac Ian (1995) note that effects of VT include heightened levels of anxiety, depressive mood, and discouragement, among others. They are of the view that, if effects of VT remain unaddressed, they may lead to loss of efficiency, self-doubt and, consequently, diminished job satisfaction. In this regard, when teachers in EARCs doubt their competencies, they are likely to increase their levels of VT. When the male teachers in EARCs experience low job satisfaction, they are likely to make incorrect diagnosis or propose inappropriate interventions, which will work against the objectives of assessment. The teachers may continue to re-experience the thoughts of incompetency. This may gradually lead to higher levels of VT, thereby obstructing their capacity for professional development.

Age and professional experience are other variables which have been identified as influencing development of VT among professional who work with traumatized clients. A study by Maemba (2017) observed that 46.67% of the teachers in EARCs in Kenya were aged between 40 and 50 years, 23.33% were between 31 and 40 years, and only 20% were above 50 years. Studies in special education institutions in other countries in Africa, that is, South Africa, Nigeria, and Tanzania, have shown similar results, (Onuigbo, Onyishi & Eseadi, 2020; Majola 2019; Adewumi & Mosito, 2019; Mohamed, 2017). These findings are, however, contrary to observations on the same variable in most European countries. For example, in Germany, France, Sweden, and Norway most teachers are below 40 years, (OECD, 2015). The difference on age bracket may have been caused by the fact that, in European countries, assessment teachers are recruited direct after university while teachers in EARCs are recruited after having served for at least five years, (TSC, 2015; KISE, 2015). The different age brackets for teachers in this study and that of teachers in the European countries are likely to have different observations on effects of VT on their professional development. Teachers who are advanced in age have weathered many psychological adversities and could be better prepared to withstand effects of VT and still pursue professional development engagements. It may also be argued that older teachers may have had many opportunities for training, not only in assessment but also on management of work related challenges, which affect their professional development (TSC, 2016). Furthermore, the older teachers may have established professional and social networks for support in times of need. On the other hand, younger teachers are still learning to manage their work-related psychological upsets and are in the initial stages of establishing professional and social networks. It may be interesting to

discover how the differences in age among the teacher will influence the occurrence of VT and how it affects their professional development.

Education and training are important practices in organizations because they equip professionals with necessary knowledge and skills to execute their responsibilities effectively (Slavković & Slavković, 2019). Through these two, professionals acquire better understanding of their work, improve their skills and are likely to become more responsible. This in turn enhances their self-confidence, which will further improve overall performance in providing services. Self-confidence is ones' perception in the ability to perform a task. It is considered as one of the most valued essentials in sustaining goal seeking behaviours (Bandura, 1986). Professional development is an important goal to be pursued by teachers in EARCs and, to achieve it, teachers require self-confidence to carryout assessment and also engage in professional development.

Some studies have found a positive relationship between higher levels of education and occurrence of vicarious trauma. Long (2020), in a study on educational attainment and levels of vicarious trauma among therapists working with traumatized in Australia, revealed that therapists with higher levels of education exhibited few symptoms of vicarious trauma compared with those with lower level of education. The same therapists with higher levels of education attainment were found to have better strategies to deal with other work -related adversities. It may be assumed that higher level of educational attainment equips professionals with knowledge and skills to manage the effects of work-related psychological disappointments. The reprieve acquired is likely to free some resources for the workers to undertake career development activities. The assessment teachers are likely to use such resources to engage in professional development.

On the other hand, Shayman, (2018) established that as levels of education increased, the risk for VT equally increased. The study focused on vicarious trauma, emotional intelligence and job satisfaction among on call residence counselors, in selected states of the United States of America. The study revealed that the level of VT for residence counselors holding bachelor's degree was at 37%, for holders of doctorate it was at 40%, and for those with masters it was at 38.5%. This may be attributed to the fact that though the level of education may increase, it may not necessarily include knowledge and skills to identify and deal with VT. Trauma specific training could be a missing component in most training programmes for professionals working for, or with traumatized clients. Such professionals include nurses, social workers, among others. Teachers in EARCs are among the professionals who work with traumatized clients, such as children with disability and their parents/guardians. These teachers seek to improve their professional status by enrolling to further their education and it is possible that the courses they undertake may lack content on management of VT. Such teachers may have higher levels of educational attainment but still experience VT, which will gradually interfere with their capacity to assess and also engage in professional development. It may as well be implied that, as professionals become better trained, their ability to perceive more work-related risks equally increases. Probably, higher levels of education and training make professionals more sensitive to work-related psychological difficulties, which may gradually increase their vulnerability to VT and, possibly, interfere with their professional development engagements.

2.3.3 Effects of Vicarious Trauma on Opportunities for Promotion

Haryono, Supardi & Udin (2020) define promotion as the advancement of an employee from one job level to another that attracts higher title, responsibilities, remuneration and skills. Promotion is likely to lead to self-actualization for the employees and, consequently, sustain their commitment to the organization. More importantly, successful organizations inculcate a culture of continuous professional development throughout the employees' career, as a strategy to attract and retain qualified and committed staff (Mabaso, 2017).

In teaching, like in other careers, embracing the practice of promotion of staff is appreciated because it is directly linked to employees' enhanced motivation, which leads to job satisfaction and improved earnings (Mabaso, 2017). Unlike in the business world, in the teaching profession earnings are low and fixed, and therefore, promotion is viewed as among the few means teachers may count on to increase their earnings (Avidov-Ungar & Arviv-Elyashiv, 2018). Teachers in EARCs require promotion as a model of professional development and a means of actualizing their potentials. These teachers are involved in demanding tasks of assessing children with disability, and as such, they would appreciate getting promoted. They are, therefore, likely to be seen making the necessary efforts to seeking promotion.

To qualify for promotion in Kenya, teachers should meet the terms and conditions of service (Jonyo & Jonyo, 2017). These include academic qualifications for various positions, duration in service, and competencies in specified fields of service, responsibilities, and integrity. Many teachers, including those who work in EARCs, do meet all these stated requirements for promotion but seek promotion. Drawing

from humanistic theories, it is possible to argue that promotion is an indicator of progression towards self-actualization, which is among the basic psychological needs of teachers. Teachers are, therefore, expected to be motivated to work towards their promotion. However, as highlighted in the background, there is little enthusiasm in pursuit of promotion from the teachers in EARCs. These teachers, as with other professionals who work with traumatized clients, are vulnerable to VT but there have been few empirical studies towards understanding how effects of VT affect their professional development.

VT is likely to cause suspicion about others motives towards the affected service provider (Figley, 1995; Forester, 2007; McCann & Pearlman, 1990). Suspicion is the state of being uncertain, doubtful and having reservations about a person, situation, event or something (American Psychiatric Association (APA), 2019). Suspicion is likely to lead to anxiety. This increases the emotional complications of the affected individual. Anxiety is an emotion which occurs as the body reacts to stressful situations (Robino, 2019; Jordan, 2018). Common symptoms are feelings of uneasiness, fear, distress, tension, and physiological changes, such as increased blood pressure and dry mouth, among other changes (APA, 2019). Teachers who work in EARCs, as noted earlier, face demanding tasks in the course of their work because they serve clients who look upon them for guidance. If these teachers are affected by VT, they are likely to suffer from anxiety, causing psychological and emotional strain, and probably, limit their opportunities for professional development. This may be possible because some opportunities for promotion, such as institutional management, require teachers to attend training sessions. During these sessions, teachers work with colleagues and, in this regard, being suspicious may reduce the group coherence and

limit their opportunities to learn. Okolie, Nwajiuba, Binuomote, Ehiobuche, Igu & Ajoke (2020) in their study on career training, employability and career growth among graduates in Nigeria, identified institutional management training as an important element in professional development among teachers. Training is considered necessary in EARCs because of the importance attached to the assessment of children with disability. Through such training, assessment teachers are empowered to work efficiently with minimal work-related stress. It is possible that teachers experiencing less stress at work, will be spared the effects of VT and afford energy for professional development activities.

Stubin (2018) observed that when people are under emotional strain, their responses change because the mind succumbs to the perception of pressure, distress, elation, discomfort and stress. Teachers affected by anxiety due to suspicion may have little energy to engage in promotion-related activities. This disturbing condition may reduce the teachers' capacity to think logically and make rational decisions. The teachers may fear to assess children with complicated conditions, such as multiple disabilities. Assessment of children with a disability involves evaluating each case and making appropriate decisions about the suitable interventions. A teacher who is unable to make correct decisions as expected is unlikely to be identified for promotion.

Another devastating effect of VT is the feeling of inadequacy (Foreman, Tangen, Fickling & Wester, 2020; Foreman, 2018). This is the state of being unable to count on one's ability to accomplish tasks. It makes professionals doubt their competency and is likely to escalate episodes of anxiety. A teacher experiencing anxiety may

imagine he is under surveillance and is being judged as incompetent. This perception is likely to cause embarrassment and plunge the teacher into depression. He will feel worthless, hopeless, sad, have difficulty with sleep and lack interest in basic activities such as eating and sex (APA, 2019). A teacher experiencing the aforementioned conditions may not value an opportunity for promotion such as seeking for knowledge and understanding best practices in assessment. Cassel, Thulemark & Duncan (2018) in their study about the lifestyle mobilities in the tourism industry in Sweden, revealed that employees possessing knowledge and an understanding of best practices, enjoyed success in career growth. Such employees were able to offer efficient services to the customers, which gave them more chances to be noticed by the management and often got rewarded. Assessment teachers are among workers who provide services to children with disability and, as such, they are likely to increase chances for career mobility by seeking knowledge and understanding best practices in their field. The effects of VT may, however, hinder them from recognizing the opportunities that are available for promotion. However, few empirical studies have been conducted to establish the relationship between VT and professional development. This is the concern of this study.

2.3.4 Effects of Vicarious Trauma on Academic Progression

Improving the quality of the teacher is a priority for most teacher employers and educational administrators. In Norway, teachers are encouraged to embark on furthering their initial qualifications. At the same time, other professional aspects are evaluated before a teacher is rewarded. Such evaluations are conducted by the principals, the students, and evidence of continually improved learner achievement is adduced (Instefjord & Munthe, 2017). Likewise, in England, furthering education is accepted as a means of improving teacher quality, although other aspects of

professional development are equally considered (Lloyd, Jones, Pratt & Duncalf, 2019).

In Kenya, the Teachers Service Commission of Kenya (TSC) stands out as a unique organization whose mission is to maintain sufficient professional teaching service for all public educational institutions (TSC, 2013). Its policies on career progression include academic qualifications, among other requirements (TSC, 2016). This consideration for academic qualification in career development has encouraged many teachers to embark on studies to improve their initial qualifications and stand better chances for career progression. This practice has witnessed an increase in the number of universities offering various programs. Kember (2007) observed that within this expansion, many Universities started courses in Special Needs Education (SNE), where alongside the SNE units, academic units were introduced (Onsongo, 2007).

Teachers who work in EARCs, as it has been observed earlier, are exposed to traumatic encounters of children with disability and their parents/guardians. They are likely to suffer the adverse effects of VT such as disrupted sleep patterns, intrusive thoughts and images (Figley, 1995; Forester, 2007; McCann & Pearlman, 1990). These negative psychological experiences might interfere with the academic progression of the teacher involved in studies. Indeed, sleep is an essential biological necessity for all people to function effectively in their environment. It enables people to work at the optimum level and is critical in facilitating brain functions, such as memory, thinking, learning, decision making and judgment. This qualifies sleep as extremely important for academic performance to achieve meaningful progression (Maheshwari & Shaukat, 2019). Some teachers in EARCs are likely to engage in their

studies after work. As explained above, VT is likely to disrupt sleep patterns and the affected teachers will suffer the effects of sleep deprivation. The teacher experiencing sleep deprivation will be unable to concentrate on their studies, and his/her performance will remain dismal.

Chen & Chen (2019) and Patrick, Lee, Raha, Pillai, Gupta, S., Sethi & Moss, (2017) have demonstrated that sleep deprivation and poor sleep quality have a positive correlation with poor academic performance. In their study on effects of sleep deprivation among medical students in Minnesota, Chen & Chen (2019) found out that students' performance in academics, extra-curricular activities and vocational choice, were impaired. They further established that when the amount of sleep for the majority of the students greatly got reduced, their academic performance became dismal. Teachers in EARCs are likely to experience a double disruption in their sleep patterns, which take away their sleep and the studies that they have chosen to pursue. This situation is likely to interfere with their cognitive abilities and may result into slow academic progression.

Roberts (2019) observed that intrusive thoughts and images are symptoms of VT among many human service providers. Intrusive thoughts, also known as obsession, are repetitive unwanted thoughts or mental images that are distressing and disturbing. For example, a teacher may be visualizing a parent strangling a child with a disability or hearing voices of children crying in the assessment centre, and yet he/she is in bed at home. Intrusive thoughts may result in compulsions. These are the acts devised by the affected individual to cope with the unwanted thoughts. For example, the affected individual may decide to be whistling or rocking his/her head as

a strategy of driving away the intrusive experiences. This practice reduces the individual's capacity to concentrate and master skills, which may lead to poor performance.

VT has been associated with deficits in working memory among some human service providers (Bergman Nutley & Söderqvist, 2017). Working memory (WM) is the capacity to store information temporarily as one manipulates other data needed to complete complex cognitive tasks, such as learning, reasoning, comprehending and decision making. Mattar & Daw (2018) explain that, students performing tasks that involve several steps must remember some parts of the required sub-tasks while other tasks are inhibited or ignored. Working memory is a sort of workspace to hold ideas in the brain as you manipulate them or wait for other related parts to be sorted out before the task is completed. Some studies have demonstrated that poor working memory compromises learning in key academic areas, including English, mathematics and science (Skagerlund, Östergren, Västfjäll & Träff, 2019; Myers, Stokes & Nobre, 2017). Bathelt, Gathercole, Johnson & Astle, (2018) in a longitudinal study, examined the relationship between students' academic achievement on memory-related tasks in primary and secondary grades in elementary schools around Texas. They found that Working Memory predicted academic achievement in English and mathematics for most students. A similar study in Curtin university revealed that students failing to reach expected levels of attainment in English and mathematics also performed poorly on Working Memory (WM) tasks involving both processing and storage of verbal material (Juniati & Budayasa, 2020). The study established that students with poor WM make frequent errors in a range of learning activities, such as remembering and carrying out instructions. Teachers in

EARCs who are involved in academic endeavours may suffer memory lapses as a result of their continual engagement with traumatized clients. Such memory lapses are likely to disorganize their working memory, which in turn will limit their capacity to remember and apply the required tasks in undertaking their examination related tasks. They are, therefore, likely to perform dismally, and their progress will remain wanting. Few studies, however, have focused on how effects of VT, especially deficits in working memory, affect professional development among the teachers who work in EARCs.

It should, however, be noted that not all who experience intrusive thoughts will be disturbed in their academic pursuits. Some people have strong inner capacity to control these thoughts and continue with work (Sella & Borella, 2021). In this respect, some people benefit from their resilience and thrive over are the negative effects of the intrusive thoughts and continue with studies until successful completion and graduation. These are likely to be the teachers who will successfully pursue their studies and make remarkable progress in academics and in professional development. This study is likely to reveal how intrusive thoughts affect academic progression and, consequently, how this may influence professional development of the teachers in EARCs.

2.3.5 Effects of Vicarious Trauma on Chances of Capacity Building among Teachers

Fox, Dodman & Holincheck, (2019) state that in education, the term capacity may be used to refer to teachers' perceived abilities to perform a specific task. The task may be teaching, leadership, coaching or other responsibilities in the institution. It

encompasses the teachers' ability to progress, and to grow own status in the profession through continuous professional development. Capacity building refers to the strategies being put in place to improve the skills, abilities and expertise of the teachers (Jepkemboi & Ronoh, 2017). Capacity building of teachers in EARCs will, therefore, refer to the efforts being made to improve their abilities and skills in assessing children with disability. This is crucial in their work because of the hopes of the parents/guardians of children to be provided best services. Quality assessment will lead to appropriate placement for the children and will, eventually, reassure the parent/guardian that the children will make it in life. Pit-ten Cate, Markova, Krischler & Krolak-Schwerdt (2018) assert that education has entered into a new era where students' evaluation, as well as evaluation of the teacher and the teaching process, is key. In this era, most parents/guardians understand the standards of services to expect, and therefore, the teachers in EARCs should get it right. Capacity building of the teachers in EARCs thus, becomes necessary for successful practice in SNE. The main goal of teacher capacity building is to improve teachers' self-efficacy, which in-turn will enhance self-confidence and consequently impact positively on assessment and learning outcomes (Odanga, Raburu, & Aloka, 2018).

Stajkovic, Bandura, Locke, Lee, & Sergent (2018) describe self-efficacy as, the "people's judgment of their capabilities to organize and execute courses of action required for attaining designated types of performance". Bandura (1986) had earlier clarified that self-efficacy "is concerned not only with the skills one has but also with judgments of what one can do with whatever skills one possesses" (p.391). Perceived self-efficacy beliefs may impact a person in either a positive empowering way or in a negative demoralizing way. As noted earlier in this study, VT is capable of altering

individuals' beliefs about their capacities, consequently instilling a sense of despair and futility (Foreman, Tangen, Fickling & Wester, 2020; Foreman, 2018). Teachers who work in EARCs and believe in their ability to execute their duties effectively are likely to work harder in capacity building endeavours to remain successful. On the contrary, teachers affected by VT will likely doubt the value of the capacity building and fail to participate in related activities. This will further deepen their feelings of despair and futility with a possibility of developing episodes of cynicism. When the teachers enter into the mental state of cynicism, they view whatever is around them through a critical filter, which reflects on them as failures with no one to turn to for support. This is indeed an inner critic turned to others for no apparent reason (Akar, 2019). This state of mind occludes the suffering teacher from recognizing the abundant opportunities for support that are available in trusting others. The occurrence of such a phenomenon has not been explored by many studies.

Teachers in EARCs are exposed to demanding work circumstances, especially when they are faced with difficult cases to assess, or when they witness the hopelessness in the face of the parents /guardians about their children. The teachers feel vulnerable and often let down by their inability to help or lack of support by the system. These emotions are likely to make them lose faith in themselves and see no reason for engaging in capacity building activities. As an example, Billingsley, Bettini & Williams, (2019) examined the effects of the multiple pressures on special education teachers in Maryland. They noted that the teachers' emotional experiences posed legitimate profound difficulties in teaching children with multiple disabilities. They concluded that while some teachers suffered burnout and left the profession, some

continued to thrive under the increased stress and were competent as a result of constant capacity building and supervision.

On the other hand, some teachers may feel motivated by the challenges they face during the assessment of children with disability and endeavor to improve their competencies. Kwee (2020) in a study on immigrant teachers efficacy in Australia revealed that, the abundant stressors they encountered in their work hardened them. These stressors included hefty workload, difficult and unmotivated students, under-resourced working environments and severe disabilities. The study further observed that such teachers were able to develop a strong sense of commitment for they worked and sought strategies to subdue the stress. Attending sessions on capacity building and collegial support were among the frequently employed strategies. Teachers in EARCs work under circumstances similar to the ones aforementioned and it is possible that some will become resilient and utilize available chances for capacity building. It is also possible to have teachers in EARCs who feel energized by the dilemmas they encounter in assessing children with severe disabilities who seek opportunities to improve their skills. This positive relationship between VT and chances for capacity building has rarely captured the interest of researchers. This study will explore how exposure to VT affects chances for capacity building among teachers in EARCs.

2.3.6 Strategies for Supporting Teachers in EARCs to deal with Effects of Vicarious Trauma

The responsibility to safeguard oneself against VT is largely on the professional, although organizations that provide human services have some role to play (Christian-Brandt, Santacrose & Barnett, 2020). The concerned professional should be

responsible for their self-care, efficacy, self-monitoring and may as well, seek for trauma-informed supervision (Knight, 2018; Courtois, 2018). There are several strategies for addressing effects of VT among professionals who provide services to traumatized clients. These include, but are not limited to, involvement in religious activities, social support, involvement in recreational and leisure activities, and self-care. Involvement in religious activities as a strategy to minimize effects of VT has been reported in some studies (Michalchuk & Martin, 2019; Akrami, Hosseini & Iran, 2018; Trevino, Archambaul, Schuste, Hilgeman, & Moye, 2017; Mbiti, 1995). These studies have reported that professionals who work in stressful conditions have used religion to moderate the adverse effects.

Religion in this regard may be viewed as means of connecting with the Supreme being for personal, family and societal wellbeing (Zamaniyan, Bolhari, Naziri, Akrami, Hosseini & Iran, 2016; Best, Butow ; Oliver, 2014). It is likely that being a devoted devotee of a certain religion has the capacity to moderate the negative effects of VT. This is possible because religions have doctrines and beliefs which guide followers in both matters of worship and also in every aspect of their lives. This suggests that religion is able to replenish the mind and body of teachers affected by VT. Consequently, they can engage in professional development activities. These activities may include making use of available opportunities for promotion, such as enrolling for university education to improve their initial qualifications. This may be possible because the teachers are convinced that religion will cushion them against the negative effects of VT through moderation and provide synergy required for professional development endeavours (Cann, Taku, Senol-Durak, & Calhoun, 2017).

Prayer is a religious activity viewed as means of expressing the believer's needs to God, especially in times of distress (Hammonds, 2019; Taylor, 2018). In this context, some professionals use prayer to be reassured that God is in control of the effects of VT, such that it is possible to assess children with disability and pursue professional development activities. As these respondents search for religious intervention by appealing to the Supreme being through prayer, it may be possible to replenish strength for their official work and also for engaging in professional development.

The use of religion as strategy to minimize effects of VT may sound convincing to some extent. However, it may be observed that religious coping strategies have their own shortcomings. Some studies have noted that negative religious coping strategies, such as indoctrination and adherence to irrational beliefs and practices, may result in psychological harm (Thomas & Barbato, 2020; DiGiuseppe, Leaf, Gorman & Robin, 2018; Dollahite, Marks & Dalton, 2018.). The studies above have demonstrated that negative religious coping strategies may be encouraged through the universal belief in the doctrine of original sin and human fallibility. These are likely to interfere with actualization of self-esteem for the determination of individual values. Self-esteem may be viewed as beliefs and evaluations people hold about themselves, which greatly determine what they can do, what they are and what they wish to be (Roth & Altmann, 2020). These are powerful, inner convictions that provide internal mechanism to steer and nurture person's aspirations throughout life. Indeed, some teachers may utilize this inner zeal to engage in professional development activities and make a great difference in their career. However, others may simply believe that it was the will of God to suffer the effects of VT and, as such, it would be against the will to struggle and engage in professional development endeavors.

Social support is another strategy that may be used by teachers to minimize the effects of VT. Social support refers to quality and function of social relationships that are available, or perceived to be available, to a member of group at time of need (Alsubaie, Stain, Webster & Wadman, 2019). Support may include help from the family, friends, colleagues at work or structured professional assistance. It may be presented through sharing, interactions, provision of materials, or just perception that such support is readily available. Such avenues may be supportive in terms of emotional relief, information, technical assistance or services that are all intended to enable the individuals experiencing difficulties gain ability to cope with the emerging challenges (Zhang, Zhang, Zhang, Zhang, & Feng, 2018).

Studies have established that social support has been used by social workers, therapists, teachers, medical and security personnel, among other professionals, to deal with effects of PTSD and VT (Li, Ge, Yang, Feng, Jiang & Yang, 2020; Kang, Fang, Li, Liu, Zhao, Feng, & Li (2018) ; Molnar, Sprang, Killian, Gottfried, Emery & Bride, 2017). Kang, Fang, Li, Liu, Zhao, Feng & Li (2018), studied the influence of social support among selected health personnel on coping with effects of VT in Jinan, China. 238 participants aged between twenty-two and fifty-five years were sampled. The study revealed that participants who had more social support experienced less symptoms of VT than those with fewer social support and, at the same time, were more contented at work. This may imply that through social support, teachers in EARCs may learn some strategies of dealing with the effects of VT. Once teachers learn these strategies, they may experience relief from the emotional and psychological baggage that may have interfered with chances for professional

development. The interference may be experienced as disruptions on reasoning, memory, and decision making. However, through social support, the disruptions are minimized and teachers are likely to make rational decisions on professional development activities and become committed to accomplish them.

Social support comes through sharing experiences between the affected professionals and family, friends, and colleagues at work or other social networks that are within reach. In the EARC, as in other workplaces where professionals are exposed to VT, colleagues are likely to offer social support to one another (Molnar, Sprang, Killian, Gottfried, Emery & Bride, 2017). Teachers in the centre work together and it is possible for them to share ideas on how to participate in professional development, despite experiencing the effects of VT. Probably, they may design a schedule where they encourage one another before proceeding to conduct professional development activities that may be possible in the centre. Such activities may include group assignments, tutoring each other, and encouraging those in difficulties. In this way, those being overwhelmed may find avenues of ventilating, thus improving their wellbeing as well as getting time and synergy for professional development (Ming Hsieh & Kun Tssai, 2019). Social support available from colleagues when utilized effectively may help teachers in EARCs cope with the effects of VT and also pursue professional development activities with great success.

Another strategy that has been used by professionals to manage effects of VT is recreation and leisure. Recreation may be considered as a number of activities that people can undertake according to their interest and creativity, especially when they are not at work (Clemens, Palacios & Lindenmeier, 2018). The activities are intended

to provide some personal satisfaction to the participant. Some of these activities include swimming, dancing, singing, and taking part in various game and sporting activities. Leisure is considered as one's free time to get involved in activities for personal interest. The activities are not work related (Peel, Maxwell & McGrath, 2019). This is the time when one has no work-related commitments and participation is by choice. It may be observed that the terms recreation and leisure go hand in hand and are, sometimes, used interchangeably. Studies have indicated that recreation and leisure have been used as a strategy to minimize effects of VT among professional who work with traumatized clients (Williams, 2019; Thomsen, Powell & Monz, 2018; Konistan, 2017).

Williams (2019) conducted a study on the impact of VT on licensed social workers in mental health in Capella University. The study was qualitative, employing action research design, and was conceptualized on the Constructivist Self-development theory. The study sample was one hundred licensed social workers recruited through snowballing. The observation was that licensed social workers experienced symptoms of VT, such as generalized fatigue, hyper arousal, and avoidance of situations similar to those presented by their clients. The study further revealed that those social workers who were regularly involved in leisure and recreational activities reported fewer symptoms of VT and that gender and age did not have a significant effect on the intensity of symptoms experienced. This study may suggest that participation in recreational and leisure activities moderated the effects of VT. It may further be inferred that teachers in EARCs could use the same strategy to minimize the effects of VT on their professional development. This may be possible because the teachers are

likely to gain relieve from their cognitive disruptions and thereby be in position to concentrate on activities that contribute towards professional development.

Peel, Maxwell & McGrath (2019) investigated leisure as a strategy to manage effects of secondary traumatic stress among student counsellors in Sheffield Hallam University. This was a qualitative study where eight respondents were sampled and in-depth interviews conducted. It was revealed that the respondents used leisure: as a mitigation for secondary traumatic stress; to generate positive emotions; and, as a means to facilitate work-life balance. The researchers further reported that the more the respondents attended leisure activities sessions, the more they experienced positive emotions which enabled them cope with the effects. Interestingly, the study highlighted that it was not the leisure activities that provided coping mechanism but the meaning they attached to the practice. They concluded that leisure was a psychosocial resource which is self-determined and may promote resilience among professionals who work with traumatized clients. Teachers in EARCs may be able to employ leisure as a strategy to manage effects of VT and probably gain capacity to participate in professional development activities. These teachers work within specified schedules and it is possible for them to allocate time for leisure activities. Probably, they may create time after work to engage in leisure before going to their houses. The leisure experience may empower them to reduce the psychological stress and emotional burden acquired at work and thereby, renew their strength to undertake professional development assignments.

Teachers in EARCs are likely to continue being exposed to triggers of VT because they work with traumatized clients on a daily basis. VT may affect the physical body,

as well as their psychological functional and emotional stability. Other effects may include decreased interest in activities which were previously of preference. This may lead to a decrease in seeking healthy behaviours and, consequently, result in depression. Teachers who are depressed are unlikely to meet their official obligations as well as engage in professional development. It is, therefore, prudent for them to devise strategies for coping with the effects of VT so as to work effectively and at the same time utilize opportunities for professional development.

Self - care is another strategy that may be used to deal with effects of VT. Riegel, Dunbar, Fitzsimons, Freedland, Lee, Middleton, & Jaarsma, 2019; Dorociak, Rupert, Bryant & Zahniser (2017) describe self-care as the cautious effort to remain in touch with the self-wellbeing even in the midst of overwhelming work schedules. The practice demands that professionals always remember that they are responsible for their wellness. The professionals should be acutely aware of the signs and symptoms of VT, such as generalized fatigue, decreased concentration on work, lack of trust in self-capacity, among other effects (Killian, Hernandez-Wolfe, Engstrom & Gangsei, 2017). The professionals should, therefore, maintain constant observation of the self and conduct regular self-analysis (Merski, Młynarczyk, Ludwiczak, Skrzeczkowski, Dunin-Horkawicz & Górna, 2020.). Self -analysis is the practice of monitoring the self for any changes that may signal the advent of unhealthy symptoms. Involvement in self-analysis practices may include relaxation and meditation, which have been found to be helpful for those who work with traumatized populace (Fernández-Solano, del Baño-Aledo & Rodríguez-Bailón, 2019). Self-analysis may also be conducted by responding to a questionnaire designed to detect symptoms of poor health (Carvalho, Palmeira, Coutinho, Barbosa & Trindade, 2021). Through self-

analysis, a teacher affected by VT is able to discover any anomalies early enough and deal with them accordingly.

Another practice of self-care is maintaining balance diet throughout out, especially increasing the intake of fruits and vegetables (Slatyer, Craigie, Rees, Davis, Dolan & Hegney, 2018; Hotchkiss, 2018). This practice is within the possible reach of many teachers in EARCS since the activities to be undertaken call for personal commitment. It is possible for one to plan on what to eat because food is a basic need. Teachers in EARCs, by the level of education, are expected to have adequate knowledge about balanced diet. They are aware of the nutritive value of the foodstuff in their locality and have the financial ability to out- source what may be lacking. They can grow some of the foodstuff because majority of them work in their home areas, or in places where it may be possible to have land to grow them. There are few studies on self-care practices among teachers of children with disability and, this study focused on how teachers in EARCs are likely to benefit from this practice in mitigating effects of VT.

Continued professional development has been suggested as an important strategy for mitigating effects of VT among professionals (Campbell, 2017). The researcher is of the view that, working for long periods without updating skills is likely to render professionals vulnerable to emotional drain. He recommends constant training for the professionals to remain abreast with current skills and techniques, as a strategy of protecting themselves against the negative effects associated with their work. Halevi & Idisis (2018) endorsed this recommendation by emphasizing that by updating their skills, the professionals would be better equipped to deal with uncertainties and

emerging issues in their work. Teachers in EARCs may utilize the opportunities for professional development provided by their employer and other interested parties, to update their skills and become not only more proficient, but also safeguard themselves from the negative effects emanating from their work with traumatized children and parents/guardians. The extent of involvement in continuous professional development by teachers in EARCs was one of the objectives of this study. Data captured revealed both the extent of involvement and the effects of such involvement. In this regard, there was sufficient evidence for this study to appreciate continuous professional development as a strategy to mitigate effects of VT.

2.4 Summary of Literature Review

This study is based on the Constructivist Self-development Theory (CSDT) by McCann and Pearlman (1990). This theory views VT as the negative cognitive and behavioural changes that occur in therapists who repeatedly work with traumatized clients. Based on the theory, teachers who assess disabled children could experience disruptions in their core schemas, such as the frame of reference, self-capacities, ego resources, psychological needs, and cognitive schemas, memory and perception. These do interfere with their professional development. The Functional Descriptive Theoretical Model by Tedeschi & Calhoun (2004b) similarly informed this study. The theory hypothesizes positive changes upon traumatic encounters in the form of post traumatic growth. The positive changes were presumed to happen among some teachers in EARCs and facilitate professional development.

Demographic variables were discussed by focusing on gender, age, working experience, highest level of training in SNE and level of specialized training in assessment. The extent of the effects vicarious trauma among teachers in EARCs was

brought out by concentrating on psychological, physical, behavioural and emotional domains and how this affected professional development. The review of the effects of VT highlighted that affected teachers were likely to forfeit their opportunities for promotion because their capacity to recognize and utilize them was compromised. Likewise, teachers in EARCs encountered difficulties to make meaningful academic progression because VT eroded their physical stamina and psychological prowess which are important in academic pursuits. Furthermore, teachers in EARCs were perceived to have diminished chances for capacity building because effects of VT disrupted their capacity for active participation. Nevertheless, some teachers were understood to get motivated by the effects of VT and propelled their agenda for professional development. Some strategies which were used to minimize effects by teachers in EARCs included; involvement in religious activities, social support, recreational and leisure as well as self-care.

2.5 Conceptual Framework

Guided by the stated theory (CSDT) and the reviewed literature, the researcher conceptualizes that within EARCs effects of may affect teachers' professional development. For this study, effects of vicarious trauma, herein referred to as the independent variable, has the potential of negatively or positively affect professional development (dependent variable) which is measured by opportunities for promotion, academic progress and chances for capacity building. The relationship between the dependent and independent variables under investigation is as shown in Figure 2.1. There are extraneous variables such as venue and time of conducting interviews that were assumed as likely to have confounding effects on the relationship between effects of vicarious trauma on professional development of teachers in EARCs. These

confounding effects of the extraneous variables were controlled statistically using partial correlation.

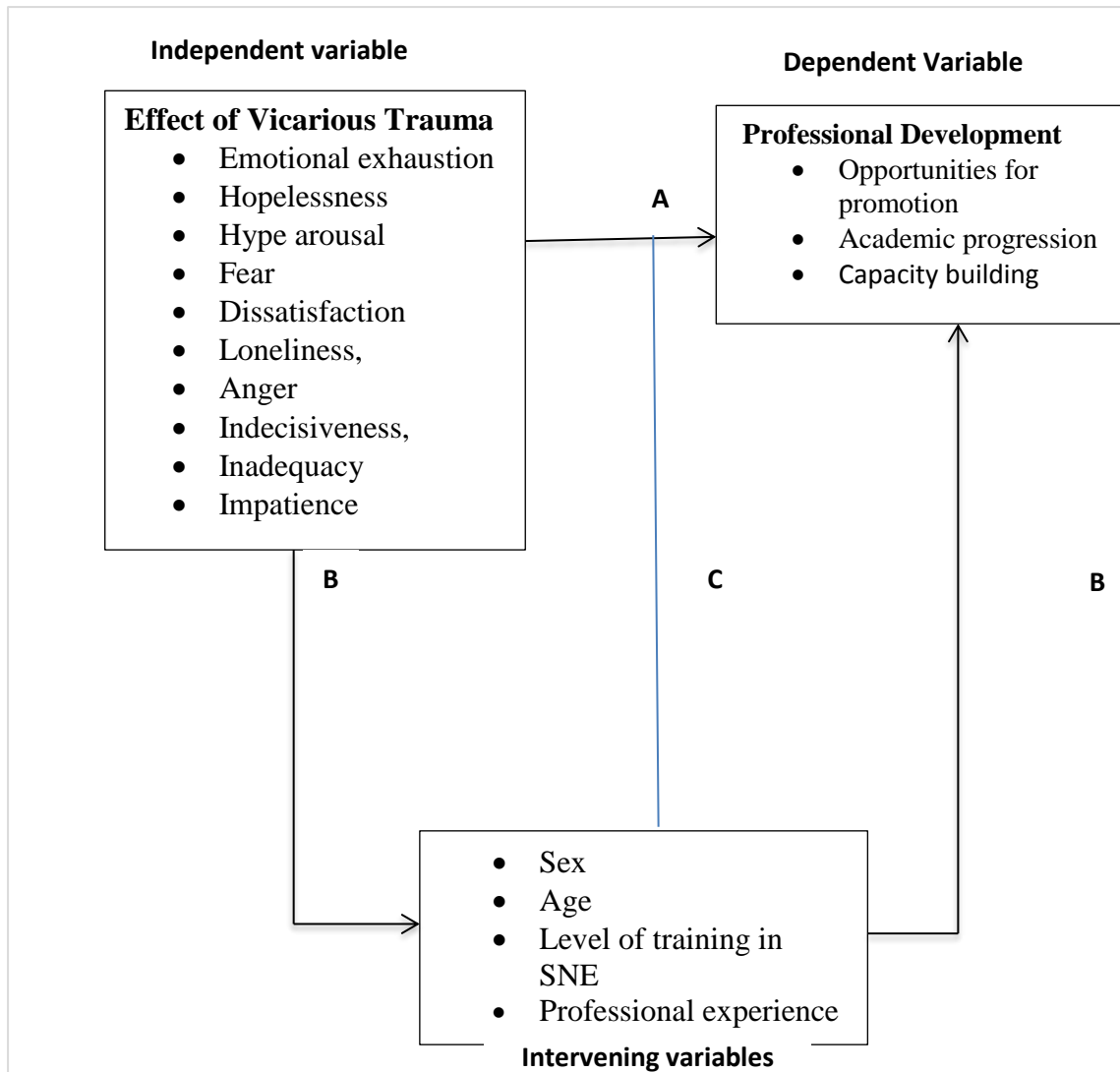


Figure 2.1: Conceptual Framework: Source Author

Arrow A: Indicate that effects of VT influence professional development

Arrow B: Indicate that effects of intervening variable moderate the relationship between VT and professional development

Arrow C: Intervening variables moderate the effects of VT on professions development

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was employed in the study. It sets out the research design, site of the study, target population, sampling procedures and techniques, sample population, research instruments, piloting, testing of validity and reliability of the instruments, data collection process and procedures, ethical considerations, and data analysis procedures.

3.2 Research Design

This study employed the concurrent triangulation mixed design employing correlation and phenomenological approaches. The correlational approach enabled the study to establish the association between VT and professional development. The approach yielded quantitative data. On the other hand, phenomenological design enabled the study to establish the lived experiences of EARC teachers and how this could be affecting their professional development. The approach yielded qualitative data. The design was preferred so as to collect both quantitative and qualitative data simultaneously, and to analyze each separately and later triangulate them. The design also provided opportunity for cross validation, thus providing adequate descriptions on the concerns of the study.

3.3 Study Variables

The independent variable under investigation was effects of vicarious trauma (VT), while the dependent variable was professional development. The effects of VT that were assessed include: emotional exhaustion, dissatisfaction, loneliness, anger, indecisiveness, inadequacy, hopelessness and impatience, The professional development was captured by examining opportunities for promotion, academic

progression, and chances for capacity building of teachers in EARCs. Intervening variables in this study were sex, age, professional experience, level of training in special needs education and specialized training in assessment.

3.4 Site of the Study

The study was conducted in forty two out of the forty-seven county EARCs in Kenya (MOE, 2015; TSC, 2015). The teachers in EARCs are the professionals who work with children with disability and their parents/guardians on a daily basis and are likely to be well versed with the subject under investigation.

3.5 Target Population

A target population is the total number of people, objects, events or institutions that have common characteristics and in whom the researcher is interested (Erba, Ternes, Bobkowski, Logan & Liu, 2018). This study targeted teachers in the forty two county EARCs in Kenya. The study expected to reach out to one hundred and eighteen teachers from the forty two counties since each EARC had at least two teachers, (TSC, 2015). In total one hundred and seven teachers participated in the study by filling in questionnaires while thirty-five took part in the one-on-one interviews. Five centres (i.e Nairobi, Kirinyanga, Kwale, Kitui And Vihinga) were left out because they had been used for piloting.

3.6 Sampling Technique and Sample Size

The population of teachers in EARCs is small, hence the census technique was used where the entire population of forty seven EARCs was picked. This technique is considered appropriate where a small population has similar responsibilities or characteristics (Atah, 2019).

Convenience sampling was used to select teachers who participated in the in-depth interviews. Convenience sampling is a non-probability technique usually used in qualitative research. The participants are selected to give the researcher some advantage such as being within ease of reach (Rahi, 2017). These were the first thirty-five teachers to complete and return their questionnaires. This technique was considered suitable because it allowed the researcher and the participants to work at utmost convenience.

3.7 Research Instruments

The study used a questionnaire and an interview schedule for data collection. The questionnaire consisted of three sections. Section A was demographic data of the respondents which focused on age, sex, professional experience, level of training in Special Needs Education and specialized training in assessment. Section B was the Vicarious Traumatization Scale (VTS) by Middleton (2011), which is a 34 – item scale designed to detect disruptions in the cognitive schemas of caregiver’s identity and belief system (Pearlman & Saakvitne, 1995 cited in Middleton, 2011). The tool has been adapted to conform to the aspects related to assessment of children with disability. It is a 6–point rating scale with response options ranging from: 1 = Strongly Disagree to 6 = Strongly Agree. Higher scores on this scale represent greater levels of VT. The lowest score for each item is one, while the highest is 6. The total score is obtained by summing up scores of each item. Higher scores on this scale indicate high VT. The scores are grouped in mean ranges as follows: 34 to 68 – extremely low VT, 69 to 102 – Low VT, 103 to 136 – Moderate VT, 137 to 170 – High VT, and 171 to 204 – extremely High VT.

Section C of the questionnaire was the “Teaching and Learning International Survey Tool” (TALIS) (TALIS, 2013). TALIS is used in evaluating teacher professional development, school leadership and teaching environments (OECD, 2014). Questions 47, 48, 50-52 captured opportunities for promotion, 43 and 44 captured academic progression and 40, 41, and 42 captured capacity building among teachers in EARCs. This tool has been used by the European Union, the United States of America and some countries in Africa including Malawi, Mali and Liberia. In this study, however, the researcher only used section one, which is for teacher professional development. It is a self-administered sub-scale meant to measure teachers’ extent of involvement in professional development activities, designations and responsibilities, and barriers to professional development. The tool has been adapted to suit professional development for teachers in EARCs. Respondents were expected to choose their preferred alternative by ticking in the appropriate box. This tool examines the extent of teacher participation in professional development activities using Likert scale. Upon cleaning and data coding the researcher made use of frequencies and percentages as descriptive analysis of teacher professional development.

The interview schedule was the second tool. It was meant to capture teachers’ views on the effects of VT on their professional development. This tool captured qualitative data that was used in triangulation with quantitative data collected through the questionnaire.

3.8 Validity and Reliability of Instruments

The following section indicates how validity and reliability were ensured and estimated.

3.8.1 Validity of Instruments

Content validity was ensured by modifying the items of standardized instruments to be appropriate to the target participants and objectives. Also content validity was safeguarded by including relevant inputs from the supervisors and members of department of psychology. The study was guided by the Constructivist Self-development Theory and Functional Descriptive Theoretical Model to ensure construct validity. Colleagues edited and reviewed the work before submission to guarantee clarity of expression hence enhancing face validity. For example, item number 16 the word *baffled* was replaced with *confused*. This was done to better provide clarity. On the same note item number 23 which read “ after a difficulty case, the trauma material keeps coming back up for me” was rephrased to read “I have flashbacks or disturbing dreams about the children with disability I see at my workplace”. This was rephrased to make the item more specific to the nature of work in EARCs.

3.8.2 Reliability of Instruments

The VTS and TALIS tools used in the study are standardized. TALIS has been used in 34 countries in Europe, Africa and America. All the items in the TALIS questionnaire were rigorously translated and some recorded to ensure comparability. This tool has been used with great success by most countries in the European Union, and many others including some in Africa such as Malawi and Mali (OECD, 2014). The reliability index (Cronbach’s alpha) for TALIS across these countries ranged between 0.57 and 0.73 with an overall alpha rating of 0.70. TALIS overall objective is to provide international indicators and policy-relevant analysis on teacher professional

development and their workplaces, to help countries develop and review policies that create the conditions for improved learning and spur further investigation into differences within and between countries OECD, 2014). For this study, only the section on teacher professional development was selected and necessary modifications done. For example, the duration for which teachers were expected to engage in the professional development was changed from twelve months to five years because this is the current practice in Kenya, (Tsc,2017).

Lila Petar and Franklin (2009) used VTS in the assessment of subjective levels of distress associated with working with traumatized clients based on two factors; intrusion and avoidance. The reliability index (Cronbach's alpha) for VTS was 0.88 which is sufficient to consider it reliable. The VTS was developed based on a thorough review of the theory and research surrounding the construct and qualitative data collected from a previous study on VT among child welfare professionals (Middleton, 2011).

The fact that these instruments were used in different target populations and locations, did not stop the researcher from conducting an estimate reliability using test-retest method. Towards this end, the questionnaire was administered to pilot participants twice in a span of two weeks. The Pearson correlation coefficient was calculated for two sets of scores (first and second administration). The correlation coefficient obtained was 0.87 which is regarded as reliable (Adegbola, 2019).

The interview schedule has been developed by the researcher and was pre-tested to ascertain its viability. Gaps noted were addressed before full-scale data was gathered.

Additionally, the supervisors and peers offered expertise and suggestions from their research experience to ensure that the tools remained valid and reliable.

3.9 Pilot Study

Piloting is the practice of conducting a small study on some respondents from the target population. It is done to test the feasibility of the research instruments and other protocols. The deficiencies identified are addressed before the major study is conducted (Malmqvist, Hellberg, Möllås, Rose & Shevlin, 2019). The piloting for this study was conducted in five county EARCs, i.e., 10% of the target population (Rahi, 2017). The five county EARCs were sampled through simple random sampling technique. The results of the pilot indicated that the proposed methodologies were feasible and that the instruments were appropriate in achieving the objectives.

3.10 Data Collection Procedures

Permission to collect data was granted by the relevant agencies county directors and EARCs were contacted by phone to inform them about the study and to seek for their consent to participate. Thereafter, the questionnaires were posted to the EARCs who filled and returned them within three weeks. An envelope, which was addressed and stamped, was provided for this purpose. Follow up by phone calls was done to monitor the progress being made by the EARCs. The researcher, with the assistance of two research assistants trained in data gathering and management visited sampled EARCs to conduct the focus group discussions. The research assistants visited the EARCs where the questionnaire were not returned in time and collected them. All data gathered was secured immediately for safe storage awaiting analysis.

3.11 Data Analysis and Presentation

The study adopted both descriptive and inferential statistical analysis techniques to determine the relationship between VT and professional development of teachers in the EARCs. The descriptive statistics, i.e., percentages and frequencies, were used to describe the extent of VT among teachers in EARCs. Inferential statistical analyses were employed to determine the correlations between the variables. The chi square technique was utilized to determine the nature of relationships between the effects of VT on opportunities for promotion, academic progression, and capacity building. Editing of all collected data was conducted to enhance its worth and clarity for coding. The quantitative data was processed through the use of statistical package for social sciences (SPSS) software version 25.0 to generate table formats for further analysis.

Thematic analysis was done for analyzing qualitative data. This was done by examining and recording patterns within data. The emerging themes were derived from objectives of the study. Thematic analysis helped in establishing meaningful patterns and relationships across different variables. In order to provide excellent opportunity for drawing comparisons and cross-validation, three steps in data analysis were employed (Rahi, 2017). In the first step of data analysis, quantitative data was analyzed statistically. In the second step, the qualitative data was analysed thematically. In the third step, both quantitative and qualitative data were triangulated based on the objectives of the study.

3.12 Data Management and Ethical Considerations

After consent was granted by the supervisors and the department, further endorsement was sought from Kenyatta University graduate school. The researcher also sought

subject protection approval from Kenyatta University Ethics and Review committee. Thereafter, a research permit was obtained from the National Commission for Science, Technology and Innovations (NACOSTI). The county education commissioners were consulted to approve visits and data collection from EARCs. The researcher then contacted all the sampled EARCs coordinators to explain about the study and seek their consent to participate in the study. The questionnaires and consent forms were subsequently sent to the teachers in the EARCs. All participants were assured of confidentiality in handling the data and that the data was only be used for the purpose of this study. Adequate debriefing was done to protect the welfare of the research assistants because there was a likely of having some being inflicted by the feelings of the subjects. Referral arrangements were as well done by having a counselor supervisor available to offer support whenever it was required. Research assistants were properly trained on how to conduct interviews and how to manage the data obtained.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings and discussion of the study on effects of vicarious trauma on professional development among teachers in EARCs in Kenya. The presentation of the findings and discussion was guided by the objectives of the study which were to;

- i. Establish the extent of the effects of vicarious trauma among teachers in EARCs in Kenya
- ii. Find out how effects of VT affect opportunities for promotion among teachers in EARCs in Kenya
- iii. Investigate how effects of VT affect academic progression among teachers in EARCs in Kenya,

- iv. Establish how effects of VT affect chances of capacity building among teachers in EARCs in Kenya and
- v. Find out strategies which may be used to minimize the effects of VT on professional development among teachers in EARCs in Kenya.

4.2 Response Rate

This study targetted all one hundred and eighteen teachers working in EARCs in Kenya (TSC,2018). One hundred and eighteen questionnaires were sent. Out of these, one hundred and seven were completed and returned, making response rate of 90.7%. This response rate was considered adequate because it is above the 70% threshold proposed by some scholars as acceptable for meaningful generalizations (Hendra & Hill,2019; Taherdoost, 2017; Mugenda & Mugenda, 2012). Response rate is an important aspect in a study because it indicates the representiveness of the sample to the target polulation, (Lie, Rueegg, Fosså, Loge, Ruud & Kiserud, 2019; Saleh & Bista, 2017).

4.3 Demographic Characteristics of Respondents

Demographic characteristics which were gathered in the study were gender, age, working experience, highest level of training in SNE and level of specialized training in assessment. This information was necessary in grouping respondents into similar categories which made it convenient to compare and contrast responses across the various categories. The categories further made it possible and at the same time enabled the researcher to gauge the generalizability of the findings. The categories may still be used in developing conclusions and recommendations for the study (Edlund, 2020; Costa, Hansel, Moore, Many & Osofsky, 2015). The construct of VT is heavily influenced by demographic variables and capturing the data enabled the

researcher to discover how different demographic variables influenced occurrence and intensity of VT. Furthermore the demographic information were handy in proposing strategies to mitigate the effects of VT among the respondents based on their demographic features (Harrison, Burke & Clarke, 2020; Maguire & Byrne, 2017).

4.3.1 Gender of Respondent

The study captured the gender of respondents so as to establish the prevalence of VT among male and female teachers in EARCs in Kenya. The findings are presented in the Table 4.1.

Table 4. 1: Gender of Respondents

Gender	Frequency	Percentage
Male	56	52.3
Female	51	47.7
Total	107	100

The findings as indicated in Figure 4.1 show that slightly more than half of the respondents were male 56(52.3%) while 51(47.7%) were female. This observation of male domination in assessment centres is consistent with other studies conducted previously in Kenya, (Maemba, 2017; Nyakundi, 2015; Ismael, 2015; Adagiri 2014). The case is however different in developed countries such as United States of America, England, France and Norway where similar studies reported that female teachers dominated in education and disability assessment related assignments (Biggs,

Gilson, & Carter, 2019; Boved, & Aronson, 2019; Cameron, Tveit, Jortveit, Lindqvist, Göransson & Nilholm, 2018; Garwood, Van Loan & Werts, 2018; OECD, 2013). This may be attributed to that fact that in developing countries, cultural beliefs and practices disadvantage girls in accessing education and training and it is likely that boys, who mostly access education and training are more available for employment. On the other hand, in developed countries, both boys and girls have better opportunities to access education and training and are able to compete favorably for employment opportunities. Furthermore, in developed countries the teaching profession is not well paying as compared to other professions, and men are likely to shun teaching for better paying jobs while women view teaching as an opportunity to take up employment and, at the same time, attend to family matters (Solhaug & Kristensen, 2020). It may also be observed that working in EARCs in Kenya is considered better than teaching, because the EARC offices are situated along other government offices or in schools, and are supervised from the county education offices. The EARCs as other government agencies are funded by the state department of education and work in close consultation with the county education office, (TSC,2015; KISE, 2015; Moe, 2015). Further, EARCs have better opportunities of attracting funding from development partners such as VSO. It, therefore, becomes more attractive because of the extra funding and leadership roles envisaged. Seo, Huang & Han, (2017) are of the view that the practice is probably reinforced by stereotypic tendencies which limit women's' opportunities to access leadership positions.

4.3.2 Age of Respondents

The age of respondents was considered an important factor in experiencing VT and as such it was captured to ascertain its occurrence across age brackets. The findings are captured in the Table 4.2

Table 4. 2: Age Distribution of Respondents

Age	Frequency	Percentage
20 - 30 years	10	9.3
31 - 40 years	32	29.9
41 – 50 years	55	51.4
51 – 60 years	9	8.4
Above 60 years	1	0.9
Total	107	100

The data above indicate that most teachers in EARCs were aged between 41-50 years (51.4%) with only one who was over 60 years (0.9%). This may be an indication that they had served for some reasonable duration to have witnessed different episodes of suffering from their clients. Consequently, they might have been exposed to VT which affected their professional development in different ways. The findings in this study resonate with Maemba (2015) who observed that majority of the teachers and EARC coordinators were aged 40-50 (46.67), 31-40 (23.33%)%, and those above 50 years were 20%. Studies in special education institutions in other counties in Africa i.e., South Africa, Nigeria, and Tanzania, have showed similar results (Benell & mukyamuzi, 2015; Arimande, 2015; Majola 2014; Adagiri ,2014). These findings are contrary to observations on the same variable in most European countries. For example, in Germany, France, Sweden, and Norway most teachers are

below 40 years, (OECD, 2015). The difference on age bracket may have been caused by the fact in European countries assessment teachers are recruited direct after university while teachers in EARCs are recruited after having served for at least five years (Tsc,2015; KISE, 2015). The different age brackets for teachers in this study and that of teachers in the European countries are likely to have different observations on effects of VT on their professional development. Teachers who are advanced in age have gone through many emotional experiences and could be better prepared to withstand emotional strains and still make suitable decisions for the children they assess. It may also be observed that older teachers, as expected in their professional practice, may have had many opportunities for training, not only in assessment but also on management of work related challenges which affect their professional development (TSC 2016) Furthermore, the older teachers may have established professional and social networks for support in times of need. On the other hand, younger teachers are: still learning to manage their work-related emotions; waiting to train/training on management of work-related challenges; and, establishing professional and social networks. It will be interesting to see the differences in the effects of vicarious trauma on professional development among older and younger teachers.

4.3.3 Respondents' Professional Experience

Data on professional experience was gathered for the purpose of ascertaining how it may moderate effects of VT among different respondents. The findings are presented in the table below.

Table 4. 3: Professional Experience of Respondents

Professional experience	Frequency	Percentage
-------------------------	-----------	------------

Below 5 years	27	25.2
5 – 10 years	31	29
11 – 15 years	23	21.5
16 – 20 years	16	15
21 – 25 years	5	4.7
Over 25 years	5	4.7
Total	107	100

Years of professional experience shown in Table 4.3 indicate that teachers in EARCs had served for different durations, with some having served between 5-10 years, 29%, and others serving 21-25 and over 25 years each at 4.7%. These findings are almost similar to other related studies conducted in special education institutions in Kenya. One such study conducted by Wanyera, (2004) established that 51% of the teachers in EARCs had served between five and ten years. On the same note, Kihoro (2010) found out that most SNE teachers in Nyeri County, Kenya, had served between 6 and 15 years. Similar conclusions have been made across the globe. For instance, OECD, 2015 points out that most teachers in Special Education Needs (SEN) in the European countries are relatively young and have served for 6-10 years.

4.3.4 Respondents' Highest Training in SNE

Training in SNE forms the foundation necessary in acquiring knowledge and skills for competently assessing children with disabilities and it is anticipated that the training is likely to yield more appropriate assessment results. This study, therefore, expected to find assessment teachers who were trained in SNE at various levels. Table 4.4 details respondent's highest training in SNE.

Table 4. 4: Highest Training in Special Needs Education

Training in special needs education	Frequency	Percentage
Diploma in Secondary Education Is this SNE?	1	0.9
Diploma in Special Education	50	46.7
Bachelors in Special Education	51	47
Masters in Special Education	5	4.7
Total	107	100

The data in the Table 4.4 shows that almost equal percentage of teachers had SNE training at bachelor (47.7%) and diploma (46.7%) whereas one (0.9%) respondent had diploma in secondary education. These findings contradict the report on demographic profiles of teachers in United States of America where, in 2011, majority (43%) of teachers in special education held a master's degree while only 29% had bachelor's degree in SNE and 12% held general education master's degree, and no teachers held diploma as the highest qualification (Billingsley & Bettini, 2019; Langher, Caputo & Ricci, 2017). This difference in training in SNE may be brought about by the fact that, training in SNE in USA has a longer history as compared to Kenya and other developing countries. In fact, the first teachers to train in SNE in Kenya, were trained in the USA and even to today, Kenya still sends some teachers for training to USA and other developed countries (KISE, 205.; Moe, 2014; Tsc, 2015). There could also be higher levels of awareness on disability matters in USA which may have resulted to creating more training opportunities for teachers and other personnel who work

with/for persons with disabilities. The higher levels of awareness in the USA may have necessitated the government to formulate policies to support education and training for persons with disability and allocate more resources to support the implementation of the policies. More importantly training in SNE in Kenya is mostly done after the initial teacher training as opposed to USA where it is direct after senior school. In the long run, it is possible to have more teachers trained at higher and different areas of SNE in USA as compared to Kenya. I think the claim in the paragraph above needs to be reviewed.

4.3.5 Respondents' Level of Specialized Training in Assessment

Specialized training in assessment is meant to equip teachers in EARCs with knowledge and skills for assessing children with disabilities. Teachers in EARCs assess children with disability and advise their parents/guardians on appropriate interventions. Table 4.5 details respondents specialized training in assessment.

Table 4. 5 Specialized Training in Assessment

Specialized training in Assessment	Frequency	Percentage
Certificate	69	64.50
None	38	35.50
Total	107	100

The data above shows that majority of the respondents at 69 (64.5 %) had a certificate qualification in specialized training in assessment while 35.5 percent had no training

in this area. Similar studies in Rwanda and Tanzania report that majority, 82% of the teachers who assess children with disability are not specially trained in assessment although they have attended seminars and workshops organized for their capacity building (Benell & Mukyamuzi 2005). Lack of specialized training in assessment for teachers may be associated with few training opportunities in these countries. For example, in Tanzania specialized training in assessment is provided in Patandi College of Special Education, while other institutions provide general training in special education, (Mapundal, Omollo & Bali, 2017). The situation is different from Kenya where there are several institutions providing special education programmes, which include specialized training in assessment (Moe 2015). Tie this in with your research.

These findings on lack of and/or inadequate specialized training in assessment contradict observations by Billingsley & Bettini (2019) on profile of teachers in Special education in USA. The study concluded that 72% of the teachers in Special education who assess children with disability in the USA had attained master's degree in disability or psychological assessment. This may be attributed to better standards of living resulting to better services in developed countries. This may not be the case for Kenya where special needs education and related services are still being formalized and, as such, teachers may be poorly resourced, not only to assess children with disability but also to engage in professional development.

4.4 Extent of Vicarious Trauma among Assessment Teachers

The first objective of this study was to establish the extent of vicarious trauma among teachers in EARCs in Kenya. To establish the extent of VT, the Vicarious Traumatization Scale (VTS) by Middleton (2011) was used. It is a 34 – item rating

scale. It uses a 6–point rating scale with response options ranging from: 1 = Strongly Disagree to 6 = Strongly Agree. Higher scores represent greater VT. The total score is obtained by summing up scores of each item. The scores are grouped into three categories. These are: 34 to 102-Low VT, 103 to 136-Moderate VT and 137 to 204 – High VT. Additionally, the mean and standard deviation of each score is indicated. This was considered necessary for comparing significance of each score towards VT. The data is presented in Appendix A7.

he data in the Table 4.6 above indicate that respondents experienced VT as it was evidenced by the scores on different test items which were used to measure effects of VT. The test items captured effects of VT in physical, psychological, emotional and behavioural aspects. For example, some respondents reported of often experiencing physical exhaustion after or during work (M=4.57, SD=1.518), with 47(43.9%) agreeing and 29(27.1%) strongly agreeing. Other respondents reported that the work of assessing children with disability left them physically drained (M=4.11, SD=1.469) as indicated by 37(34.6%) respondents who agreed and 16.8% strongly agreed.

4.4.1 Summary of the Effects of Vicarious Trauma

In order to make data analysis and discussion flow in a logical manner, the data in table 4.6 was condensed into four domains that are affected by VT i.e., psychological, emotional, behavioural and physical. The summary is presented in the figure 4.1.

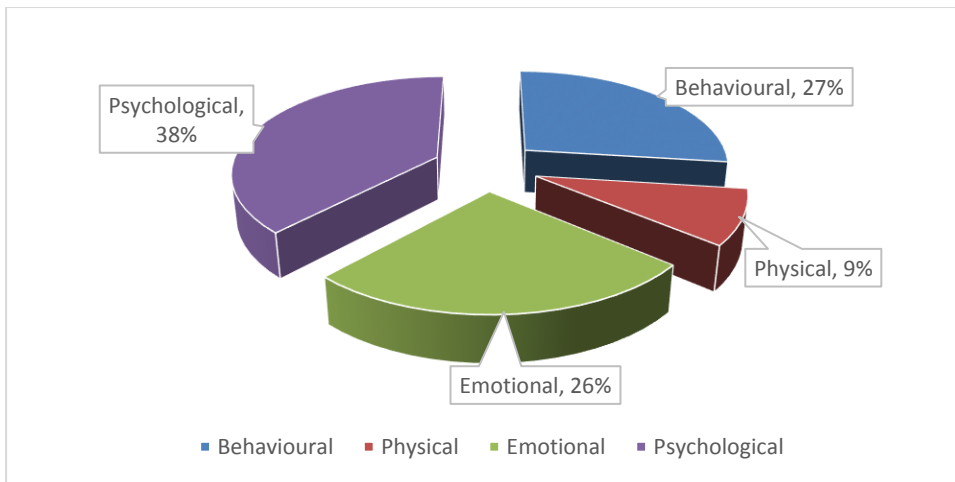


Figure 4. 1: Summary of the Effects of Vicarious Trauma

As can be seen from the Figure 4.1 above, VT affected the EARC teachers in the four different domains (emotional, Psychological, Physical, and behavioural) that could affect their professional development. The effects of VT among the respondents were rated differently across the domains with the psychological domain being at 38% while the physical domain was at 9%. The behavioural and emotional domains were at 27% and 26% respectively.

4.4.2 Prevalence of VT as Manifested In Psychological Effects

The data in figure 4.1 indicates that the effects of VT on the psychological domain were highest at 38%. This observation may imply effects of VT among the EARC teachers were evidenced more on their psychological needs than in the other aspects. The observation seems to resonate positively with the assumptions of CSDT which proposes that VT may cause negative cognitive changes in therapists who regularly treat traumatized clients. Once the negative changes occur, they could disrupt the EARC teachers' cognitive schemas which are essential in interpreting the worldview, (McCann & Pearlman, 1990a). This finding in the current study seems to suggest that

effects on psychological domain are likely to spread to other domains. From stress literature, psychological factors are considered to have greater influence on the mental as well as the general wellbeing of individuals, (He, Turnbull, Kirshbaum, Phillips & Klainin-Yobas, 2018). This position was also held by other studies where psychological effects have been reported to have effects on emotional and behavioural domains, (Steel, Hardy, Smith, Wykes, Rose, Enright & Mueser, 2017; Branson, 2019). The current finding further agrees on the subjective view of CSDT that the experience of VT is unique in each individual and that individuals are continually creating their worldview, (McCann & Pearlman, 1990a). This may mean that once the psychological needs are affected by VT a teacher is likely to view the work place as unsafe and consequently extent the same to other factors in their lives hence affecting their entire world view. This subjective perception of unsafe world is likely to invoke emotional feelings of fear, mistrust and solitude which have been associated with VT (Branson, 2019; Molnar, Sprang, Killian, Gottfried, Emery & Bride, 2017). From, the existing literature, trauma experienced has been found to change the entire world view of an individual in different perspectives. For instance, Infurna, Alajak, Waterloo and Furr, (2020) observe that experience of trauma could lead to growth in different aspects of individuals. Similarly, Somasundaram and Sivayokan , (2013), observe that trauma could have both positive and negative effects on an individual . They cite positive effects such as adversity activated development (AAD) while on the negative effects could manifest in ordinary human suffering, distress psychological reactions, psychiatric disorders. A teacher who feels unsafe is likely to construe being vulnerable and at great risk of getting disadvantaged. Such a teacher may misguide the self in believing that engaging in professional development is a risk undertaking which is not worthy trying. This kind of a teacher is likely to experience

fear of participating in professional development endeavours. This could be the fear of failure which is the cognitive, emotional and behavioural reactions to the negative outcomes associated with inability to achieve set goals. In this regard, the teacher may doubt his or her mental capacity to meet the demands for professional development and is likely to get emotionally upset when he/she attempts activities necessary for professional development (Molnar, Sprang, Killian, Gottfried, Emery & Bride, 2017). In the long run such a teacher is likely to avoid engagements associated with professional development and may stagnate at the same grade in the career of assessment.

Frequent thoughts about the work experiences were also reported by the teachers. Accordingly, 43.9% of the respondents strongly agreed and 26.2% agreed that they experienced thoughts about work when they were not at work. At the same time (48.6%) of the respondents revealed that they had disturbing dreams in form of flashbacks of the children they had assessed at work. The interviews with teachers in EARCs equally showed that experiencing disturbing thoughts about work while respondents were at home was a common phenomenon. One of the teachers expressed it in the following words:

“Sometimes I assess children who have severe disabilities. Such children are rarely accepted in schools and they keep on being brought back by their parents for assistance to secure placement. I keep on thinking about them even when I’m not here. It disturbs me because they need more support than I may provide”.

Teacher 8, female 39 years

Both the quantitative and qualitative data indicate that some teachers in EARCs experienced difficulties in their cognitive domain as a result of working with children

with disability. The continual thoughts about work while away from work may be an indication of experiencing VT (APA, 2013). The thoughts could be recurring because during the process of assessment disturbing images were imprinted in the cognitive schema of the teacher, (Pearlman & Saakvitne,1995). According to Malaktaris & Lynn (2019), flashbacks are vivid and intense recurring sensory experiences of traumatic events while one is awake. These experiences are likely to disturb some of the cognitive capacities of the teacher necessary in professional development, such as memory, attention, and reasoning among others. Inability to remember Vanderveren, Bijttebier & Hermans, (2017) limit teachers' successful participation in professional development. More importantly, memory is a key aspect in professional development. Accordingly, teachers in professional development need to remember the content of their training to be able to benefit their professional work. Erickson, Smith, Albrecht & Silverstein (2019) postulate that memory is important for adaptive behaviour. Teachers engage in professional development to adapt to new behaviour that can enhance their Professional effectiveness. With disturbed memory they may not be able to achieve that. It is therefore possible to envisage that VT has a negative effect on professional development, but whether this applies to EARC teachers remains a subject of exploration in the ensuing objectives.

On the same matter, Myers, Stokes & Nobre (2017) point out that professionals need to pay attention in the activities they undertake at work. Such activities include professional development for teachers in EARCs because the activities require some level of rigor. However, the occurrences of flashbacks are likely to compromise the teacher's ability to focus on the essentials for professional development and may

inconvenience their career progress. Flashbacks are imbued with intrusive thoughts and behaviour that interfere with the concentration.

Relatedly, dissociated or split off from normal consciousness in memory, results in powerful and uncontrollable re-enactments of the events that distort concentration (Brewin, 2015). In line with CSDT, VT distorts cognitive abilities such as accuracy. This makes it difficult for professional development. In addition, the constant flashbacks are likely to cause mental fatigue which lowers the victim's capacity to make appropriate decisions that may relate to professional development.

A respondent alluded to this in saying that;

.. There is a lot of work in assessment centres. Besides assessment, I do guidance and counselling to both parents/guardians and children as well as attending meetings. This kind of work has a lot of fatigue. Sometimes I feel powerless especially when it becomes challenging to secure appropriate placement or make parents understand my limitations in supporting every case. At the end of the day I feel both physically and psychologically drained. Teacher 11, male 47

As can be seen from the quote, the teachers in EARCs not only serve the children but also the parents. This appears to increase their work load and adds psychological baggage as they worry for the parents as well. This may psychologically drain them, thus lowering their cognitive capacity to successfully participate in professional development. These experiences of frustrations are likely to impair their opportunities for professional development thereby intensifying their perception on self-pity and powerlessness. Figley (1995) observed that persons who are exposed to traumatized children are especially vulnerable to compassion fatigue. Accordingly, young children are completely dependent on adults for their needs. Therefore, the fact that their parents may not be able to support them effectively raises concerns that could likely

elevate VT among teachers in EARC, hence the expression of powerlessness. Fromm (2019) observed that individuals' power needs are frustrated when they feel powerless or when they believe that they are unable to cope with their live demands. The feelings of powerlessness as depicted in the excerpt could be indicative of the frustrations of teachers in EARCs due to inability to meet all the needs of their clients. This may mean that continual thoughts of powerlessness may work against personal development of teachers. Tenhouten (2016) argues that powerlessness is the inability to live according to the dictates of one's judgment and nature. Citing Luke (year?), the author observes that powerlessness could be experienced in the context of decision making leading to individual subjective alienation in thoughts and other cognitive activities. Individuals high on powerlessness typically do not seek to acquire potentially useful information, in part because they believe they cannot productively use such information. Implicitly, high level of VT that leads to sentiments of powerlessness points to the possible lack of interest in professional development.

Another aspect in the psychological domain that was rated high on extent of vicarious trauma, was perception. Perception is the process, through which sensory information is received, organized, interpreted, and experienced. Perception guides people to make decisions about everything in life, including personal matters and career related issues (Goldstein & Brockmole, 2016). Perception was indicated by (M=4.16, SD=1.68) with 30(28.0%) respondents who agreed and 28(26.2%) who strongly agreed, that when they were out in public, they tended to notice life threatening conditions almost everywhere. This is a clear indication of fear. Fear from a psychological perspective is a survival constructs that enables individuals to take precautions about life threatening events and is consider integral and adaptive aspect of development (Gullone, 2000). However, fear that is persistent triggers

anxious behaviours that threaten the social and emotional well-being of individuals (OECD 2019). Individuals who often experience fear, find it difficult to concentrate on a given activity because their minds are too busy trying to cope with the associated stress and anxiety (Ashcraft and Kirk, cited by OECD 2020). Inability to concentrate on activities may lead to poor focus that may derail EARC teachers from seeking professional development.

In addition, the fear elicited and the consequent anxiety can become generalized, across different spheres of life thus leading to numbness (National Scientific Council on the Developing Child, 2010). It is therefore not surprising that respondents reported of noticing life threatening conditions almost everywhere and were probably expressing what they thought about their clients. Perception of threats everywhere has been associated with occurrence of VT (Hunt, 2018; Loeve, 2017; Jackson, 2016). However, it is worth noting that CSDT asserts VT experiences as personally constructed and what the teachers reported as threats may be an opportunity for personal development. Notably, however, whether reality or just mere perception, the negative effects may indeed limit the teacher's capacity for professional development. Accordingly, VT has the capacity to distort the teachers' view on professional development by devaluing its importance as well as taking away the energy necessary to accomplish the responsibility.

The other indication of effects of VT on the psychological domain among the EARC teachers as evidenced in Table 4.6 was where 57.9% of the respondents strongly agreed and 26.5% agreed that their work made them feel confused about what went on in the world. During the interviews, some respondents also reported feeling

confused as a result of assessing children with disability. Some of them expressed the confusion as follows;

Teacher. “ There are many children who are brought for assessment nowadays. Every day new cases are brought and at the same time those who were assessed earlier also come. Some of the cases are very severe and most schools do not admit them and yet these are special schools. Schools seem to disregard guidelines on admission of children with disability. Cases of disability seem to increase or maybe there is much work in this centre. I assess all disabilities which is confusing. Sometimes I feel confused, what does the schools and ministry want as to do”

Teacher 14, male 46 years.

Interviewer: Why is it confusing.

Teacher: I keep on switching from one area of disability to another. You see there are no assessors for every area. It's confusing.

How many respondents are these?

The data in both the Table 4.6 and the interviews seem to suggest that getting confused in the process of assessment is possible. This is supported by the high percentage of teachers who strongly agreed (57.9%) to the statement and expression by teacher 11 during the interview. The confusion may be caused by getting overwhelmed due to much work and, especially, when struggling to assess in areas of disability outside one's area specialization. Getting overwhelmed is likely to cause mental fatigue and gradually, lead to confusion (Boulanger, 2018; Sartor, 2016). This is because, confusion affects both cognitive and emotional domains which may influence ability to make decisions as well as lead to increased anxiety (Zhang, Paquette, Baker, Ocumpaugh, Bosch, Munshi & Biswas, 2020). A teacher experiencing the afore mentioned symptoms is likely to have difficulties in participating in professional development. Professional development deals with many

demanding tasks which require a well-functioning brain. There is a lot of information to be sorted out and mastered for application. For example, in professional development teachers are not only expected to have sound understanding on various policies in education but also demonstrate how to apply them. A teacher who is confused is unlikely to recall such policies and may experience difficulties in demonstrating how to apply them.

In general, cognitive domain is a key aspect in professional development. It is through the cognitive abilities that individuals are able to develop both hard skills such as problem solving, and comprehending information as well as higher cognitive skills (Zimmerman & Woolf 2014) to facilitate critical thinking that is key to professional development. Cognitive domain is also responsible for soft skills such as attitude and locus of control that is important for self-regulation, which is a key aspect in fulfillment of life goals (Rabinbach, 2020).

4.4.3 The Extent of Physical Effect of VT on Teachers

As earlier stated, VT affected teachers in EARC in four different domains (emotional, Psychological, Physical, and behavioural) that could influence their professional development. From the physical perspective the effect was at 9% on the overall effects. As evidenced in the data, most of the EARC teachers (68.2%) expressed the fact that the work leaves them physically drained. Being physically drained means that one is continuously experience low levels of energy which may be characterized by difficulties in accomplishing daily activities, such as personal care, household chores and responsibilities at work place. The experience of low levels of energy is likely to interfere with professional development. This is because professional development activities require physical ability to execute responsibilities efficiently,

as well as meeting set timelines. A teacher who is low in physical energy feels too tired to meet timelines as well feel inadequate in capacity to sort out the several demands for professional development. Such demands include working for many hours and consulting relevant authorities. Working for many hours require physical stamina to withstand the strain and pressure which is associated with handling difficulty tasks including those related to professional development. Khamisa, Peltzer, Ilic & Oldenburg (2017), assert that the consequences of attempting to tackle demanding tasks when one is low in energy may cause constant headaches, muscle sores, boredom, drowsiness and lowered motivation for participating professional development. A teacher who is experiencing health difficulties is unlikely to have energy to participate in professional development. The effect of physical fatigue on mental activities were also identified by Zhang, He, Zhao Qi Zhou, Zhang and Ming (2018). In their study on the effects of physical fatigue on the mental abilities. The authors argue that the interaction of physical and mental task, viewed from energy perspective leads to mental fatigue. Reflecting on the work of EARC teachers who have to work for long hours on both physical and mental activities, it is not surprising that they are negatively affected.

This finding is in line with other VT studies which identified getting physically drained as a symptom common among professionals who work with traumatized clients, (Levkovich & Gada 2020; Zwisohn , Handley Winters & Reiter, 2019). These authors were of the view that when professionals become physically drained, they experience prolonged tiredness which limits their ability to work for long hours. The failure to work for long hours may imply that it may be difficult for them to engage in multiple demanding tasks as may be required for assessment assignments and

professional development. The same position was echoed by Jaime-Lara, Koons, Matura, Hodgson & Riegel, (2020) by observing that being physically drained could lead to fatigue which is a condition associated with declined ability and capacity for mental and/or physical engagement. Fatigue has the capacity to siphon physical and mental energy out of the teacher and thereby lessen or disrupt the ability to participate in professional development. This is worsened by the multiple functions that the EARC teachers have to undertake such as assessment, guidance and counselling among other assignments. Providing psychological help to the individuals with various conditions has been found to be mentally draining. As Zhang et, al (2018) observes, physical and mental interaction leads to mental fatigue. Accordingly, a participant observed;

“assessment work has a lot of fatigue such that by the end of the day one is physically worn out”

Fatigue is the enduring, subjective sensation of generalized tiredness or exhaustion. Fatigue is viewed as lack of energy of and, according to Rabinbach (2020), it is often accompanied by desire to rest or sleep. Therefore, from the earlier quote it appears that the EARC teachers experience prolonged mental fatigue that is likely to affect their professional development. This characterization of fatigue is likely to demotivate teachers towards professional development. This is because for the teachers to effectively engage in professional development, they need knowledge on a wide variety of topics and ability to organize abundant information and integrate different contextual materials to enhance their learning (Reynolds, Notari, Taveres, and Lee, 2016) which may not be attainable when one is fatigued.

Arguably, EARC teachers get overwhelmed as they are likely to overwork because of the desire to serve all clients coming to the centre and the other duties they have to attend to. The foregoing discussion collaborates positively with the tenets of CSDT (Clemons, (2020); Branson, 2019), which identify physical exhaustion and hypochondria as symptoms of VT among helping professionals. It is, therefore, possible that after the assessment work, the teachers have barely any energy left to engage in other demanding activities like attending teacher professional development courses that are organized from time to time. This is despite the fact that attending such courses is highly recommended for teachers who aspire to improve their careers (Jukes, Turner, Dubeck, Halliday, Inyega, Wolf & Brooker, 2017).

4.4.4 The Extent of behavioural effect of VT on Teachers in EARCs

On the behavioural domain, respondents gave mixed responses. For example, on the statement on solitude, (29%) disagreed while (25.2%) agreed that their work caused them difficulties in socializing with other people. During the interviews, some revealed that they used to socialize with other people especially spouses and friends. One of the teachers interviewed brought out the aspect of socialization in the following words.

*“...I find it beneficial to share my work experiences with my husband and women in our church. My work experiences make it easy for me to reach out to others.
Teacher 17, female 37 years.*

From the above quote, the teacher is suggesting that she did not experience difficulties in reaching out to others. She views sharing as beneficial. The need to reach out to others seems to be informed by the benefits associated with sharing. Sharing information about oneself in challenging situations has been associated with several

benefits. Notably, the emotional understanding is closely associated with a caring spouse or a friend that would offer opportunity for offloading the emotional baggage associated with assessment. The support provided could be seen as relieving for the teachers.

Indeed, the support received through information sharing could be empowering and engenders hope. Informational support could include informal guidance on how to deal with the situation the EARC teachers face, or guidance on policy issues (though informal) that could guide the teachers where to get help. This is important in directing the teachers on how to address the issues they face. In a similar vein, instrumental help like helping the EARC teachers in other chores that they need to work on helps them to get time to recuperate from a long mental and physical demanding day. In general, social support has been found to be a buffer in stressful situations. Therefore, EARC teachers in position to relate well with people outside the work place stand to benefit.

The data also indicated that they were teachers (25.2%) who had difficulties in experiencing intimate relationship. Some teachers during the interviews also reported of experiencing solitude moments. One such teacher retorted that

“...Sometimes find it difficult to relate with People out there. I prefer to remain alone because I’m used to working with these Children. Teacher 19, male 47 years.

The respondent seems to confess that he has difficulties in relating with people, especially outside workplace. He claims that it is because of working with children with disability. This may be as a result of assessing children with disability where his main responsibility is to observe and listen as he guides the interaction. He also seems

to confess that; he gets fatigued during assessment such that after work he is too tired or he could be doubting how he will fit in socialization circles outside the disability environment. (Pengpid & Peltzer, 2020 ; Frey, 2018). In general higher levels of perceived social support, and especially emotional support, are associated with lower levels of mental health problems (Velden, Pijnappale and Maulen, 2018).

Isolation is common in individual who experience traumatic events. It will be recalled from the literature reviewed (Flint,2018; Knight, 2018) that trauma experiences have the ability to change the frame of reference especially in relation to trust. It is, therefore, not surprising that EARC teachers affected would choose to isolate themselves. According to Stein & Tuval-Mashiachview (2014), perceived social, emotional, and existential isolation are common in posttraumatic experience. Velden et. al (2018) argue that potentially traumatic events and post-event posttraumatic stress symptoms, increases the risk of loneliness. The view that some teachers choose to isolate themselves is indicative that they may be experiencing VT. Notably, a teacher who remains alone, is likely to miss social support which usually accompany socialization practices. For teachers in EARCs, social support may be important in helping them undertake professional development activities with some ease. Such support may include sharing experiences and resources related to professional development (Metzger, Dick, Gardner, Bellamy, Blackstock, Brown & Smith, 2019). The teachers who fail to socialize miss the benefits of social support and continue feeling socially secluded, which further alienates them from professional development.

4.4.5 The Extent of Emotional Effect of VT on Teachers in EARCs

On the emotional domain, there were mixed reactions from respondents concerning their work leaving them emotionally numb. 30 (28.0%) disagreed while another 30 (28.0%) agreed that their work left them emotionally numb. Moreover, 23(21.5%) respondents agreed that their work left them feeling helpless. However, 26 (24.3%) disagreed that their work did leave them feeling helpless. During the interviews some teachers in EARCs expressed their emotional encounters in the words captured below;

‘.I have assessed for many years and encountered children who are hyperactive and distractive. Others cry for reasons I may not understand. Sometimes some parents also cry while others appear tense. These experiences make me emotionally disturbed for failure to connect with them. This feeling sometimes keeps on coming....’ Teacher 24 Male 53 years.

In the above quote, the respondent express persistent intense emotional experiences as a result of working with children with disability. *Teacher 13* laments of being left emotionally bruised while teacher 24 confess of experiencing emotional disturbances. These teachers could be revealing that assessment work involves emotional engagement with clients hence chances of being inflicted are real and probably this may limit their opportunities for professional development.

It is likely for the teachers to be inflicted by the emotions of their clients through empathy (Robino, 2019; Jordan, 2018). A teacher experiencing emotional depletion may be too weak to withstand the rigour required for professional development. This is possible because emotions are likely to impair memory, attention, and reasoning which are critical ingredients in professional development, (Tyng, Amin, Saad &

Malik, 2017). The weakening of such crucial cognitive elements reduces the teacher's capacity to successfully engage in professional development.

From the data in Table 4.6 (Appendix A7) it is also indicated that other respondents 30(28.0%) disagreed of not being left emotionally numb and 26(24.3%) disagreed that their work left them feeling helpless. This data seems to suggest that there were respondents who did not experience negative emotional effects of VT after assessing children with disability. These may be those teachers who felt encouraged during the process of supporting their clients to deal with their difficulties without giving up. It's likely that their visualized mental image of seeing clients succeed minimized the disruption on their emotional domain and consequently resulted to resiliency, (Collie 2017). Tyng, Amin, Saad & Malik, 2017; MacIntyre & Vincze, (2017) have pointed out that emotions empower some individuals to focus persistently on preferred engagements and consequently attain remarkable success. Such empowerment is important for professional development and probably it facilitated the difference.

There is also a possibility that these were the teachers who were appreciated by their clients for their support and the impact of such appreciation spared them the emotional anguish caused by the negative effects of VT, (Berger, Carroll Maybery & Harrison, (2018); Collie (2017). This alluded by teacher during the interviews who expressed that;

Sometimes I see parents use their resources to support their children with disability and in time these children improve in activities of daily living. They start feeding themselves and attending to calls of nature appropriately. This greatly encourages me to continue with assessment work for I feel appreciated. May be one day I will be recognized by the employer otherwise God

*has given me the grace to serve these children.’’
Teacher 13 female 40 years.*

In the above quote it is clear that the teacher is encouraged by those parents who support their children with disability. As the children improve in their functionality, the teacher feels appreciated. She further hopes that the employer may recognize her work and probably reward. The appreciation could have enhanced her self-confidence in working with traumatized clients and probably this fortified her against the negative effects of VT. It is this appreciation that may have energized some teachers to pursue professional development endeavours despite working in an environment where effects of VT would have muted their zeal for career growth.

In general VT affected the EARC teachers in the four different domains in ways that could interfere with their professional development. These were psychological domain being at 38%, physical 9%, while behavioural and emotional domains at 27% and 26% respectively. Effects on the psychological domain were more pronounced because based on the CSDT, VT is viewed as the negative cognitive changes that occur in therapists who continuously work with traumatized populace. The VT effects interrupt the professional’s cognitive functions such that they conceptualize unique realities from a negative perspective. Probably that may explain why all respondents experienced VT at various levels with some, 45(42.1%) experiencing low level of VT, 21(19.6%) experiencing high level of VT and 41(38.3%) reporting moderate level of VT. It’s therefore likely that the psychological domain affects other domains and disrupted the teacher’s ability to pursue professional development.

On the behavioural domain, it was evident that respondents gave mixed responses with some reporting that their work caused them difficulties to socialize with other

people including spouses and friends. Others reported that meeting with many clients gave them opportunity to socialize and as they felt appreciated and supported. Other effects were evidenced on the emotional domain where some teachers reported being emotionally bruised as they empathized with their clients. At the same time other teachers pointed out that they felt encouraged as they worked with traumatized clients and consequently used the situation to improve their career through professional development. On the physical domain teachers talked of being drained and overwhelmed as they assessed children with disability.

The effects of VT as highlighted above have the capacity to disrupt the quest for professional development among teachers in EARCs because they cause negative cognitive influence on all the teachers' domains. However, based on the functional descriptive theoretical model, some teachers experienced positive traumatic growth to utilize the circumstances for personal and professional development.

4.5 The Levels of Vicarious Trauma for Teachers in EARCs in Kenya.

In this section, data in Table 4.6 ((Appendix A7) is summarized into three levels of VT. The summary was considered necessary because the levels of VT vary from one individual to the other. Therefore, chi-square test was done to establish the effects of VT against different demographic characteristics. More importantly the levels of VT were used to conduct cross tabulation with professional development variables i.e., opportunities for promotion, academic progression, and chances for capacity building among teachers in EARCs. The need for chi square test was also implied by the guidelines provided in the scale i.e., the Vicarious Traumatization Scale (VTS) by Middleton (2011). In the summary presented in Table 4.7 the scores for extremely low 34-68 and low 69-102 were combined to form the low level and those for high

level of VT 137-170 and extremely high 171-204 were merged to become high level of VT. The combination was necessitated by the fact that the responses for extremely low and extremely high attracted only one response for each. The categories after combination were; 34 to 102-Low VT, 103 to 136-Moderate VT and 137 to 204 – High VT.

Table 4. 6: Chi-square Test on Relationship between gender and Levels of VT

Level of Vicarious Trauma	Frequency	Percentage
Low	45	42.1
Moderate	41	38.3
High	21	19.6
Total	107	100

The data above indicate that all respondents experienced VT at various levels. Some 45 (42.1%) experienced a low level of VT, 21 (19.6%) experienced a high level, and 41 (38.3%) reported a moderate level. During interviews with the teachers also expressed the effects of assessing children with disability.

The data suggests that all teachers in EARCs experienced VT to some extent. The finding of the current study resonates positively with other studies which have reported presence of VT in all the respondents. For example, Edwards & Miller

(2019), McDonald, Middleton, Bassett & Harris, (2017) and Miller, Flores & Pitcher (2010) reported occurrence of VT among all sampled judges in regard to courthouse shooting in Nevada in the USA. Halevi & Idisis (2018) in their study on VT among clinicians in Sydney, reported that all the respondents had experiences of VT at different levels. The different levels of VT among the EARC teachers revealed in this finding are in line with the assumptions of CDST which posits that VT experiences are subjectively constructed. Each teacher is able to view the VT experience in own unique way. These different views influence the teachers to create their unique realities of the VT experiences on themselves, others and worldview. It is possible to observe the different levels depending on the teachers individual characteristics like history, caseload, professional experience, work environment, among other personal factors (Lawson, Caringi, Gottfried, Bride & Hydon, 2019; Halevi & Idisis, 2018). Teachers in EARCs work with disabled children and their parents/guardians. This predisposes those effects of VT. The commitment by the teachers in their work is likely to

These data concur with evidence from literature that becoming, or perceiving to be overwhelmed, is an indication of experiencing VT (Butler, Carello & Maguin, 2017). Being overwhelmed may imply that the teachers' cognitive capacity has been interrupted and is experiencing difficulties in executing its functions as expected. Such functions may include reasoning, memory and problem solving, among others, which are important in professional development. It is unlikely that a teacher whose mental functions have been compromised may be motivated to engage in professional development. This is in line with the CDST which posits that VT has the ability to disrupt the professional cognitive capacity. Studies have emphasized that VT has a negative effect on cognitive schema (McCann & Pearlman, 1990; Culver, McKinney,

& Paradise, 2011). It is able to permeate several aspects of the professional's life, including their essential worldview. Symptoms of the disruptions for teachers may include perception, withdrawal, decreased empathetic capacity, hyper-arousal, defensive reactions and fear (Foreman, Tangen, Fickling & Wester, 2020; Nikischer, 2019). Teachers so affected are unlikely to plan and get resources necessary for professional development because their cognitive capacity, which is crucial in conducting expected tasks, has been compromised.

4.6 Levels of VT across Key Demographic Characteristics of Teachers.

This section focuses on assessing levels of vicarious trauma among teachers and the distribution of this phenomenon across key demographic characteristics: teachers' gender, age, teaching experience, training in special needs education, and specialized training in assessment. The assessment was considered necessary because demographic characteristics could modulate effects of VT. This information enabled the researcher to have a better picture of relationships across different variables. In view of this, it was felt necessary to conduct chi-square tests so as to ascertain the nature of relationship that existed between VT and these demographic variables. The discussion below the table focused only on the key demographic variables which had statistically significant relationship with VT.

4.6.1 Levels of VT against Teachers' Gender

The contingency Table 4.8 describes a cross tabulation between teachers' gender and the corresponding levels of VT.

Table 4. 7: Chi-square Test on Relationship between gender and Levels of VT

Gender	Counts	Low VT	Moderate VT	High VT	TOTAL
Male	Frequency	21	24	11	56

	Percentage	37.50%	42.90%	19.60%	100.00%
Female	Frequency	24	17	10	51
	Percentage	47.10%	33.30%	19.60%	100.00%
Total	Frequency	45	41	21	107
	Percentage	42.10%	38.30%	19.60%	100.00%
<hr/>					
<i>X² (df=2, N =118;1.2117 p = 0.546</i>					
<hr/>					

From the data in Table 4.8, it can be observed that the percentage of male and female assessment teachers who experience high levels of VT is the same (19.6% versus 19.6%). The percentage of male and female assessment teachers who experience moderate VT has a variance with males at 42.9% and females at 33.3%. On the other hand, there was a higher percentage of female teachers (47.1%) who experience low VT versus male at 37.5%. The chi-square test results i.e. X^2 (df=2, N =118;1.2117 p =0.546 indicated that there was no significant relationship between gender and level of VT experienced by the assessment teachers. The findings resonate well with those of Kushmider (2012) who established that actually male counsellors experience VT to the same degree as their female peers. This is not surprising because male and female are both emotional beings, hence, the need to connect with themselves, others, and others in the community. In this case, the communities of children and families with various disabilities is likely to affect them. However, the findings of this study differ with other studies. Baum (2015) shows greater susceptibility among female to VT for women clinicians although he was quick to point out that males are also affected. The baseline is that both men and women are affected although there might be differences moderated by their gender roles.

4.6.2 Level of VT and Teachers' Age

The Table 4.9 presents a cross tabulation between the level of VT and the age of the teachers in EARCs.

Table 4. 8: Chi-square Test on Relationship between Age and Level of VT

Age Bracket	Low VT	Moderate VT	High VT	TOTAL
21-30 years	5 50.00%	3 30.00%	2 20.00%	10 100.00%
31-40 years	13 40.60%	14 43.80%	5 15.60%	32 100.00%
41-50 years	22 40.00%	21 38.20%	12 21.80%	55 100.00%
51-60 years	4 44.40%	3 33.30%	2 22.20%	9 100.00%
Above 60 years	1 100.00%	0 0.00%	0 0.00%	1 100.00%
TOTAL	45 42.10%	41 38.30%	21 19.60%	107 100.00%

$X^2 (df=8, N =118; 2.5238 p = 0.961$

Table 4.9 shows that 50% of teachers aged between 21 and 30 years experienced low levels of VT while 20% of them experienced high level of VT. It can also be observed that for teachers aged between 51 and 60, 44.40% experienced low level of VT while 22.20% experienced high level of VT. Data in the above table gave chi-square test results at $X^2 (df=8, N =118; 2.5238 p = 0.961$, suggesting that there was no significant relationship between age of the assessment teacher and the level of VT experienced. This finding suggests that young and inexperienced professionals are more vulnerable to trauma than their aged and more experienced counterparts. Perhaps longevity in service comes with learning of strategies for dealing with VT, as well as becoming psychologically and emotionally hardened in handling traumatized clients. Similar findings were given by Hunter (2012) and Middleton & Potter (2015) who concluded that newly employed and inexperienced social workers reported more symptoms of VT than the older and more experienced ones. Molnar, Sprang, Killian, Gottfried, Emery & Bride (2017) also concurred that those clinicians who are new in working with traumatized clients, experienced severe symptoms of vicarious trauma. Based on the foregoing evidence, it would be fair to conclude that both younger and older

trauma professionals are likely to suffer effects of VT, though the intensity may be moderated by other factors such as type of work, clients features and work environment.

4.6.3 Relationship between Teachers' Professional Experience Level of VT

The contingency Table 4.10 and chi-square test statistics presents a cross tabulation between professional experience of the respondents and level of vicarious trauma.

Table 4. 9: Chi-square Test on Relationship between Experience and Level of VT.

Experience	Low VT	Moderate VT	High VT	TOTAL
Below 5 years	14	10	7	31
	45.20%	32.30%	22.60%	100.00%
5-10 years	6	18	3	27
	22.20%	66.70%	11.10%	100.00%
11-15 years	10	5	8	23
	43.50%	21.70%	34.80%	100.00%
16-20 years	8	6	2	16
	50.00%	37.50%	12.50%	100.00%
21-25 years	2	2	1	5
	40.00%	40.00%	20.00%	100.00%

Over 25 years	5	0	0	5
	100.00%	0.00%	0.00%	100.00%
Total	45	41	21	107
	42.10%	38.30%	19.60%	100.00%

$X^2(df=10, N=118; 21.5996 P=0.017$

Table 4.10 shows the relationship between professional experience and the level of VT experienced by teachers in assessment centres. It is observed that teachers who had served for over 25 years experienced low level of VT at 100%, while those serving below five years experienced low VT at 50% and high level of VT at 22.60%. The chi-square test results were $X^2(df=10, N=118; 21.5996 P=0.017$ suggesting that there was a significant relationship between professional experience in assessment and levels of VT experienced by the teachers.

These findings resonate positively with those of Kariuki (2015) on the prevalence of vicarious trauma among students at Kenya medical Training College. The study established that serving traumatized patients for a long duration gave the staff some protection against vicarious traumatization. Probably, working for long equips professionals with knowledge and skills to deal with the effects of VT, as well as establishing professional network for support. In addition, the experienced teachers have learnt to cope with adversities of assessment as opposed to inexperienced EARC teachers who are still learning and adjusting. Through experience the teachers have developed resilience. Thus, although the experiences are the same, they bounce back to continue with the work. Resilience develops adaptive skill-building, and positive experiences and this helps in emotional regulation build on the protective factors that strengthen individuals (Kasehagen, Omland, Bailey, Holmes and Kelso, 2017).

Experience provides opportunity for the teachers to identify the early warning signs that enable them to take necessary measure to avoid adverse effects. According to Kasehagen et al (2017), knowledge of adverse experience and their possible impact provides opportunity for early interventions before poor outcomes play out. The possibility of the experienced teachers to act protectively can, thus not be ruled out.

Arguably, working with disabled children for long gives some teachers competency to deal with the effects of vicarious trauma, which also acts as a buffer against the effects of VT. As observed in this data, experience could enhance the self-awareness of the one's strengths to enable the teachers focus more on them to overcome their weak points that put them at risk with VT. This could be possible because being exposed to traumatizing conditions for long may make professionals stronger and wiser in coping with the associated effects. Working for many years also provides professional with opportunities to develop collegial support. They utilize this to strengthen one another in building their synergies to deal with work related adversities such as those caused by VT. This suggests that longevity in service enhances capacity to deal with the effects of VT.

These findings correspond with assertions that young and inexperienced therapists showed more symptoms of VT than their order and experienced colleagues (Pearlman & McCann, 1990; Pearlman & Saakvitne, 1995). This may be associated with the less experience they have in working with traumatized clients. Consequently, they may have inadequate knowledge and skills to cope with the effects. The experience of working with traumatized clients may come as shocker to them and, thereby, disrupt their cognitive schemas. According to Michalopoulos & Aparicio (2012), if the

worker is not emotionally prepared, the self-schemas will be disrupted and the feelings of helplessness will set in.

4.6.4 Relationship between Level of VT and Training in SNE.

Training in SNE forms the foundation necessary in the acquisition of knowledge and skills for competently assessing children with disabilities. It is anticipated that the training yields more appropriate assessment outcomes. The Table 4.11 presents the nature of relationship that exist between training in special needs education and the level of vicarious trauma.

Table 4.10. Chi-square Test on Relationship between SNE Training and Level of VT

Training in SNE	Low VT	Moderate VT	High VT	TOTAL
Diploma in Secondary Education	1(100%)	0	0	1(100%)
Diploma in Special Needs Education	21(42%)	20(40%)	9(18%)	50(100%)
Bachelors in Special Needs Education	20(39.2%)	20(39.2%)	11(21.6%)	51(100%)
Masters in Special Needs Education	3 (60%)	1(20%)	1(20%)	5(100%)
TOTAL	45	41(38.3%)	21(19.6)	107(100%)

	(42.1%)	(%)
X^2 ($df=6$, $N=118$; 2.48,	$p=0.024$	

Table 4.11 shows the level of training in SNE and the level of VT experienced by assessment teachers. Among teachers experiencing high levels of VT, 20% had Masters degrees in SNE, 21% bachelors in SNE, 18% diploma in SNE. There was none among those with diploma in Education. On the other hand, among those who experienced low levels of VT, 42% had Diploma in SNE, 39% had bachelors in SNE and 60% had Masters in SNE. Chi-square test results at X^2 ($df=6$, $N=118$; 2.48, $p=0.024$) showed that there is a significance association between teacher training in SNE and level of VT experienced. This observation suggests that fewer respondents (39%) with diploma in SNE experience low levels of VT compared to (60%) of those with master's degree. It may be concluded that, as professionals advance in training, they get more sensitive about the effects of their work and are likely to be equipped with better strategies to deal with the effects of VT. It is likely that advancement in education prepares professionals with capacity to deal with VT. This may possible because is enlightens and empower professionals. Getting more enlightened means being more informed on strategies to cope with VT and probably getting more opportunities for professional development. At the same time education empower professionals to deal with trauma related issues with confidence which stirs mental capacity to remain innovative. Trainings not only raises awareness of VT but also enables the practitioners to engage in best clinical practices (Menschner & Maul, 2016) that can enable them ward off the negative effects of trauma.

The result in the current study resonates with similar studies that found a positive relationship between training in SNE and ability to cope with VT (Newell & Macnail, 2010; Perrin, DiGrande, Wheele, Thorpe, Farfel, & Brackbill, 2007). Based on this evidence, it can be concluded that training in SNE provides knowledge and skills to assess children with disability and the capacity to counsel their parents/guardians. Training in SNE further improves teacher capacity to work effectively, recognize and deal with the effects of VT emanating from their work.

On the contrary, Burruss, Holt & Wall-Parker (2018) and Burruss, Holt & Wall-Parker (2018) have established that as levels of education increased, the risk for VT equally increased. The study by Hodge (2016) revealed that level of VT for respondents holding bachelor's degree was at 37%, that for holders of doctorate was at 40%, and 38.5% for those with masters. This may be attributed by the fact that as level of education advance professionals become more sensitive to the needs of their clients which in turn increases their capacity to empathize. Increased capacity to empathize has been associated with symptoms of VT among helping professionals (Pearlman & McCann, 1990; Pearlman & Saakvitne, 1995). As such these teachers are likely to empathize more with their clients because the clients may require more support which may be outside the capacity and responsibility of the teacher. This situation is likely to consume the teachers' mental and emotional resources as they continue to think about their clients thereby making them more vulnerable to VT.

4.6.5 Relationship between Level of VT and Teachers' Specialized Training in Assessment

The Table 4.12 presents the relationship between specialized training in assessment and the levels of vicarious trauma.

Table 4. 11: Relationship between level of VT and Specialized Training iAssessment

Specialized training	Low VT	Moderate VT	High VT	TOTAL
Certificate in specialized training in assessment.	38	25	6	69
	55.10%	36.20%	8.70%	100.00%
None	7	16	15	38
	18.40%	42.10%	39.50%	100.00%
Total	45	41	21	107
	42.10%	38.30%	19.60%	100.00%

X^2 ($df=2$, $N = 118$; 0.6626 P=0.018)

The findings show that those without any certificate experienced higher VT with 42.1 % at moderate and 39.5 % at higher compared with certificate who had 55.1% low 36.2% at moderate. The chi-square tests results i.e X^2 ($df=2$, $N = 118$; 0.6626 P=0.018) confirm that there was significant relationship between specialized training in assessment and the level of VT. The data suggests that specialized training in assessment improves teachers' capacity to serve effectively. In this regard there are likely to experience less disruptions on their cognitive schemas, frame of reference and the central psychological needs, (Pearlman & McCann, 1990; Pearlman & Saakvitne, 1995). This may imply that when teachers train effectively, they gain confidence in their competencies because they develop strategies to cope with effects of VT. Experiencing confidence in one's competencies has been identified as an indicator of post traumatic growth which indeed may inspire teachers in EARCs to participate in professional development.

The findings in this study resonates positively with those of others (Bass, 2008; Sitler, 2009; Thurmer 2013; Bloom & Farragher, 2013; Mader, 2013; Wanjiku et al, 2017).

This is likely to happen because the specialized training is meant to refine the assessment knowledge and skills of the teachers who work in EARCS as part of continuing professional development, (TSC, 2017). The specialized training equips the teachers with more knowledge and skills on disability assessment, and on better ways of managing work related stress.

4.7 Effects of VT on Opportunities for Promotion of Teachers in EARCS in

Kenya

The second objective sought to find out how VT affects EARCS teachers' opportunities for promotion. To measure the effects of VT on uptake of the opportunities, the study first sought to explore what the teachers perceived as opportunities for promotion. The assessment was based on a Likert scale comprising sixteen items. The respondents were required to indicate the extent to which the given statements could contribute to their opportunities for promotion. During analysis the sixteen items were merged by adding their individual responses to form a single variable 'opportunities for promotion.' The merged scores were further grouped in three categories as follows; 35-59=few opportunities for promotion, 60-74=average opportunities for promotion and 75-105 =most opportunities for promotion. The data is presented in Table 4.12 (Appendix A8).

The findings as indicated in Table 4.12 (Appendix A8) shows the opportunities for promotion that were available for the teachers in EARCS. For example, 22(20.6%) of teachers said that to a very large extent, while the same percentage said that to a large extent, and 29(27.15%) said to moderate extent having knowledge and understanding of best practices in assessment gave them opportunity for promotion. The combined

percentage of very large, large extent and moderate extent gives a total of 68.3% of the teachers who rated this statement as offering the opportunities. The data further indicate that 24(22.4%) reported of such opportunities were to small extent and 10(9.3%) said the opportunities were to no extent at all giving a total of 34(31.7%). Cassel, Thulemark & Duncan, (2018) are of the view that knowledge and understanding of best practices among employees in most service-oriented industries increase their chances for career mobility by possessing best practices. Assessment teachers are among workers who provide services to children with disability. As such, they are likely to increase chances for career mobility by pursuing this quality. It's likely that the 68.3% of the teachers who rated this statement high on opportunities for promotion were confessing this possibility. It's also probable that those who reported of dismal opportunities on this item were the teachers who had reported high levels of VT which could have reduced their ability to foresee possible opportunities for promotion.

One other opportunity for promotion arises when the teachers had attended institutional management training. This was rated as high at 39(36.4%) reporting that it gave them opportunities for promotion to large extent, while 18(16.8) reported of very large extent and 28(26.2%) agreed that it gave opportunities for promotion to a moderate extent. The scores for very large extent, large extent and moderate extent give a sum of 79.4%. It is likely that these teachers were not seriously affected by VT, hence they could recognize and utilize this opportunity. The data also indicates that only 20.6% rated institutional management training as giving low opportunities. These could be among the respondents who were experiencing high level of VT 21(19.6%) as noted earlier. Okolie, Nwajiuba, Binuomote, Ehiobuche, Igu & Ajoke

(2020) identified institutional management training as an important element in professional development among teachers.

Teachers further identified the use of information and communication technology (ICT) skills in assessment as another opportunity for promotion. They rated use of ICT in assessment at 33(30.8%) for large extent and very large extent respectively giving a sum of 66(61.6%).

The respondents are suggesting that the use of ICT in assessment made significant contribution in offering opportunities for promotion. The use of ICT may be valuable in creating opportunities for promotion among teachers in EARCs because most operations in the contemporary world have been digitalized (Kundu, Bej & Dey, 2020). This is likely to improve the teachers' chances in consideration for promotion because of the improved efficacy associated with the use of ICT. However, the data also indicate that not all the respondents were spared the negative effects of VT because about 38.4% didn't use of ICT as a favourable opportunity for promotion. It may be suggested that these were the respondents who suffered high level of VT which minimized their ability to capture this opportunity.

The data in Table 4.12 (Appendix A8) present an interesting scenario on the frequent appraisals at work as offering opportunities for promotion for the teachers in EARCs. The data indicate that 55(51.4%) of the respondents reported that it gave opportunity for promotion to a small extent and 19(17.8%) saying that it gave them no opportunity at all. These two categories of responses make a total of 74(69.2%) of respondents who seem to suggest that frequent appraisals at work place don't make significant

contribution to their promotion. It's unlikely that the respondents were not aware of the importance of frequent appraisals which are a mandatory requirement by the employer (TSC, 2016). It may be fair to suggest that the teachers experienced difficulties in their mental capacity due to effects of VT and ignored the contribution of this activity towards their promotion as observed by (McGrath, Parnell, Verdon, MacDonald & Smith, 2020; Rotenberg, 2018; Sui & Padmanabhanunni, 2016). There were, however, a few teachers, 11 (10.2%) who rated frequent appraisals as offering some opportunities for promotion. Perhaps these were among the teachers who experienced low level of VT and were able to foretell the importance of ICT towards their promotion.

Teachers also mentioned competencies in the development of assessment tools as an opportunity for promotion. On this, 44 (41.1%) of the teachers reported of having small extent and 10(9.3%) reported of such opportunities to no extent at all making a sum of 54(50.4%). It could be that these were among the teachers experiencing high level of VT and as such they encountered limited capacity to uptake this opportunity. On the same statement 10(9.3%) of the respondents reported that competency to develop assessment tools offered large extent while 7(6.5%) indicated that it offered very large extent in the opportunities for promotion. The responses for large extent and very large extent offered opportunities for promotion at 17(15.8%). Development of assessment tools is a key competency for teachers in EARCs in Kenya because of the scarcity of appropriate tools, (Rusilowati & Wahyudi, 2020, March; McCoy, Sudfeld, Bellinger, Muhihi, Ashery, Weary & Fink, 2017). However, experiences of VT may limit the teachers' capacity to utilize the opportunities for promotion accruing from this competency.

Being in a leadership position was viewed as an opportunity for promotion by some teachers. For example, 43(40.2%) reported that it offered opportunities for promotion to small extent while 17(15.9%) said that it offered no opportunities at all. On the other hand, 5(4.7%) some of the respondents reported that it offered such opportunities to large extent while 9(8.4%) indicated that it offered the opportunities to very large extent. Connolly, James & Fertig (2019) assert that educational leadership is an important feature for consideration in teacher mobility. The same view is held by the employer where leadership is considered an important aspect in awarding promotions to teachers, (TSC, 2016). The data further suggests that more teachers in EARCs did not attach much significance to leadership in their pursuit for promotion. This is reflected by a greater percentage 43(40.2%) of those who reported of small extent compared to 14(13.1%) of those who reported it offered large extent and very large extent. Effects of VT occluded some teachers from realizing the significance of leadership in offering opportunities for promotion.

The respondents also identified another opportunity for promotion as possessing knowledge of curriculum for children with disability. This item was rated at 38(35.5%) for small extent and 18(16.8%) for no extent at all. Notwithstanding, some respondents reported that the knowledge of the curriculum of children with disability offered them opportunities for promotion to large extent 16(15.0%) and to very large extent at 11(10.3%). Siuty, Leko & Knackstedt (2018) did underscore the importance of comprehending the curriculum for learners with disability in making appropriate placement decisions (was this observed?). This practices to gives some teachers in EARCs an edge in consideration for promotion because of their notable performance.

The effects of VT may however, disadvantage some to overlook it as an important avenue in accessing opportunities for promotion.

The respondents further rated training in practical skills in assessment at 17(15.9%) for large extent and 28(26.2%) for very large extent. Nevertheless, some respondents indicated that training in practical skills in assessment offered them opportunities for promotion to small extent 16(25.0%) and no extent at all 11(10.3%). Teachers reporting of small extent and no extent at all were not aware of the importance of having this salient capacity in assessment. Practical skills in assessment is a key input in the process of assessment which competent assessment teachers desire to possess (Prajapati, Sharma & Sharma, 2017). These were among the teachers identified as experiencing higher levels of VT which may have interfered with their ability to recognize and utilize the opportunities for promotion that are associated with this competency.

Another opportunity for promotion arose for teachers who guided others on approaches to teach children with disability. On this item, 35(32.7%) reported that it gave them opportunities for promotion to very large extent while 22(22.6%) indicated that it gave such opportunities to large extent. At the same time 15(14.0%) reported that it gave opportunities to small extent and 10(9.3%) said it gave them no opportunities for promotion at all. According to Ansley, Houchins & Varjas, (2019) and Billingsley & Bettini (2017), guiding other teachers is a key strength in professional development in the teaching communities. In this regard it may be appropriate conclude that 57(55.3%) of the teachers who rated this item at large extent and very large extent were not seriously affected by VT as they could still recognize the contribution of guidance in facilitating promotion.

The respondents reported that conducting some research on matters pertaining to assessment provided opportunities for promotion. This was rated at large extent 33(30.8%) and to very large extent at 29(27.1%). Other respondents indicated that it provided opportunities for promotion to small extent 17(15.9%) and to no opportunities at all 3(2.1%). The ability to conduct research is a paramount skill in special needs education because the diverse needs of children with disability require unique interventions (Lambert,2020; Kozleski, 2017). Accordingly, teachers who conduct research may be able to prove themselves worthy of professional mobility because of their contribution in creating unique interventions. Perhaps, that's why about 62(57.9%) of the respondents were able to report that conducting research provided opportunities for promotion to large extent and to very large extent. This is significant percentage as compared to only 20(18%) who indicated that such practice gave them opportunities for promotion to small extent and to no extent at all. This small percentage could be the teachers who measured high on level of VT and may be the effects of VT distorted their capacity to value research as important in providing opportunities for promotion.

Another opportunity for promotion was the experience to assess in multi-disciplinary teams. where 32(29.9%), and 27(25.2%) of the respondents reported of such opportunities for large extent and very large extent respectively. About 17(15.9%) of the respondents indicated that such opportunities were to small extent 11(10.3%) and 6(5.6%) to no extent at all. Working in multi-disciplinary teams in special education is a practice for the professionals to support one another not only for professional development but also for ensuring better assessment outcomes (Steel, 2018; Granger, Parry, Denehy & Remedios, 2018). Granger et al. (2018) on their study on professional mobility did reveal that working in multi-disciplinary teams offered

humble opportunities for enhancing employee status. For teachers in EARCs working in multi-disciplinary teams create opportunities to show case their expertise and, in this regard, propel them for enhanced recognition in consideration for promotion. The study suggests that slightly more than half 59(55.1%) of the teachers were able recognize that working in multi-disciplinary teams provided opportunities for promotion. It's likely that these were the teachers who were identified as experiencing low levels of VT and as such the effects didn't distort their capacity to recognize the opportunity. However, the data also seem to indicate that some teachers 28(26.2%) didn't identify multi-disciplinary teams as essential in promising opportunities for promotion. It could be that these were the teachers experiencing high levels of VT and that the effects interfered with the capacity to recognize and utilize this opportunity.

The respondents also identified the use of emerging technologies in assessment as an opportunity for promotion. The data indicates that 35(32.7%) rated this as offering opportunities for promotion to large extent and 23(21.5%) for very large extent. About 14(13.1%) and 11(10.3%) said that the opportunities were to small extent and to no extent at all respectively. Studies have stressed that the use of emerging technologies is essential in enhancing teacher professional development in the 21st Century (Cheng & Lai, 2020; Uerz, Volman & Kral, 2018; Jan, 2017; Dias & Victor, 2017). These studies acknowledge that embracing emerging technologies improves learning outcomes as well as enhancing teachers' chances for career progression. Teachers in EARCs use emerging technologies in assessment via online testing and application of mobile devices experiences. Teachers who have such competencies are likely to have better chances for promotion because of embracing current trends in education. The above data however, seem to indicate that while a good percentage of

teachers recognize the opportunities for promotion in this area, there seems to be a few who are yet to realize such opportunities. It's fair to claim that the few could be experiencing effects of VT which has capacity to interfere with their uptake of available opportunities.

The practice to guide and counsel students on career matters was another opportunity rated differently by the respondents where 35(32.5%) indicated to very large extent and 26(24.3%) to large extent. There were 10(9.3%) who reported no opportunities at all and 11(10.3%) saw the opportunities to small extent. Successful career guidance and counseling for children with disability has been reported as an indicator for career commitment for teachers' in special education (Wehmeyer, Shogren, Nota, Sgaramella, Ferrari, & Di Maggio, 2018; Buckley & Mahdavi, 2018; Lindstrom, Hirano & Thomas, 2018). Ferrari & Di Maggio (2018) observe that it's this commitment which becomes a salient requirement for teachers' readiness for promotion. The teachers in EARCs undertake career guidance and counselling as a responsibility and probably that's why it was possible for some to hold it as an opportunity for promotion despite working with traumatized clients. It may also be worthy to note that the few teachers who didn't rate it favourably as an opportunity for promotion were probably experiencing effects of VT and as such their capacity to link their responsibilities with associated career growth had been compromised.

The ability to mentor/coach other teachers in assessment was further rated as an opportunity for promotion. On this practice, 32(29.9%) of the respondents said it offered such opportunities to very large extent while 27(25.2%) said it was to large extent. Other respondents, however rated it differently where 19(17.8%) said it

offered the opportunities to small extent and 5(4.7%) said the opportunities were to no extent at all. Ochoa, Fenn III, & Lovett, (2020) assert that collegial mentorship is a key facilitator to successful realization of an employee career aspirations. Accordingly, Ochoa et al. (2020) posits that most successful employees in achieving their career dreams have been mentored by colleagues. This probably explains why it was possible for some teachers to visualize opportunities for promotion in the practice mentoring others. There are however, others who didn't perceive the practice as an opportunity for promotion. This may have been the teachers identified as experiencing high level of VT which could have limited their ability to visualize such opportunities.

Capacity to mobilize resources was also rated fairly as an opportunity for promotion with 29(27.1) reporting the opportunities to very large extent and 26(24.3%) to large extent. 14(13.1%) said the opportunities were to small extent while 12(11.2%) saw no opportunities at all. Capacity to mobilize resources is a fundamental asset in measuring employee's contribution in an organization especially in the developing world (Sotarauta & Suvinen, 2019; Rieckmann, 2018). Consequently, employees are likely to enjoy better status depending on their capacity to attract resources for the organization, (Clough, Fang, Vissa & Wu, 2019). Resources are an important factor for teachers in EARCs because assessment require several inputs for different functions, (KISE, 2016). It's likely that about half of the teachers rated the capacity to mobilize resources favourably because of the crucial role they play in assessment. Teachers in EARCs who have the capacity to mobilize resources are likely to be identified for promotion because of acquiring important inputs. VT may however, interfere with some teachers' capacity to view the ability to mobilize resources as an opportunity for promotion.

As evidenced by the findings, there are many opportunities for the teacher's upward mobility in the EARC assessment work. However, VT is likely to compromise the EARC teacher's ability to take up the opportunities. Therefore, the second part of this objective sought to establish effects of VT on the uptake of the opportunities available to them and whether the teachers took up the opportunities. For this purpose, a null hypothesis was stated and tested using a chi-square test statistic. The null hypothesis; there is no significant relationship between teachers' uptake of opportunities for promotion and their level of vicarious trauma. A Chi square test was used to measure the effect. The results are presented in Table 4.13

Table 4. 13: Relationship between Level of VT and Opportunities for Promotion

VT Level	Fewer Opportunities	Average Opportunities	Most Opportunities	Total
High VT	10(48%)	9 (43%)	2 (10%)	21 (100%)
Moderate VT	23(56%)	14(34%)	4(10%)	41(100%)
Low VT	20 (44%)	13(29%)	12(27%)	45 (100%)
Total	53 (50%)	36 (34%)	18 (17%)	107

$$\chi^2 (df=4, N =118; 1.8148 P=0.017)$$

From Table 4.13 teachers who exhibited low levels of VT were most likely, to take up opportunities for promotion 12(27%) as compared to teachers who portrayed higher levels of VT who had only 2 (10%) of such opportunities. Similarly, teachers with low levels of VT had 13 (29%) average uptakes of opportunities for promotion compared to 9(43%) of teachers who exhibited higher levels of VT. These data need more analysis. The data further indicates an overall scenario where teachers who depicted low levels of VT enjoyed 45(100%) of available slots for uptake of

opportunities for promotion as compared with only 21(100%) of those who showed higher levels of VT. Based on the chi-square test results of X^2 ($df=4$, $N =118$; 1.8148 $P=0.017$ presented in Table 4.13, we reject the null hypothesis that there was no significant relationship between teachers' level of VT and opportunities for promotion at 95 percent confidence level and conclude that there was significant relationship between teachers' level of VT and opportunities for promotion.

Arguably, VT has the capacity to impair the teachers' psychological and emotional capacities that are important in utilizing available opportunities for promotion (Maguire & Byrne, 2017; Killian, Hernandez-Wolfe, Engstrom & Gangsei, 2017). For example, an opportunity for promotion as indicated earlier was evidenced in frequent appraisals at work where teachers had a chance to demonstrate their commitment in carrying out assigned responsibilities. However, majority of teachers (69 %) had low view appraisals as an opportunity for promotion. This is suggestive that they did not invest in appraisal as an opportunity for promotion. Contrary to the majority of EARC teachers' view of appraisal, OECD (2013) perceived it to be an important aspect of professional development of teachers. As such, teacher appraisal is seen as an important exercise to facilitate judgment and/or provide feedback about their competencies and performance geared towards their professional development and/or career advancement. In addition, the exercise serves to hold teachers accountable for their practice. This helps to serve as a motivation for their engagement in work. Similarly, Ubeda & Santos (2007) observed that individual competences are identified by performance appraisal and are important in enhancing competitive strategy for organizations. It is through performance appraisal that an organization identifies that an organization identifies organizational skill needs that may be lacking to inform strategies for professional development of their workers. Therefore, if the workers do

not recognize the appraisal as a staff development criterion, they are likely to miss out on many opportunities that would contribute to their professional development.

This finding is congruent with studies that have reported VT is likely to cause low motivation among professionals who work with traumatized clients (Hallinan, Shiyko, Volpe & Molnar, 2020) and therefore prevent them from recognizing or even seeking promotion opportunities. For teachers in EARCs although professional development endeavours are an important aspect given the nature of the job they perform, they may fail to engage when affected by VT. Accordingly, VT distorts the teacher's belief about participating in frequent appraisals by considering them to be of less importance in professional development. Such teachers may lag in professional development and may continue feeling left out in promotion. This escalates the notion of being under surveillance, a notion which is associated with VT (Tehrani, Colville, Fraser, Breslin, Waites, Kinman & Thomson).

Teachers feeling that they are under surveillance are unlikely to have a strong belief in themselves to uphold their motivation in participating in professional development related assignments. This situation is likely to put the teachers under great emotional strain and further reduce their zeal for professional development. Furthermore, Robinson and Wilkowski (2015) observe that emotional strain reduces one's capacity to respond to demands that may cause changes in behavior. The responses are slowed because the mind succumbs to the perception of undue pressure which disorients logical thinking for making appropriate decisions such as participating in frequent appraisals.

The teachers seemingly didn't give much value to leadership position in the EARC as an important opportunity for promotion. 56.1% of them viewed it as offering dismal opportunities compared to only 13.1% who rated it favorably. Leadership is a crucial point of reference in EARCs because the staff and other resources are coordinated to provide expected services. Therefore, leadership becomes an important link in ensuring efficiency. More importantly, TSC puts a lot of emphasis on the contribution of leadership in awarding promotions to teachers. In fact, the current collective bargaining agreement (CBA) preserves the highest job groups for leaders in educational institutions, (TSC,2016). However, most of the respondents failed to recognize it as playing an important role in their pursuit for promotion. It suggested that effects of VT distorted the teachers' view and overlooked the role of leadership in improving job status as observed by (James & Fertig, 2019). This may have happened because VT inhibits memory which is necessary in facilitating logical thinking and as such it was possible for the teachers to miss the link between leadership positions and opportunities for promotion, (Molnar, Sprang, Killian, Gottfried, Emery & Bride, 2017). Several other studies have as well demonstrated that VT not only interferes with memory but also hampers capacity to discover relationships between school related experiences, (Mayor, 2021; Venet, 2019; Lewis & King, 2019). As argued earlier, VT sometimes makes those affected stay in Isolation and this denies them opportunity for social support. Consequently, the teachers may lack important information or any instrumental support that could enlighten them on the value of leadership in their professional development. Hence, teachers could have been aware of the importance of leadership as emphasized in their CBA but couldn't connect this to opportunities for promotion.

It's also possible that VT interfered with teachers' capacity to value training that would improve their assessment practices, as a possible means of increasing the opportunities for promotion. This may be evidenced by the data in Table 4.13 where 20.5% and 25.3% (45.8%) of the teachers reported that training in institutional management and training in practical skills in assessment offered dismal opportunities for promotion. The psychological numbing associated with VT may have persuaded the teachers to bank on the assessment routines which, as reported by Danlami, (2018), become less effective with time. The teachers are likely to feel constrained to venture into other means of seeking promotion so as to have an edge over their competitors. This may be due to low self-efficacy inability to effectively engage in training. Bandura (1986) clarified that self-efficacy "is concerned not only with the skills one has but also with judgments of what one can do with whatever skills one possesses" (p. 391). Accordingly, VT is capable of altering ones' beliefs in self-efficacy consequently instilling a sense of despair and futility (Figley, 1995; Forester, 2007; McCann & Pearlman, 1990). There is therefore, the possibility of such teachers being sceptical about their self-efficacy to undertake the training to boost opportunities for promotion.

This finding is in line with the assumptions of CSDT which posits that experiencing difficulties in the cognitive domain is a symptom of VT which disrupts the frame of reference, Pearlman & Saakvitne, 1995; McCann & Pearlman, 1990a). The frame of reference is the cognitive component which interpret experiences in everyday life and assign them meaning. Once the frame of reference is disrupted, the teacher may experience cognitive numbing as earlier mentioned. This may diminish the teachers' capacity to discover available opportunities for promotion. Lewis & King (2019)

argue that another effect of VT is evidenced in the professional's difficulties in responding appropriately to tasks that are sequential in execution such as participating in trainings to improve knowledge and skills. The teacher undergoing such difficulties is unlikely to recognize and utilize the opportunities for promotion around them. This finding seems to confirm the assumptions of CSDT that exposure to VT interferes with the teacher's ability to maintain a sense of self as consistent and coherent as required for professional development.

Another opportunity for promotion which was under rated by 50.4% of the respondents was competencies in the development of assessment tools. Teachers in EARCs constantly develop assessment tools because they are a key component in the assessment process. It's unlikely that the teachers were unaware of the importance of the activities they performed regularly. It may then be assumed that it's the effects of VT which disrupted their ability to foresee the opportunities for promotion wrapped in the development of assessment tools. Tools development is an activity that may require the teachers to trust their own capacity and that of their colleagues. Trusting own capacity becomes the driving force to initiate and sustain the activity while trusting colleagues provides a bench for encouragement through critique and exchange of ideas. However, VT has been reported to distort professionals' view about themselves and the others (Pearlman & Mac Ian, 1995). In this regard, teachers affected by VT are likely to distrust others (Spithoven, Bijttebier & Goossens, 2017). More importantly, distrust may lead to detrimental effects such as unwillingness to cooperate, diminished satisfaction and commitment, hostility and reduced inclination for exchanging information (Opgenhaffen & Claeys, 2017). Haddon (2018) asserts that when workers distrust one another, communication becomes a less meaningful

way of strengthening career growth because available information is presumed to be distorted rather than authentic. Towards this end, the teachers fail to reap the opportunities for promotion arising from competencies to develop assessment tools.

The responses for knowledge on curriculum for children with disability seems to portray mixed ratings. 52.3% reported that it offered negligible opportunities for promotion while 47.7% said the opportunities were fairly good. The knowledge in curriculum for children with disability is the foundation for guiding teachers to determine the functional level of the children they assess, and also to inform appropriate interventions (Lemons, Vaughn, Wexler, Kearns & Sinclair, 2018). The teachers in EARCs may not have chosen to overlooked such an important component in their work. It would therefore, be fair to assume that they were encountering some difficulties. It's probable that their secondary exposure to trauma experiences during assessment of children with disability predisposed them to effects of VT (James & Fertig, 2019; Culver, McKinney, & Paradise, 2011; McCann & Pearlman, 1990). VT may have altered their mental capacity to discover the possible opportunities for promotion available in this activity. Molnar, Sprang, Killian, Gottfried, Emery & Bride (2017) observe that VT may cause hyperarousal which is likely to install fear responses, thereby activating release of excessive cortisol and adrenaline into the body system. This may lead to increased heart rate, respiration and blood pressure. The result would be symptoms of negative workplace behaviours such as, anger, detachment and absenteeism (Molnar, Sprang, Killian, Gottfried, Emery & Bride, 2017; Cook & Rao, 2018; Mayor, 2021). This situation is likely to disorganize the teachers' capacity to identify the significance of the knowledge on curriculum for children with disability in creating opportunities for promotion. The teachers may

then end up forfeiting opportunities for promotion arising from the knowledge they apply regularly in carrying out their responsibilities.

At the same time, the respondents who perceived that the knowledge on curriculum for children with disability presented fairly good, (47.7%) opportunities for promotion were probably those identified as having low levels of VT, (45%). These were probably among the professionals who are reportedly to derive personal strength as a result of secondary exposure to VT, (Garcia & Gomez, 2017). Resilience is viewed as a positive individuals' inner resource that provides ability to adapt, cope with, or bounce back from adversity, (Irwin, Saathoff, Janz & Long, 2021). These scholars point out the resilient professionals naturally engross in positive mental judgment and are likely to employ appropriate coping strategies. Hence, they are likely to possess superior capacity to adapt or cope with adversity and gradually actualize grow from it. Based on the foregoing, it would be right to suggest that some teachers in EARCs were resilient enough to bypass the negative effects of VT and recognized opportunities for promotion available in being knowledgeable on the curriculum for children with disability.

The data also present more evidence of respondents who rated other statements favorably for providing opportunities for promotion. For example, such opportunities were pointed out on attending training in institutional management 82.4%. The data implies that the teachers were experiencing positive cognitive changes that occur to some professionals after encountering traumatic episodes. The cognitive changes may empower them to take the traumatic encounters with clients in a positive manner and

probably enhance professional growth, During the interviews a respondent as well provided the same evidence by saying that;

“I have attended management courses at Kenya School of Government at Kabete. The training is expensive but I had to attend because it’s mandatory for promotion to a better job group. I trust that when TSC announces for promotion, I will be promoted” Teacher 17, female 37 years

The teacher is acknowledging having attended institutional management training although it was expensive. She points out that the training was necessary for those aspiring for promotion to better job groups. This implies that, although the teacher works with vulnerable clients where being affected by VT was a possibility, this didn’t occlude her insight on the importance of attending such training. The training is intended to give them knowledge and skills necessary for their work. Crispel & Kasperski (2019) and Abduraxmanovich (2020) further contend that training empowers teachers to become innovative in carrying out their responsibilities. This is likely to enhance mastery of the assessment process and consequently boost their confidence. Greater confidence is likely to stir the teachers’ zeal for participating in professional development. Based on the Functional Descriptive Model by Tedeschi and Calhoun (2004b), it’s likely that these teachers were experiencing vicarious posttraumatic growth (VPTG). VPTG may be viewed as the development of positive cognitive changes due to secondary exposure on vicarious traumatic encounters (Kang, Fang, Li, Liu, Zhao, Feng & Li, 2018; Beck, Rivera & Gable, 2017). VPTG has been associated with greater life satisfaction, an improvement in relating to others, greater personal strength, and discovery of new possibilities, (Maitlis, 2020; Dar & Iqbal, 2020). VPTG is likely to encourage them to view their work as meaningful

engagement and hence seize available opportunities for promotion as golden chances to enhance employment mobility, (Karlberg & Bezzina, 2020; Bergmark, 2020).

Another opportunity for promotion that was rated high was having experience to assess in multi-disciplinary teams 84.1%. Assessing in multi-disciplinary team is the practice of assembling professionals of different areas of specialization to conduct assessment of a particular child simultaneously (Strunk, Leisen & Schubert, 2017). During the process of assessment, each professional applies the expertise of the specialty. These professionals may include special education teachers from different areas of specialization, social workers, child welfare officers, psychologists among others. Steel (2018) explains that the professionals are guided by the coordinator to share their views on the child and discuss to make final findings and recommendations. Kise (2011) argues that the practice is valuable because comprehensive assessment is conducted and appropriate interventions are designed in a single session. The practice further provides opportunity for the professionals to showcase their competencies as well as learning from each other. More importantly, it offers unique opportunity for collegial support (Maba, Perdata, Astawa & Mantra, 2018). In this regard, the assessment teachers may acquire strategies to cope with the effects of VT and probably refresh their energy to participate in professional development.

Other opportunities for promotion rated high were ability to guide or counsel students on career matters (80.4%) and ability to mentor/coach colleagues in assessment (77.5%). These high ratings may suggest that teachers in EARCs were able to recognize social support as important in contributing to their promotion. Tedeschi, Cann, Taku, Senol- Durak and Calhoun (2017) assert that social support, is a positive peripheral resource that is likely to facilitate VPTG among professional who are

vulnerable to direct or indirect trauma experiences. Such support may come from colleagues, family and friends, (Yuh & Choi, 2017). Professionals with meaningful social support may have many avenues to share their trauma experiences thus approving their viewpoints and integrate them into cognitive schema changes. During the interviews, the importance of social support was alluded to by a respondent;

“ ..in this centre we support each other not only in assessment skills but also to improve our career development. We discuss how to assess different disability and how to access promotions offered by TSC although the promotions nowadays have become scarce. Personally, I appreciate support from my colleagues and family members...” Teacher 29 female 38 years.

As seen in the quote, teachers value social support both from official and family quarters. It's likely that over the years, they have witnessed the benefits of such support. The fact that promotions have become scarce may give all reasons for the teachers to utilize available opportunities for promotion. This may in turn improve their professional synergies by learning from each other, which is, indeed a recognized mode of effecting professional development (Karlberg & Bezzina, 2020; Bergmark, 2020). The improved appreciation by others is likely to enhance the teachers' professional and psychological strengths. Teachers with the enhanced professional and psychological strengths are likely to navigate through effects of VT via social networks, (Vanblaere & Devos, 2018). More importantly, social support may enrich resilience by enhancing recovery from adversity such negative effects of VT (Wang, Tao, Bowers, Brown & Zhang, 2018). Zhang, Zhang, Zhang, Zhang & Feng, (2018) revealed that professionals with suitable social support may be more probable to participate in shared events and sustain friendships with colleagues and others and, in so doing, demonstrate better resilience. In this regard, the resilient

teachers are more likely to perceive new perspectives about themselves and persistently seek for more opportunities for promotion.

4.8 Effects of VT on Academic Progression among Teachers in EARCs

This objective sought to investigate how VT affected academic progression of teachers in EARCs. Academic development is important because it provides the teachers with current knowledge and skills that enable them to keep pace with the changing demands of education in the contemporary society.

Academic progression was measured on a binary response scale of yes and no. This was an assessment of whether teachers had enrolled for a higher level of education or had completed such a course. The teachers' enrolment or completion of a course was taken as the evidence of pursuing academic progression with success. The success achieved in the academic undertaking is viewed as making progress and as evidence of involvement in professional development. The findings on academic progression are presented as shown in Table 4.14 using frequency counts and percentages. The six questions on academic progression presented in the table were merged by adding their individual scores to form a single variable 'academic progression' before conducting further analysis on relationship between levels of VT and academic progression. The scores were as follows; 7-11 Low academic progression and 12-14 high academic progression.

Table 4. 12: Academic Progression among Teachers

Statements on academic progression	YES	NO
I enrolled for undergraduate degree in special education	53(49.5)	54(50.5)
I completed undergraduate degree in general education	44(41.1)	63(58.9)
I enrolled for master's degree in special education	23(21.5)	84(78.5)
I enrolled for master's degree in general education	17(15.9)	90(84.1)
I completed postgraduate course in assessment of children with disability	22(20.6)	85(79.4)
I enrolled for PhD in special education	12(11.2)	95(88.8)

Source Field Data (2018)

The data in Table 4.15 indicates that close to half, 53(49.5%) of the teachers had enrolled for undergraduate degree in special needs education, 23(21.5) had enrolled for master's degree in special education, while 12(11.2%) had enrolled for a PhD in special needs education. The data also show that 44(41.1%) of the teachers reported to have completed undergraduate degree in special needs education and 22(20.6%) of the teachers completed certificate course in assessment of children with disability. The qualitative findings from some respondents presented below are in concurrence with the quantitative data. They concur that some teachers in the EARCs were involved in the process of advancing their studies where progress was evident. Two of them had this to say;

“I have enrolled for undergraduate degree in special education because I want to improve on my career. You see working without a degree I may not be considered for promotion to a better job group or to a administrative position. I also belief better academic certificate will improve my competencies in assessing children with disability.....” Teacher 30 female 41 years

“I have enrolled for master’s degree in special education because I want to improve my capacity to assess and also have a fair chance for promotion.” Teacher 31 female 40 year

From the above suggested that pursuing academic qualifications was a practice embraced by some teachers who aspired for professional progression. The teachers seem to be convinced that better academic qualifications would not only provide opportunities for promotion but also improve their competencies. These teachers seem to afford the synergy required for academic pursuits despite working with traumatized clients. It’s likely that the teachers were not much discouraged from undertaking their academics by the negative effects VT as it is the common with many professionals, (Foreman, 2018; Pearlman & Mac Ian, 1995). Studies have reported that some professionals become resilient upon secondary exposure, (Dar & Iqbal, 2020; Boulanger, 2018). This positive growth may be actualized through the teachers’ capacity to surmount the effects of VT by discovering the disguised benefit of secondary exposure. Accordingly, some professionals with high levels of empathy have been able to bypass the negative effects of the cognitive distortions and experience personal or professional growth, (Dar & Iqbal, 2020; Boulanger, 2018; Kang, Fang, Li, Liu, Zhao, Feng & Li, 2018). These studies reported that some professionals working with traumatized clients experienced enhanced sense of commitment, self-perception and interpersonal connectedness. Teachers in EARCs may also experience same growth through their empathic encounter with their clients. There is a possibility that as teachers witness the children, they assess overcome their difficulties. They greatly appreciate them as they graduate from life of total dependency to attain some level of independence. Through this empathetic

engagement the teachers are able mirror the same success into their own lives as implied by (Linley & Joseph, 2007; Shamai & Ron, 2009; Splevins et al., 2010). This kind of phenomenon is likely to convince the teacher to strengthen control over events in his/her live by engaging in activities leading to enhanced professional status. Engaging in academic pursuits may be one such undertaking as reported by the teachers both in the table 4.14 and in the quote. This becomes possible because the distortions in the cognitive schemas are reversed by the process of identification with the client's success, (Dar & Iqbal, 2020). In this regard, the psychological needs of control, safety, and esteem get prioritized as the teacher procures the momentum required to actualize this process.

The process may begin by the teacher feeling in control of his/her life including the profession of assessing children with disability. The essence of being in control as posted by Kaplan & Madjar, (2017, August) is to develop meaningful values and goals in matters befitting own circumstances. Perhaps this is what is reflected in quantitate data where 53(49.5%) of the teachers reported to have enrolled for undergraduate degree in special education. The same spirit is captured by teacher 17 in asserting that she enrolled for master's degree in special education to improve competencies and also attract a slot for promotion. Such values, are likely to motivate the teachers to pursue their academics with utmost determination so as to achieve their set goals. In so doing, they are likely not only to surmount the negative effects of VT and but also experience post traumatic growth ascent both the academic and professional hierarchies.

Posttraumatic growth typically refers to enduring positive psychological change experienced as a result of adversity, trauma, or highly challenging life circumstances (Jayawickreme et al 2020). In the face of one aversive event individuals may, along with the inherent negative responses, perceive a number of positive changes (Ramos & Leal, 2013). Therefore, the positive uptake of the opportunity to improve not only their academics but also enhanced opportunities for professional development. This findings may be in line with tenets of esteem need by Maslow as explained by (Hopper, 2020) that esteem needs are related to the desire to advance recognition, status and feel respected. When the teachers in EARCs enrol for advanced courses, they are likely seeking for recognition and respect as they get better grades and positions. This was perhaps captured in the below response during the interviews;

I started working in EARC after successful completion of my diploma in special education in KISE. After a while I enrolled for bachelor degree in special education in Kenyatta University. Upon graduation I was promoted to be in charge of the centre and of course a better job group. In 2014 I went to Demark for a diploma in assessment and in 2017 graduated with masters in special education from Sweden. I'm now concentrating on my PhD in KU. Teacher 21 male 52 years

In the above quote, it's observed that the teacher has been able to advance his studies from the initial diploma certificate to currently being a PhD candidate. He is apparently progressing towards self-actualization as proposed by Maslow,1943 and cited in Hopper, (2020). The first step towards self-actualization is probably by recognizing that making remarkable achievements in ones' career concern the self, (Irby & O'sullivan, 2018). This may include discovering one's current position and planning to improve it. In the above quote, the teacher discovered that he was a diploma holder and planned to move on through undergraduate to PhD candidate status. This kind of achievement calls for will -power to remain focused on the set

goals. The teacher in the quote may have realized this by enrolling for undergraduate course after diploma and subsequently sourcing for a scholarship to pursue his masters in the face of overwhelming work in EARCs. Cuschieri, (2019) links will power to the situation of feeling in control of the events in ones' life where one experiences limitless opportunities and appreciates to embrace them without hesitation. Voitenko, Kaposloz, Myronets, Zazymko & Osodlo, (2021), equally refer to the will power as the internal determination to regulate events in ones' profession. Professionals who are high on internal determination are likely to thrive over the effects of VT and make remarkable achievements in professional development endeavours.

On the other hand, data in table 4.14 captured teachers who were not involved in the endeavours to improve their academic qualifications. It can be observed that some teachers reported that they didn't enrol for one course or another. For example, they didn't enrol for undergraduate degree in special education 54(50.5%) or master's degree in special education 84(78.5%). Others reported not to have completed some courses such as certificate in assessment of children with disability 85(79.4%) or undergraduate degree in special needs education 63(58.9%) Some of these teachers when interviewed retorted that;

“I have not been able to enrol for undergraduate in special education because am so overwhelmed with the work I have at the moment. This work leaves me so exhausted that I cannot concentrate on furthering my studies. You see we are only two teachers here instead of five. I work throughout the day” Teacher 32 male 47 years

“It is hard for me to further my studies because I have no time, at the same time I feel overwhelmed at the end of the day after working with these children.” Teacher 18 female 43 years

In the above quotes the teachers report of being overwhelmed at the centres such that by the end of the day they barely have any energy for studies. Being overwhelmed or perceiving being overwhelmed has been identified as symptom of experiencing VT, (Rabinbach, 2020). Overwhelmed is the feeling of too much that need to be accomplished and yet the body and mind are too exhausted for the task. Exhaustion is generally the condition of feeling extremely tired physically or mentally. Yogeshwari & Indu, (2018), point out that physical energy is important in academic endeavours because there is a lot of movement to lecture venues and also there is sitting for long hours. Mental energy is important for providing the fuel for academic engagements. It is therefore possible that after the assessment work the teachers have barely any energy left to engage in other demanding activities like attending to academic endeavours, (Panetta,2021). It may also be remembered that the EARCs are both understaffed and seriously under resourced as brought *by teacher 32*. The teachers' fatigue is increased by the workload which also contribute to their getting overwhelmed. In this regard they fail to utilize the opportunities for professional development arising from making meaningful progression in their studies.

Another respondent gave her reasons for not participating in academic engagements in the following words;

"...There is a lot of work in this centre and some of cases are complicated. I keep on thinking about how to help them even when I'm at home. It is not possible to concentrate in studies". Teacher 15 female 37 years.

In the above quote the teachers reveal that the barrier to studies is overwhelming work and constant thoughts on how to support the children. The teacher could be experiencing intrusive thoughts which have been suggested as possible effect of VT among professionals who work with traumatized clients (Roberts, 2019). Intrusive

thoughts are those ones that encroach into one's mind without warning (Marks, Franklin & Zoellner, 2018). For teachers in EARCs, these may be the distressing stories shared with the parents/guardians about bringing up children with disability. It may as well include visualizing the sadness imprinted on the parents'/guardians' faces during assessment or even remembering the appalling appearance of the children with disability. The disturbing thoughts and memories are likely to interfere with the teacher's ability to concentrate on studies (Harrison, Burke & Clarke, 2020). Teachers who are involved in academic pursuits require peace of mind to concentrate in their course work, including completion of assignments. However, the occurrence of intrusive thoughts and fatigue are likely to disrupt their capacity to concentrate. This may be possible because the intrusive thoughts occur like awfully intense motionless images or sort of short movies live in the mind of the teacher which abruptly distort their level of concentration and probably reduce their ability to make meaningful progress in academic pursuits, (Roberts, 2019).

Another respondent gave his views for not engaging in studies in the following words;

I wanted to improve my qualifications beyond first degree in special education, but it has not been possible. You see, after much work during the day, I find myself remaining awake overnight. I am mostly disturbed by the fact that some parents hardly get appropriate placement for their children. Most schools don't admit severe cases and money for upkeep remains a concern. I am ever worried about these children, Teacher 23, male 47 years.

The teacher has not improved his qualifications because of much work and concerns about appropriate placement. He may be suffering from hyperarousal which is generally being unnecessarily alert with frequent sleep disturbances, (APA, 2013). These kinds of experiences are likely to deny the teacher ample time to relax and

refresh so as to gain renewed breath to engage in academic pursuits. Colvonen, Straus, Acheson & Gehrman (2019) assert that sleep disturbance impairs cognitive capacities such as memory which is an important component in facilitating learning.

Hyperarousal is also likely to cause frequent conflicts with family and colleagues thereby limiting the teachers' chance to enlist on their support which is important for enabling conducive environment for private studies, (Williams, 2021; Attaran, Salahinejad, Naderi, Crane, Niyogi & Chivers, 2020). They experience difficulties in navigating the rigorous terrain consistent with meaningful academic progression. They may perceive the world as unsafe contrary to what most people assume. Accordingly, they get discouraged from embarking on demanding academic pursuits because of feeling unsafe, (Balkis & Erdinç, 2017). The frequent disturbance is likely to dismantle the teachers grip on professional development because the teachers become scared of engaging in demanding activities. The teachers' mental resources are deviated into worrying about others instead of being assertive enough to pursuit professional development. This may gradually confirm the feelings of the world as unsafe where efforts to improve not only one's career becomes uncertain but also the level of motivation is minimized. Lowered motivation further diminishes the teachers' energy to sustain the zeal for professional development, (Robinson & Wilkowski 2015).

The study tested the null hypothesis: there is no relationship between levels of VT and teachers' academic progression. The results are shown in Table 4.16.

Table 4. 13: Relationship between Level of VT and Academic Progression.

Level of VT	High Academic Progression	Low Academic Progression	Total
High VT	4(19%)	17(81%)	21(100%)
ModerateVT	12(29%)	29(71%)	41(100%)
Low VT	28(62%)	17(38%)	45(100%)
Total	44(41%)	63(59%)	107(100%)

X^2 ($df=2$, $N = 118$; 0.7608, $p= 0.048$)

From the table, some teachers 17(81%) who experienced high levels of VT were found to have lower academic progression rates compared to 17(38%) of those who experienced low levels of VT. At the same time only 4(19%) of teachers who experienced high levels of VT seemed to have higher academic progression compared to 28(62%) of those who experienced low VT. From the evidence presented in the table, the p-value ($p=0.048<0.05$) the null hypothesis is rejected at 95 percent confidence level. The conclusion is that there is a significant relationship between level of VT and academic progression.

Most teachers (59%) in EARCs as brought out in this study have low academic progression rates likely due to the effects of VT compared to only 41% who despite experiencing VT remain undisturbed and continued with studies until successful completion. Teachers, who work in EARCs are exposed to traumatic encounters of children with disability and their parents/guardians. The teachers are likely to suffer the adverse effects of VT which has the capacity to lower their ability to successfully undertake their studies. This becomes possible because as observed earlier VT is likely to affect their psychological, emotional, physical and behavioural domains that are important for successful academic pursuits. (Levkovich & Gada 2020; Zwisohn, Handley Winters & Reiter, 2019; Pearlman, Saakvitne, 1995). This finding seems to

fit into the assumption of this study that teachers in EARCs are affected by VT which consequently affect their professional development. Based on the CSDT which informed this study, VT is viewed as the negative cognitive changes that occur in professionals who continuously work with traumatized populace, (Pearlman, Saakvitne, 1995).

Academic progression is likely to engage the psychological domain more than the others because cognitive capacity is the driving force for successful achievement. In this regard, the VT effects interrupt the teacher's cognitive functions such that they conceptualize academic progression from a negative perspective. It's therefore likely that the effects on the psychological domain permeated to other domains and consequently hampered their capacity to utilize identified academic progression channels in pursuing professional development.

4.9 Effects of VT on Chances on Capacity Building among Teachers in EARCs

This objective sought to establish how VT affected chances for Capacity building among teachers. Capacity building of teachers in EARCs refers to the process of participating in activities that provide opportunity for the teachers to not only acquire new knowledge and skills but also enhance their current status. The knowledge and skills are provided so that the teachers get empowered to continue assessing children with disability correctly and designing appropriate interventions. This is crucial in their work because parents/guardians of children with disability expect appropriate guidance from assessment teachers. It was therefore deemed important to establish whether teachers were accessing chances for capacity building or not using a binary response scale of yes or no. Descriptive statistics used were frequencies and percentages. In the first section of this section, available chances for capacity building

are discussed. The findings on the chances for capacity building are as presented in Table 4.17.

Table 4. 14: Chances for Capacity Building among Teachers in EARCs in Kenya

Chances for capacity building	Yes f (%)	No f (%)
I have been sponsored for capacity building in- service training to boost assessment competence	63(58.9)	44(41.1)
I'm regularly supervised to ensure application latest knowledge and skills	58(54.2)	49(45.8)
I took part in general administrative function in the centre	40(37.4)	67(62.6)
I do receive reinforcement as motivation for personal development	48(44.9)	59(55.1)
I presently have an assigned mentor to support me	36(33.6)	71(66.4)
I serve as an assigned mentor for one or more teachers	41(38.3)	66(61.7)
I have received funding for research in my area of specialization	51(47.7)	56(52.3)
I am allowed to attend courses/workshops on assessment of children with disability	68(63.6)	39(36.4)
I attend education conferences or seminars on assessment of children with disability	65(60.7)	42(39.3)
I make observation visits to other assessment centres	59(55.1)	48(44.9)
I receive some instructional materials to aide us in assessing children with disability	53(49.5)	54(50.5)
I have received motivational packages e.g time off for studies	56(52.3)	51(47.7)
I am involved in curriculum development and review	47(43.9)	60(56.1)

activities

Source: Field data (2018)

The study findings in Table 4.16 indicate that teachers were able to access chances for capacity building to some extent. For instance, it can be observed that some teachers attended courses/workshops on assessment of children with disability 68(63.6%). The main responsibility of the teachers in EARCs is to assess children with disability as expressed by (Moe, 2014 & Tsc, 2016). Srivastava, de Boer & Pijl, (2017), point out that assessment of children with disability is a dynamic undertaking where the teachers are expected to have current techniques and procedures that are necessary in making correct diagnosis and designing appropriate interventions. Such information is likely to be shared during courses/workshops that are organized to empower assessment teachers, (Van Boxtel, 2017). It's probably the commitment of supporting their clients that assessment teachers are able to overcome the effects of VT and attend the courses/workshops. The commitment may have made them resilient enough to persevere the effects of VT and consequently attend the courses/workshops without getting overwhelmed. Sisto, et al. (2019) and ; Meng, et al (2019) are of the view that workers who are committed in their duties are likely to weather worked related psychological pressures and eventually improve their knowledge and skills. Working with disabled children may require such great levels of commitment and perhaps that's why the assessment teachers showed such a virtue.

During the in-depth interviews, some teachers revealed that attendance of courses/workshops on assessment of children with disability was a common practice in their centres. A teacher brought it out in the following words;

“On many occasions we have been allowed to attend courses/workshops as well as education conferences or

seminars on assessment of children with disability. This has greatly helped us to improve on our assessment skills” Teacher 6 female 37

From the quote, the respondent reports that the attendance of workshops/seminars has enabled her to improve assessment skills. The implication is that workshops/ seminars provide avenues for capacity building in which the teachers enhance their skills. Furthermore, the teacher seems to imply that it’s the management which allows them to attend. It would be fair to suggest that the teacher’s commitment at work is acknowledged by the management by making it possible to attend the courses/workshops. This point of view concurs with Tarshis & Baird, 2019; Akinsulure- Smith, Espinosa, Chu & Hallock, (2018) who were of the view that organizational support is crucial in strengthening their employees to improve their competencies especially in practical skills. Accordingly, 63(58.9%) of the teachers reported of being sponsored to attend in-service training and 65(60.7%) to attend educational conferences or seminars to improve on their competencies.

The sponsorship could be provided in terms of time off duty and/or funds to cater for related expenses. This kind of support is necessary in assuring the assessment teachers that their work is important in realizing the objectives in the EARCs. The teachers indeed enhance their confidence in discharging their responsibilities by applying the newly acquired knowledge and skills. Mulà, et al (2017) are of the view that workers who feel confident in their performance are likely to be retained as they improve the image their organizations as well retaining the organizational culture. In this regard such teachers may serve in EARCs for long and continue to share the improved knowledge and skills to colleagues. Through such support the teachers are

not only capacity built but also given opportunity to enhance their professional growth.

The other chance for capacity building mentioned by a good number of the respondents was regularly being supervised by the coordinators with 58(54.2%) to the affirmation. Supervision is generally about ensuring that workers are executing their responsibilities as expected. This is an important practice in assessment of children with disability because each child has unique needs while teachers are specialized in specific areas, (Tsc, 2016; KISE, 2014). This calls for collaboration in ensuring that available staff is utilized judiciously. Supervision is also important in assessment because the teachers are few, assessment tools and equipment are scarce and therefore there is need to ensure prudent use of available resources. Through supervision, the teachers receive feedback from the supervisors which they could use to improve their weak points as well as enhance their strengths. In addition, through supervision the teachers could also be mentored enabling them to develop resilience that is required for kind of work that is done in the EARC centres.

The other aspect of supervision besides the professional one already discussed is psychological. Psychological supervision is generally the practise where professionals meet under the guidance of a more qualified or experienced colleague to reflect on their work-related experiences, (Jordan, 2018). Accordingly, they may reflect on their knowledge, skills and how to resolve challenges in their profession and consequently realize professional development. Psychological supervision is important for assessment teachers because their work is demanding and as such drains them psychologically, emotionally and physically. In this regard, the teachers require opportunity to reflect and gain strength to continue serving as well as afford resources

for professional development. This was probably reported by a respondent during the in-depth interviews;

“..in this centre we meet regularly to share our experiences in assessment. Our coordinator usually guides us to reflect on our skills and challenges. We also encourage one another on career growth. Sometimes our coordinator invites experts to support our efforts. I find it beneficial because I learn and also get relieved psychologically. Teacher 22 female 46.

In the above citation, the respondent is emphasizing on the importance of psychological supervision. The respondent reports of having benefited from the regular meetings under the guidance of the coordinator. The benefits are said to include learning of better skills in assessment and more so gaining psychological relief, (Robino, 2019). In this respect, the teachers are likely to benefit from regular supervision through shared experiences. This practise is likely to empower the assessment teachers bypass the effects of VT and have more strength both to assess and probably participate in professional development undertakings.

By acknowledging that they are regularly supervised, they may be suggesting that they work in conducive environment where supervision is appreciated. This appreciation is likely to be linked to higher job satisfaction which has been associated with low levels VT. Scholars such as, (olnar, Sprang, Killian, Gottfried, Emery & Bride, (2017) posit that workers with high levels of job satisfaction are able to side-step the negative effects of VT and pursue professional development endeavours. Such workers have high chances of job retention and consequently continue to discharge their duties diligently and in-turn enjoy the advantage of recognition for job mobility.

However, it may as well be observed that about 49(45.8%) of the respondents didn't acknowledge being regularly supervised as an important avenue for capacity building. These were the teachers who didn't affirm to the participation in regular supervision. Additionally, this may have been suggested by a respondent during the interviews in saying that;

“...there is the coordinator who is expected to supervise us but we are too busy to feel his presence. I assess and compile reports for him on daily basis but I don't think this is good supervision. He is in-charge and we always seek for permission to be absent, and he also makes our evaluation data which is submitted to Tsc. He also plans for our regular debriefing meetings but I don't believe they are helpful. ’ (Teacher 31 female 40 years).

In the above quote the teacher is reporting that there is a supervisor although they are too overwhelmed to feel his presence. He goes further to state that some of the supervision roles included granting of permission for absence, planning for the regular debriefing meetings and making evaluation reports to the employer. However, this does not seem to be done by the supervisor, instead the teacher who is expected to be supervised is the one who does this work. This exposes the negative aspects of limitations of relying on supervisors for career progression of EARC teachers. The absconding of the work of supervision and writing reports that are not informed by accurate supervision may provide wrong feedback that may not portray the true picture of the strengths and weakness of the teachers making it invaluable in capacity building. Saleem & Amin (2013) underscore the need for organizations to engage effectively supporting employees career development. In relation to this view, Oteer, (2017) observes that the supervisor is expected to account for each employee during the working hours so that the implementation of the organizational objectives is constantly being monitored. The monitoring is further expected to provide useful information on the employees needs for capacity building. More importantly,

supervision is aimed at supporting the teachers improve their capacity to assess and probably ability to cope with work related psychological adversities. Citing Kamoche, Nyambegeera and Mulinge, Saleem & Amin (2013) argue that failure by organizations to consistently invest in coaching and development of its employees hurts organizational development and impedes improvement in productivity.

As indicated in the quote, the possible inefficiency of some of the coordinators in their supervision negatively affects the progression of teachers . It is unlikely that the teachers were unaware of the importance of regular supervision because they did confirm the existence of the coordinator who supposedly discharged that responsibility. It may be possible that some supervisors were hardly available to discharge the responsibilities as expected. This perhaps was alluded by another respondent during the interviews in stating that;

“...you see in this centre, we two assessors and a coordinator. However, my colleague and I attend to almost all duties including assessment and counselling. The coordinator is mostly attending to other official matters outside especially being part of the county officers in field and attending meetings. We have learned to manage the centre in his absence. I hope you get my point because the children need our services..”
Teacher 35 male 38 years

In the above quote the respondent does acknowledge the existence of supervisor who is mostly working outside the centre. The respondent is of the view that the assessment teachers perform their duties with dismal supervision. It's likely that the kind of supervisor portrayed in the citation is inefficient because he is rarely in the centre. Efficient supervision requires frequent interaction in the workplace between the supervisor and the supervisees. This kind of interaction is likely to offer opportunities for effective monitoring and provision of constant feedback which is the

essence of supervision. There was therefore inefficiency in supervision and as such some staff didn't benefit as expected. This situation may compromise the teachers' capacity not only to serve but also to cope with the adverse effects of VT and consequently limited their chances to participate in professional development.

The data further indicated that mentorship was a chance for capacity building where 71(66.4%) of the teachers reported of not having assigned mentors and 66(61.7%) didn't serve as mentors. During the in-depth interviews, a teacher had the following to say about mentorship;

"...when I reported to this Centre, the coordinator told me that someone will mentor me on the assessment procedures. However, it never happened, I learned how to assess by reading assessment reports in the files. Sometimes I would seek for guidance from him whenever he was around. You see, the coordinator is ever busy with many other responsibilities. Now it's nine years and I believe I have learned how to assess. I don't think there has been formal mentorship as such...." Teacher 22 female, 46 years.

In the above quote the teacher laments that formal mentorship was not done but rather confirms of making consultations with the ever-busy coordinator. From the quote, it is possible to argue that that mentorship though an important practice in the assessment of children with disability, it was not given the attention it deserved. This is indicated by the big percentage (71%) of respondents who didn't have mentors. This may imply that most of the assessment teachers work with minimal guidance from co-ordinators. It is further worrying that 66% of the respondents didn't serve as mentors. The situation is even painted very pitiable by the fact that the coordinator was ever-busy to provide meaningful mentorship. Without meaningful mentorship teachers were likely to miss out on chances for capacity building that accrue from mentorship. The

scenario presented by the finding is one where assessment teachers struggle individually to learn how to assess and in so doing threaten the multi-consultative practice advocated in their work. This kind of executing their responsibilities is further likely to drain their synergy required for professional development. This is possible because in assessment of children with disability the experienced staff play a significant role in mentoring one another. Furthermore, working without mentorship is likely to predispose the newly acquired staff to VT. This is conceivable because through mentorship staff learn from each other and gradually become confident and thereby minimize chances of experiencing negative psychological effects such as VT. During mentorship the staff is also likely to capacity build each other on strategies to cope with stress and other work related psychological and emotional adversities. In this regard, they accumulate resources likely to be utilized in professional development.

According to Cross, Lee, Bridgman, Thapa, Cleary & Kornhaber, (2019) mentorship is an important practice in organizations because it empowers employees to enhance productivity, job satisfaction and retention. Accordingly, mentorship provides an important link between experienced and newly hired employees where authentic organizational knowledge, skills and culture are shared. Assessment of children with disability is one such undertaking where mentorship is likely to remain important because in many EARCs teachers assess across disabilities despite their areas of specialization, (Strunk, Leisen & Schubert, 2017). It may further be argued that mentorship is a cost-effective way of capacity building staff because it is organized within the workplace where the staff capacity builds each other. In this way, it was most likely to be preferred by the centre coordinators because most of the required

resources were within reach. More importantly, the practice of mentorship is crucial because most EARCs are understaffed and under resourced and as such available resources may be utilized diligently, (Tsc 2016; Moe, 2015). This may imply that the staff were overworked and probably this predisposed them to effects of VT. In this regard, it's likely that most teachers and coordinators overlooked the importance of mentorship and failed to implement it.

On the other hand, the data indicate that some of the teachers reported of the existence of mentorship in some Centres. On this regard, 36(33.6%) said that they had mentors while 41(38.3%) served as mentors. This was also collaborated by one such a teacher during the interviews in the following words;

‘.. I was posted here straight after graduating from KISE. I had not taught in a special or worked anywhere with children with disability. The coordinator arranged for me to accompany another assessor for one term. She as well used to come and guided me a lot. I learned how to assess and write reports. Today I guide newly posted staff on how to assess. It was worthy and I appreciate’.
Teacher 6 male 37 years

In the above quote, the teacher says that he was taken through formal mentorship for one term. He further reports of being a mentor to newly hired staff and appreciates the role of mentorship. As observed earlier mentorship is important in sensitive activities such as assessment of children with disability because it forms the basis for accurate diagnosis and intervention. Horner, (2017) asserts that through mentorship, newly acquired employees are properly oriented to the appropriate procedures and the culture of the organization. Accordingly, assessment teachers are empowered to become efficient as expected. It is important to note that most coordinators and assessment teachers are exposed to traumatic experiences because they work with

traumatized clients in understaffed and under resourced centers. In this respect lack of mentorship is likely to make them less effective in both assessment and coping with the effects of VT. This may further limit their chances for capacity building and consequently obstruct them from accessing available opportunities for professional development. However, some may become resilient enough to overcome these effects and carry out the expected responsibilities, (see for example, Irwin, Saathoff, Janz & Long, 2021).

After discussing some of the chances for capacity building, chi square test was conducted to ascertain the relationship between levels of VT and teachers' chances for capacity building. The null hypothesis; there was no relationship between levels of VT and teachers' chances for capacity building. The variable teachers' chance for capacity building was created by merging 13 binary response questions presented in Table 4.16. The scores were as follows; 13-18 high chance for capacity build and 19-24 low chance for capacity building. The results are as shown in the following Table 4.17.

Table 4. 15: Chi-square Test on Relationship between Level of VT and chance for Capacity Building.

Level of VT	High Chance for Capacity Building	Low chance for Capacity Building	Total
High VT	14(67%)	7(33%)	21(100%)
Moderate	25(61%)	16(39%)	41(100%)
Low VT	18(40%)	27(60%)	45(100%)
Total	57(53%)	50(47%)	107(100%)

 $\chi^2 (df=2, N=118; 5.6753, p=0.059)$

It can be observed from the above table 4.17 that out the 107 respondents 21 experienced high level of VT, 41 had moderate level of VT while 45 experienced low level of VT. It may further be observed that 67% of the respondents who experienced high levels of VT had high chance for capacity building as compared to 33% who had low chance of capacity building. The data also indicate that 40% of the respondents experiencing low level VT had high chance for capacity building versus 60% who had low chance for capacity building. The data as observed i.e., p-value ($p=0.059 > 0.05$) suggest that there is no significant relationship between levels of VT among the respondents and their chances for capacity building. This conclusion may be supported by the fact that respondents who had high levels of VT also encountered more chances for capacity building. The observation was unexpected because high levels of VT are likely to impair the respondents' capacity to utilize available chances for personal growth and related endeavours such as capacity building, (Konistan, 2017; McCann & Pearlman, 1990).

However, as evidenced earlier, the observation may be due to the fact that the centre management gave the teachers support in terms of opportunities to attend capacity building sessions. It is possible that the management identified those adversely affected and recommended them for different activities that may have acted as a buffer against VT. This probably may have cushioned the respondents against the negative effects of VT and thereby made it possible for them to enjoy more chances for capacity building despite experiencing high levels of VT. Furthermore, the EARC coordinators may have selected the respondents who because of unforeseen

difficulties were struggling to assess the children with disability. By attending the seminars/workshops, the teachers may have refreshed their assessment skills or acquired better skills which empowered them to improve their efficacy. The improved efficacy could have boosted their self-esteem and consequently enhanced their capacity to cope with the adverse effects of VT. Konistan, (2017); and Orth & Robins, (2014) are of the view that improved self-esteem may enhance coping mechanisms with a possibility of enjoying more chances for personal growth. This was probably captured by a EARC coordinator in the following words;

“In EARC centres, there is a policy to support staff to improve their skills. They are taken to other centres for benchmarking. This is considered important because we always purpose to conduct accurate assessment which in-turn inform appropriate intervention. During such visits they make observations and comparisons on assessment procedures, tools and equipment. After the visits there come and share experiences on how to incorporate the new knowledge and skills into their practise.” Teacher 13 female 40

In the above citation quote the coordinator is reporting of the existence of a policy in the centres support staff in improving their competencies. The support included being taken for benchmarking in other centres. Such opportunities, provide chances to learn current knowledge and skills in assessment and also get information about updated tools and equipment in use. The coordinator further says that whatever was learned is shared in the centre as the staff incorporate it into their practise. The above quote provides some evidence as to why respondents could measure high on the levels of VT and at the same time enjoy more chances for capacity building. This finding be point to the importance of organizational support in empowering staff to improve their competencies in an effort to offer acceptable services. This is crucial because assessment is about determining the future of children with disability in terms of

education, training and other related services. The improved staff competencies as a result of engagement in seminars and workshops as well as benchmarking enables the teachers to gain confidence and to deliver effectively. Aithal & Kumar, (2018) assert that workers who are confident in performance of their duties are likely to make remarkable success in career growth. In this regard it would be reasonable to suggest that such workers are likely to enjoy some protection against adverse effects of VT and participate in professional development activities such as capacity building.

It may further be inferred that lack of relationship between levels of VT and chance for capacity building is due to the fact that capacity building is mostly an organizational agenda. Karunanayaka & Naidu, (2018), proclaim that the main goal of teacher capacity building is to improve teachers' self-efficacy and in-turn improve assessment outcomes. In this respect, the onus for organizing capacity building may not entirely rest on the teacher. Probably that's why the teacher in the quote talked of being taken for capacity building in other centres. The same notion is probably repeated in the below excerpt;

“I and my colleagues have been sponsored on capacity building in- service training to boost our competence in dealing with disabled children plus their parents and/or guardians.” Teacher 27 female 42 years.

The above quote further underscores the role of the organization in capacity building. The teachers report of being sponsored to attend in-service training. The sponsorship may be necessary because some teachers may probably not afford the resources required to actualize the training. By getting the sponsorship, the teachers are spared financial constraints that may hinder their participation. The psychological anguish likely to be associated with deficits in competencies, (Rusilowati & Wahyudi, 2020,

March) are eliminated through training. Such adverse psychological effects may include VT which is likely to interfere with not only their efficacy but also the capacity to participate in professional development activities such as attending in-service training, (Irwin, Saathoff, Janz & Long, 2021). Saleem & Amin (2013) argue that organizing forums such as seminars, workshops and conferences for teachers enable them to pass around new information and competence, that motivating them employees to undertake career development program.

4.10 Coping Strategies used by Teachers in EARCs

This objective sought to find out strategies which were used by the respondents to minimize the effects of VT on professional development. Data was gathered from thirty-five interviewees through one-on-one interview and upon cleaning, the responses were categorized into emerging themes. The themes were then considered as strategies used by the respondents to minimize the effects of VT on professional development. These strategies were; involvement in religious activities, social support, participation in recreational and leisure activities, and self-care. Each of these strategies is discussed in the sections that follow.

4.10.1 Involvement in Religious Activities

The involvement in religious activities as a strategy used to minimize effects of VT on professional development was captured during the interviews as quoted below;

*‘I’m a devoted catholic and I pray guided by the rosary.
I have set time for prayers, early in the morning and before
I go to bed. This has provided some relieve for me especially when I was doing my studies.’(Teacher 9, male 37)*

In the above quote the teacher says that being a devoted catholic, he prays guided by the rosary. He goes on to indicate that, he has a schedule for prayers and does confess of expressing some relief after prayers especially during studies. The teacher seems to underscore the importance of prayer as a strategy to cope with the negative feelings arising from personal work in addition to working with traumatized clients. The teachers further demonstrate his commitment to his religion by keeping a prayer schedule and using holy articles such the rosary. These findings resonate well with reports of previous studies on the role of prayer in times of distress, (Akrami, Hosseini & Iran, 2018; Trevino, Archambaul, Schuste, Hilgeman, & Moye, 2017). Prayer in this regard is the means of expressing the believer's needs to god whenever uncertainties' get threatening, (Hammonds, 2019; Taylor, 2018). Teachers in EARCs are likely to seek relieve not only from the demanding assessment work but also the professional development engagements. This is likely to be done in the hope that prayer has the capacity to replenish the mind and body to regain some momentum to soldier on. Accordingly, prayer becomes necessary in coping with the effects of VT and the available resources are apportioned between assessment assignments and professional development endeavors. Such activities may include making use of available opportunities for promotion. They may also include enrolling for university education to improve their initial qualification and enhance their chances for promotion. This may be possible because the respondent is convinced that religion may cushion him against the negative effects of VT through moderation and provide synergy required for professional development endeavors.

The other coping religious activities mentioned during the interviews are spelt out below;

*“ I pray and read the bible for spiritual guidance.
Whenever I feel emotionally overwhelmed, I also sing*

songs and chorus. After singing I feel relieved and I'm able to concentrate, but sometimes clients are many and I fear disturbing them'' Teacher 27 female 42)

In the above citation, the respondent talks of praying, reading the bible and singing to gain relief from emotional overwhelming situations. The respondent is however, cautious about singing because of the possibility of disturbing others. This may indicate that being spiritually connected to the supreme being via prayer, reading the religious scripture and singing may provide relief from emotional stress such the one caused by VT. This finding concurs with Michalchuk & Martin, 2019; Mbiti, (1995) that professionals who are more spiritually connected experience a sense of well-being and great life satisfaction and consequently experience less symptoms of VT. Tedeschi, Cann, Taku, Senol- Durak, & Calhoun, (2017), further reported that spirituality is significantly associated with higher self-esteem and lower cases of depression and probably offer some relief from nagging psychological matters such as the negative effects of VT. This is possible because as the professionals read the scriptures, they get spiritual nourishment and gradually uplift their self-esteem. The raised self-esteem re-engineers the cognitive capacity of the teachers to appreciate their work and consequently enjoy improved job satisfaction. Yuh & Choi, (2017), are of the view that feelings of high self-esteem and improved job satisfaction cushion professionals against adverse psychological effects arising from their occupation. The respondent in the above quote mentions of singing as another religious activity used to minimize effects of VT. Singing in this regard may be viewed as a means of pouring the believers emotional baggage to Supreme being with view of gaining some relief. This is indicative that the respondent found such relief enabling them to remains beneficial in decreasing effects of VT. As suggested in the quote, the

envisaged benefits of reading the bible and singing minimizes the effects of VT so as to have resources necessary for professional development.

The foregoing discussion may sound convincing to some extent however, it may be observed that religious coping strategies such as prayer, reading scripture and singing have their own shortcomings. Some studies have noted that negative religious coping strategies such as indoctrination, and adherence to irrational beliefs and practices may result to psychological harm, (Thomas & Barbato, 2020). The study demonstrates that negative religious coping strategies may be encouraged through the universal believe in the doctrine of original sin and human fallibility. Such doctrines are likely to interfere with actualization of self-esteem for the determination of individual values. Self-esteem may be viewed as beliefs and evaluations people hold about themselves which greatly determine what they can do, what they are and what to become (Weare, 2000). These are powerful, inner inspirations that provide internal drive to steer and nurture person's aspirations throughout life. Indeed, some respondents may utilize this inner zeal to engage in professional development activities and make a great difference in their career. However, others may simply believe that it was the will of god to suffer the effects of VT and remain in the same condition and fail to engage in professional development endeavours.

4.10.2 Social Support

The findings of this study observed that social support was another strategy used by respondents to minimize the effects of VT. Social support may include support from the family, friends, colleagues at work or structured professional assistance, (Zhang, Zhang, Zhang, & Feng, 2018). The support may be presented through

sharing, interactions, provision of materials or just perception that such support is readily available. Such avenues may provide support in terms of emotional, information, technical assistance or services that are all intended to enable the individuals experiencing difficulties gain ability to cope with the emerging challenges.

During the interviews some respondents reported that...

“We share our experiences and encourage one another as staff. Sometimes I share with my husband who is a secondary school teacher. I believe he cares a lot because he listens to all my stories and encourage me”.
Teacher 29 female 38.

In the above quote the respondent reports that in their centre they share their experiences and encourage one another. She explains further that more support comes from the husband whom she finds caring. This finding is in line with those from other similar studies which established that social support has been used by social workers, therapists, teachers, and security personnel among other professionals to deal with effects of PTSD and VT, (Molnar, Sprang, Killian, Gottfried, Emery and Bride, 2017). Support from colleagues is important because they experience similar work conditions and it be easy to understand each other better. The support may include sharing how they deal with effects of VT and how they deal with difficult cases that present challenges. It may also be possible to set some time aside for important activity. They may even go further to invite other specialists to come and strengthen their efforts on improving their wellbeing. It's further possible to discuss matters to do with professional development and plan on how to support one another. Such support may include group assignments, tutoring each other, and encouraging those in difficulties. In this way those being overwhelmed find avenues of ventilating thus improving their wellbeing as well as getting time and synergy for professional

development, (Hsieh, & Tsai, 2019). This may imply that through such support, teachers in EARCs may learn better strategies of dealing with the effects of VT and gain relief from the emotional and psychological baggage that have been interfering with chances for professional development.

Reflecting on group therapy, information sharing has been found to be therapeutic. Accordingly, the existentialism that characterizes the group therapy, helps individuals to find their voices, share experiences thus learning from each other (Corey 2011) thus facilitating healing process. Elsewhere, social support has been found to enhance resilience building in times of stress (se Li et al 2021). Therefore it is not surprising that social support is used as a coping mechanism by EARC teachers. Accordingly, social support either from workplace, family or friends has the capacity to empower EARC teachers cope with effects of VT.

However, it may be imperative to mention some pitfalls that are associated with social support in workplace. There is a possibility of encountering lack of reciprocity between members and thereby diminish sincerity, (Shaw, Main, Findley, Collie, Kristman & Gross,2020). Shaw et al (2020), assert that lack sincerity among colleagues is likely to cause apathy and consequently defeat the objectives of social support. At the same time collegial rivalry may make some members reduce their participation to disadvantage perceived competitors. This may happen when some members become unnecessarily aggressive or provocative thus making it difficult for other to benefit as expected.

It is important to take cognizant that in a workplace employees may be at different status and as such those in more senior positions may sabotage the social support agenda to limit others from ascending the employment ladder. It is likely therefore some teachers may continue experiencing the negative effects of VT and in this respect miss out in professional development. It becomes, therefore necessary for teachers in EARCs to understand how to manage social support so as to learn from each other. This may enable them to rip the benefits of social support and consequently succeed not only in coping with the effects of VT but also in making remarkable steps in professional development.

In the same quote, the role of the family in offering social support was also recognized by the respondent by acknowledging that.. *'I share with my husband.... I believe he cares.'* The family has been found to be a nurturing place where feelings of care, love, esteem, are experienced at times of need. The family in this regard reassures the teacher of some support to deal with the effects of VT. In terms of professional development, the spouse who is caring may assist the wife by taking up some domestic chores so that she gets time and energy that is required for concentrating on professional development. This kind of support is crucial because as noted earlier there is a lot of work in the EARC such that by the time the teachers get home she is exhausted. This implies that if relieve from some duties is not given there will be hardly any time and energy for conducting professional development activities. As noted, earlies some professional development activities such as university education through school based programmes may not be realized. At the same time, the spouse may just be available for moral support or consultation. It may even work very well if both members were pursuing professional development at the

same time. The feeling of being appreciated has the capacity to improve self-esteem and confidence to thrive over the effects of VT which in turn may replenish thoughts, emotions and cognition and gradually re-engineer the teacher towards meaningful commitment in professional development.

Spousal social support seems to be effective in providing some strategies to cope with the effects of VT. Nevertheless, this may work well where there is ultimate trust between the couple as reported by the respondent in saying that “...*I believe he cares a lot because he listens to all my stories and encourage me.*” This idea is seemingly supported by Amin, Arshad & Ghani, (2017) in suggesting that most successful career women have supportive spouses and trust between them is unshaken. This may imply that spousal social support may not work effectively for spouses whose trust may be unstable.

Apart from getting social support from workplace and the family members, significant others may also play an import role. This was brought out during the in-depth interviews by a teacher in stating that;

‘I share with other women in our chama who are from different backgrounds. Some are teachers like me and we have a nurse and a social worker. I find them supportive’ Teacher 4 female 41.

In the above citation the teacher reports of sharing her concerns with members of her chama. She acknowledges that the members being from diverse backgrounds have been a meaningful source of support. This finding seems to resonate positively with Ashley-Binge & Cousins, (2020), in concluding that women social support groups play important role in empowering members to cope with effects of VT. This may be possible because the members are free with each other and are likely to trust each other. They are also likely to confide in each other because the group members seems

provide room for acceptancy which cushion them against social adversities in the society. The same point of view was expressed by Houston-Kolnik, Odahl-Ruan and Greeson, (2021), by stressing that diversity in group membership come with different techniques of coping with psychological adversities. The diverse membership in this respect becomes a source of inspiration for members to subdue the effects of VT and in turn afford resources for engaging in professional development endeavors.

Notably however groups such as one mentioned by teacher 4 above were not specifically formed to offer social support to members. Their main goal is to provide some financial assistance to the members. Nevertheless, the members are social by nature and the group may as well provide a platform for social support, (Ardener, 2020). Ardener, (2020) is of the view that women are naturally supportive to one another and are likely to identify their challenges and discuss with them in their forums. However, it may important to note that some members in the group may have difficulties in expressing their concerns in a group set up. Such members are unlikely to benefit from the group interactions and may continue being weighed down by effects of VT. More importantly, other members may fear that confidentiality may not be upheld and consequently fail to disclose difficulties they encounter at workplace. This kind of situation undermines the healing potential members may acquire from the group, (Laver, Prichard, Cations, Osenk, Govin & Coveney, 2018). In this respect, such members may be denied the opportunities to learn some strategies to minimize effects of VT and in the long run lag in professional development.

4.10.3 Involvement in Recreational and Leisure Activities.

The findings further indicate that involvement in recreational and leisure activities was a strategy used by some of the respondents. During the interviews one of them had the following to say...

“..I play volleyball in the local club after work. You see during the working hours I listen to many stressful stories from parents and their children. I also see children with disability who are in dire need of help. Some come drooling while others are carried by their parents yet they are not babies. By the evening I feel so low. Playing make me feel better to engage in my studies and get strength for the next day.”Teacher 5 male 42 years

In the above quote it's observed that the teacher plays volleyball in local club after work. He points out that play replenish him not only for his studies but also for the next working day. He goes further to report that during the working hours he listens to stressful stories and observes children with different disabling conditions who are in dire need of support. This kind of exposure is likely to predispose him to VT which he confirms by saying that *“..by the evening I feel so low.”* Playing volleyball as a strategy helps minimize the effects of VT. Recreational and leisure activities are viewed as a means of replenishing the body and mind which has been associated with increased physical and psychological well-being (Wozencroft, Scott & Waller, 2019; Demirci, 2019). Clemens, Palacios & Lindenmeier, (2018) are of the view that the activities are usually undertaken outside the working hours and may include playing games such as volleyball, football, swimming, yoga, qigong, relaxation and sitting meditation among others. The activities are believed to have the capacity to re-energize individuals to recharge and get some energy for moving on. As evidenced in the quote, once recharged the teacher is able not only to afford energy for his studies but also capacity to start the next day. This is possible for teachers in EARCs because they mostly work in school environments where facilities and opportunities for

recreational engagement may be available. These activities are likely to ensure physical and mental well-being, which in turn may increase resilience for VT.

4.10.4 Self-care.

The other strategy for minimizing the effects of VT mentioned during the interviews was self-care. Lewis & King, (2019), describe self-care as the cautious effort to remain in touch with the self-wellbeing even in the midst of overwhelming work schedules. The practice demands that professionals always remember that they are responsible for their wellness. A respondent had the following to say about this strategy...

“..After working here for two years I started getting easily fatigued. When I consulted my coordinator, he advised me to eat balanced diet. Nowadays, I’m very careful on what I eat. I have found fruits and vegetables which were missing in my meals very energizing. My fatigue has greatly reduced because after assessment I also do school-based learning activities and I am not overstretched like before.” (Teacher 28 male 43

In the above quote, the teacher reports of being advised to eat balanced diet to minimize fatigue. Experiencing fatigue may be a symptom of VT as a result of working with traumatized clients, (Slatyer, Craigie, Rees, Davis, Dolan & Hegney, 2018; Hotchkiss, 2018). He acknowledges that after adding fruits and vegetables to his meals fatigue went down and he got energy to assess and attend to school -based learning demands. Balanced diet is important for professionals who usually have busy work schedules (Tsc,2016; Kise, 2014) such as teachers in EARCs. The busy work schedules are predictors of work-related psychological adversaries such as VT and as such it is possible for the teacher to experience frequent fatigue episodes. Fruits and vegetables are particularly useful in the body because they contain nutrients which

strengthen the body to combat fatigue, (Naidoo, 2020; Rizki, & Rachman, 2019, July). This strategy of including fruits and vegetables in the menu may be within the possible reach of many teachers in EARCS. It's possible for one to plan on what to eat because food is a basic need. Teachers in EARCS by the level of education are expected to have adequate knowledge about balanced diet. They are likely to be aware of the nutritive value of the foodstuff in their locality and may have the financial ability to out- source what may be lacking. They may as well plan to grow some of the foodstuff because majority of them work in their home areas or in places where it may be possible to have land to grow them or devise means of ensuring the foodstuffs are available. On embracing the practice of eating fruits and vegetables they may get re-charged enough to meet their official obligations and at the same time have synergy for professional development undertakings.

Having discussed the strategy of maintaining balanced diet as part self-care strategy to minimize the effects of VT, this section highlights how being vigilant was applied. Being vigilant may imply that the EARC teachers require accurate information about signs and symptoms of VT so that whenever need arose appropriate intervention is affected. According to Grise-Owens, Miller, Escobar-Ratliff & George, (2018) remaining vigilant is an important aspect of self-care. Being vigilant which is associated with self-awareness enables one to take necessary measures needed to improve their health. During the in-depth interviews, a respondent reported on how she remains observant on her wellbeing in the following word;

“..I read a lot about burnout and other effects of Working with needy clients for long hours. Whenever I feel unwell such as having frequent headache, reduced appetite and general disinterest in my work, I seek for help from colleagues, friend or medics. I always take precautions such as observing working hours and taking health breaks...In this way I been able work

work getting overwhelmed. I have also been able to my masters in special education’’.Teacher 17, female 37

As expressed in the quote knowledge about issues of self-health are important in self-care about. Identifying probable symptoms of VT including frequent headache, reduced appetite and lack of interest for work provokes the teacher to seek help from colleagues and medics. Understanding the possible effects of the work that the respondents does also provokes her to remain vigilant on good work habits and this has contributed to her remarkable advancement in her studies. Mylopoulos, Kulasegaram & Woods, (2018), are of the view that teachers who care about themselves are likely to look for information not only on how to improve their efficacy but also on how their work affect their wellness. Commitment to one’s wellness enables individuals to take good care of themselves. This helps individuals maintain good health which is important not only for good performance but also for career progression. As evidenced in the quote, power of knowledge coupled with social support as a strategy, facilitate coping with the effects of VT. Self-care afforded through knowledge of the effects of VT can enhance the wellbeing of teachers to enable them pursue career progression. As evidenced in the quote, through self-care the teacher was able to achieve her second degree- master’s degree while in active service despite the constraints. The practise to maintain good work habits such as observing working hours and taking time off for replenishing sound evidence for a professional who takes self-care as a personal responsibility.

The strategy of self-care places great personal responsibility on the teachers because they are expected to take the required steps. This was evidenced by teacher 28 in saying that on experiencing fatigue, he consulted the coordinator. The teacher went further to implement the commitment by increasing the uptake of fruits and vegetable.

On the other hand, teacher 17 took the initiative to read about psychological effects associated with working for traumatized clients. The teacher equally reached out to relevant sources of support. These are signs of taking personal responsibility which made it possible for them to confess of attaining positive outcomes both at personal and professional development.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter begins by presents the summary of study findings, conclusions drawn from the findings and recommendations based on the findings.

5.1 Introduction

The purpose of this study was to investigate the effects of vicarious trauma on professional development among teachers in EARCs in Kenya. Specifically, the

study aimed at: establishing the extent of effects of vicarious trauma among teachers in EARCs; finding out how effects of VT affected opportunities for promotion among teachers in EARCs; investigating how effects of VT affected academic progression among teachers in EARCs; and, establishing how effects of VT affected capacity building among teachers in EARCs. The study further sought to find out the strategies which were used by the teachers to minimize the effects of VT on professional development.

5.2 Summary of Findings

Slightly more than half of the respondents were male (52.3%) while (47.7%) were female. This demographic data revealed that there was no significant relationship between levels of VT and the gender of teachers as showed by; $p = .546$. On the age of the respondents, about half (51.4%) of the respondents were aged 41-50 years and only (0.9%) was above 60 years. The study did not find significant relationship between the age of respondents and levels of VT as shown by $p = 0.961$. On professional experience, about a third of the respondents had served between 5-10 years (29%) and a few had served from 21 to 25 years (4.7%). Those with over 25 years were also at 4.7%. The $p = 0.017$ was evidence that there was significant relationship between levels of VT and professional experience of the respondents. The study also observed that almost equal percentage of respondents had training in SNE at bachelor's degree (47.7%) and diploma (46.7%), whereas 0.9% had diploma in secondary education. There was significant relationship between teacher training in SNE and levels of VT at $p = 0.024$. Regarding specialized training in assessment, about two-thirds of the respondents (64.5 %) had a certificate qualification while (35.5%) had no specialized training in this area. The $p = .018$ indicated that there was significant relationship between levels of VT and specialized training.

5.2.1 The Extent of Vicarious Trauma among Teachers in EARCs in Kenya.

The first objective of this study was to establish the extent of vicarious trauma among teachers in EARCs in Kenya. The findings obtained established that all teachers in EARCs experienced VT to various levels. 42.1% experienced low level of VT, 38.3% experienced a moderate level while 19.6% experienced high level. Data also indicated that teachers in EARCs experienced VT.

5.2.2 Effects of VT on Opportunities for Promotion among Teachers in EARCs in Kenya.

The second objective of the study was to find out how effects of VT affected opportunities for promotion among teachers in EARCs in Kenya. This study revealed that effects of VT had a negative effect on respondent's opportunities for promotion. The more teachers experienced higher levels of VT, the less they utilized their opportunities for promotion. This observation was based on the $p = .017$, that indicates a significant relationship between levels of VT and teachers' opportunities for promotion. The opportunities for promotion were reported to be available for teachers who demonstrated having knowledge and understanding of best practices in assessment, competencies in the development of assessment tools and capacity to apply emerging technologies in assessment. Further opportunities for promotion were accessible for those who: attended institutional management training, had capacity to mobilize resources for assessment and were frequently appraised at work place.

5.2.3 Effects of VT on Academic Progression among Teachers in EARCs in Kenya

The third objective of the study was to investigate how effects of VT affected academic progression among teachers in EARCs in Kenya. This study found that

there was a significant relationship between the levels of VT and teachers' academic progression as supported by the $p = .048$. Most teachers experiencing low and moderate levels of VT did well in academic progression; close to half, (49.5%) of the teachers had enrolled for undergraduate degree in special needs education, (21.5) had enrolled for master's degree in special education, while (11.2%) had enrolled for PhD in special needs education. This study further revealed that some teachers were able to advance their studies from the initial diploma certificate qualification to PhD candidate status. This is apparently great demonstration towards self-actualization by enhancing one's will-power to realize the limitless available opportunities for professional development. This study discerned that teachers with boundless will-power equally command enormous internal determination to regulate events in profession. It is likely that the great determinations propelled them to thrive over the effects of VT and made remarkable achievements in professional development endeavours.

5.2.4 Effects of VT on Chances for Capacity Building among Teachers in EARCs in Kenya.

The fourth objective sought to determine how effects of VT affected chances for capacity building among teachers in EARCs in Kenya. The data showed that respondents were involved in various capacity building endeavors. These include sponsorship for in-service training, (58.9%), attending courses/workshops (63.6%), and attending seminars and conferences on assessment of children with disability

(60.7%). This study revealed that there was no significant relationship between level of VT and teachers' chance for capacity building as indicated by the $p=0.059$. The respondents who had high levels of VT also encountered more chances for capacity building. The observation was unexpected because high levels of VT are likely to impair the respondents' capacity to utilize available chances for capacity building. This observation was evidenced perhaps due to the fact that the centre management gave the teachers support in terms of opportunities to attend capacity building sessions. It was possible that the management identified those adversely affected and recommended them for different activities that may have acted as a buffer against VT.

5.2.5 Strategies Respondents use to Minimize the Effects of VT on Professional Development.

The fifth objective of this study was to find out strategies which were used by the respondents to minimize the effects of VT on professional development.

Some respondents used religion as a strategy to cope with the negative effects arising from working with traumatized clients. The respondents reported being devoted members of religious groups.

The other strategy brought out by the study was social support. Respondents viewed social support as the provision of psychological, emotional and material resources to enable them cope with the effects of VT arising from their work. Social support was provided by colleagues, family members, friends, and other social networks.

The strategy of self-care was identified by some respondents. Self-care involved experiences and activities that enhanced the professionals' well-being. This included eating balanced and nutritious diet, getting sufficient sleep, monitoring oneself to note

any symptoms of psychological stress, meditation, and establishing and maintaining helpful social networks.

5.3 Conclusions of the Study

The current study established that all teachers in EARCs experienced VT to various levels. This indicates that VT was a real threat for professional development among the teachers. The effects of VT were found to affect teachers in their psychological, physical, behavioural, and emotional domains. These are important in facilitating professional development. In addition, VT caused negative changes on cognitive schemas. Thus, the teacher's capacity to perceive and interpret the worldview is disrupted. The EARC teachers' ability to recognize and utilize opportunities for professional development were diminished. The physical domain was important for providing physiological stamina required to sustain the body in undertaking the rigorous activities necessary for professional pursuits, such as academics and capacity building. However, effects of VT made the body too weak to adequately provide the required energy and, consequently, compromised the EARC teacher's ability to successfully participate in professional development. The EARC teachers got emotionally numb and drained. This denied them the stability required for navigating through the demanding terrain of professional development. These effects reduced the teachers' professional development facilitating behaviours, such as socialization and networking.

Specifically, the study observed that teachers who depicted low levels of VT had high uptake of professional development opportunities. This included opportunities for promotion and academic progression. Effects of VT were seen to disrupt teachers' capacity to recognize and utilize the available opportunities for promotion. This made

them forfeit their ability to undertake professional development engagements. However, some teachers were able to register resilience and growth, despite experiencing effects of VT. These could be the ones who felt encouraged as they witnessed their clients succeed in managing the challenges associated with disability, or those who were appreciated by clients. This gesture empowered them to focus persistently on professional development to accomplish remarkable success.

In regard to coping strategies, varied ways were used to adapt to the demanding situations in the assessment centers. Based on the findings, the study concludes that, to a large extent, VT has negative effects on teacher's professional. Therefore, there is need to establish formal programmes that can enable teachers to minimize the effects of trauma while, at the same time, learning from those who experience positive growth.

5.4 Recommendations of the Study

From the findings of this study, some recommendations were made for various stakeholders. The stakeholders include assessment teachers, policy makers and management of the EARCs. Recommendations for further research were also made.

5.4.1 Recommendation for Assessment Teachers

The assessment teachers should always bear in mind that professional development is an important component in improving career mobility. They should therefore take charge and maintain a healthy balance between their official duties and personal well-being. Towards this end, there is need for each to recognize their own limits in service

delivery, even when work is overwhelming. This practice is likely to safeguard them against possible effects of VT and consequently afford resources for professional development.

5.4.2 Recommendations for Policy Makers

- i. There is need to recruit younger teachers in EARCs since findings established that many of them were aged between 41-50 years (51.4%) . The younger staff will ensure that there is age balance within the staff and avoid a situation where most of them retire at relatively same time leaving the centres understaffed.
- ii. There is need to improve terms of service, the work environment and related conditions to encourage teachers remain in service for reasonable duration. The study pointed out that only 4.7% of the teachers had served for over 25 years. This may be an indication of attrition of staff in the EARCs. Retaining more experienced teachers in EARCs will ensure assessment outcomes are appropriate and staff have capacity to not only to deal with the effects of VT and also energy to participate in professional development assignments.
- iii. There is need to maintain the practice of training assessment teachers in SNE before recruiting them. There is also need to strengthen the specialized training in assessment. The study established significant relationship between training in SNE and specialised training in assessment with levels of VT. This implies that teachers trained in both SNE and assessment are better placed to cope with effects of VT and could be able to conduct their professional development endeavours without being disrupted.

- iv. There is need to enhance trauma education among teachers in EARCs in Kenya. The study revealed that all teachers in EARCs experienced VT at various levels, that is, (42.1%) experiencing low level of VT, (38.3%) experienced moderate level of VT and 19.6% experienced high level of VT. Trauma education would equip the teachers with knowledge to recognize symptoms of VT and address them before they disrupt their professional development.
- v. There is need to empower teachers in EARCs on the strategy of self-care. They should be made to appreciate their own capacity for work and always remain watchful of any negative changes in their cognitive competencies and emotional stability.

5.4.3 Recommendations for EARC managers

- i. There is need to sensitize the families of the assessment teachers to be available to support them. Family members are effective in reassuring the teachers of their willingness to stand with them. The family being the basic unit of identification in the society has been identified as a great source of nurturance for members. In this respect family support is likely to complement other efforts towards professional development endeavors.
- ii. There is need to educate the management of the EARCs on the presence of trauma in the work place. They should know what it is, its causes and effects, and the strategies to minimize the effects. The management should be made to appreciate that they can support teachers to work better through minimizing causes of VT within the work place. They should be allocate duties fairly, provide resources for work, enhance equity for opportunities in

career advancement, provide psychosocial support and enhance staff supervision.

5.4.4 Recommendations for Further Research

This study made the following recommendations for further research.

- i. This study mainly focused on the effects of VT on professional development among teachers in EARCs in Kenya. Bearing in mind that teachers in other special education institutions also work with children with disability, there is need to replicate this study in SNE institutions for comparative purposes.
- ii. The children with disability are brought for assessment by their parents/guardians and are expected to support them during the process. There is need to conduct a study on psychological experiences of the parents /guardians during the assessment process. This may guide assessment teachers and policy makers in designing appropriate support.
- iii. The educational assessment and resource service has undergone changes in the recent past which include staff and resource rationalization. There is need to conduct a study to establish the current status of services in these centres and how it affects the quality of services and staff welfare.

REFERENCES

- Aafjes-van Doorn, K., Békés, V., Prout, T. A., & Hoffman, L. (2020). Psychotherapists' Vicarious Traumatization during the COVID-19 pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S148.
- Abduraxmanovich, J. U. (2020). Modeling the Pedagogical Experience of England as a Factor of Improving the Quality of Training Future Teachers. *International Journal of Psychosocial Rehabilitation*, 24(04).
- Adegbola, F. F. (2019). Teachers Pedagogical Competence as Determinants of Students Attitude towards Basic Science in South West Nigeria. *Educational Research and Reviews*, 14(18), 655-660.
- Adewumi, T. M., & Mosito, C. (2019). Experiences of Teachers in Implementing Inclusion of Learners with Special Education Needs in selected Fort Beaufort District Primary Schools, South Africa. *Cogent Education*, 6(1), 1703446.
- Adibsereshki, N., Rafi, M. A., Aval, M. H., & Tahan, H. (2018). Looking into Some of the Risk Factors of Mental Health: the Mediating Role of Maladaptive Schemas in Mothers' Parenting Style and Child Anxiety Disorders. *Journal of Public Mental Health*.
- Agrawal, A. K., & Mittal, G. K. (2018). The role of ICT in higher education for the 21st century: ICT as a change agent for education. *Multidisciplinary Higher Education, Research, Dynamics & Concepts: Opportunities & Challenges For Sustainable Development (ISBN 978-93-87662-12-4)*, 1(1), 76-83.
- Agyei, D. D. (2021). Integrating ICT into schools in Sub-Saharan Africa: from teachers' capacity building to classroom implementation. *Education and Information Technologies*, 26(1), 125-144.
- Aithal, P. S., & Kumar, P. M. (2018). Approaches to Confidence Building as a Primary Objective in Postgraduate Degree Programmes. *International Journal of Applied Engineering and Management Letters (IJAEML)*, 2(1), 64-71.
- Ajani, O. A. (2019). Understanding teachers as adult learners in professional development activities for enhanced classroom practices. *African Journal of Development Studies*, 9(2), 195.
- Ajani, O. A., Govender, S., & Maluleke, N. (2018). Teachers' in-service professional development: Gateway to improved classroom practices in Nigerian schools. *Journal of Gender, Information and Development in Africa (JGIDA)*, 7(3), 21-40.
- Akar, H. (2019). A Meta-Analytic Review on the Causes and Consequences of Organizational Cynicism. *International Online Journal of Educational Sciences*, 11(2).

- Akinsulure- Smith, A. M., Espinosa, A., Chu, T., & Hallock, R. (2018). Secondary traumatic stress and burnout among refugee resettlement workers: The role of coping and emotional intelligence. *Journal of Traumatic Stress, 31*(2), 202-212.
- Alam, A., & Ahmad, M. (2018). The role of teachers' emotional intelligence in enhancing student achievement. *Journal of Asia Business Studies.*
- Alasa, M. C. (2018). Assessment of capacity building on learning of vocational courses in Federal College of Education (Special), Oyo. *Journal of Emerging Trends in Educational Research and Policy Studies, 9*(6), 266-271.
- Al-Shawaf, L., Lewis, D. M., & Buss, D. M. (2018). Sex differences in disgust: Why are women more easily disgusted than men?. *Emotion review, 10*(2), 149-160.
- Alsubaie, M. M., Stain, H. J., Webster, L. A., & Wadman, R. (2019). The role of sources of social support on depression and quality of life for university students. *International Journal of Adolescence and Youth, 24*(4), 484-496.
- Alt, D. (2018). Science teachers' conceptions of teaching and learning, ICT efficacy, ICT professional development and ICT practices enacted in their classrooms. *Teaching and Teacher Education, 73*, 141-150.
- Amaral, A. A., Powell, D. M., & Ho, J. L. (2019). Why does impression management positively influence interview ratings? The mediating role of competence and warmth. *International Journal of Selection and Assessment, 27*(4), 315-327.
- Amar-Singh, H. S. S., Teoh, A., Arumugam, S., Bujang, S., Lim, E., & Ng, L. T. (2018). Inclusive Education Experiences of Parents in Malaysia.
- American Psychiatric Association. (2019). American psychiatric association.
- Amin, S., Arshad, R., & Ghani, R. A. (2017). Spousal support and subjective career success: The role of work-family balance and career commitment as mediator. *Jurnal Pengurusan (UKM Journal of Management), 50*.
- Anglin, A. H., Short, J. C., Drover, W., Stevenson, R. M., McKenny, A. F., & Allison, T. H. (2018). The power of positivity? The influence of positive psychological capital language on crowdfunding performance. *Journal of Business Venturing, 33*(4), 470-492.
- Ansley, B. M., Houchins, D., & Varjas, K. (2019). Cultivating Positive Work Contexts That Promote Teacher Job Satisfaction and Retention in High-Need Schools. *Journal of Special Education Leadership, 32*(1), 3-16.
- Ardener, S. (2020). Introduction: The nature of women in society. In *Defining females* (pp. 1-33). Routledge.

- Aruguete, M. S. (2017). Recognizing challenges and predicting success in first-generation university students. *Journal of STEM Education: Innovations and Research*, 18(2).
- Ashley-Binge, S., & Cousins, C. (2020). Individual and organisational practices addressing social workers' experiences of vicarious trauma. *Practice*, 32(3), 191-207. xxx
- Atah, C. A. (2019). Principals' leadership style and role performance as predictor for security measure in secondary school in Obudu Local Government area of Cross River State, Nigeria. *International Journal of Education and Evaluation*, 2489-0073.
- Attaran, A., Salahinejad, A., Naderi, M., Crane, A. L., Niyogi, S., & Chivers, D. P. (2020). Effects of chronic exposure to selenomethionine on social learning outcomes in zebrafish (*Danio rerio*): serotonergic dysregulation and oxidative stress in the brain. *Chemosphere*, 247, 125898.
- Auletto, A. (2021). Making sense of early-career teacher support, satisfaction, and commitment. *Teaching and Teacher Education*, 102, 103321.
- Avidov-Ungar, O., & Arviv-Elyashiv, R. (2018). Teacher perceptions of empowerment and promotion during reforms. *International Journal of Educational Management*.
- Ayeni, A. J. (2018). Teachers' Capacity Building And Productivity in Secondary Schools in Ondo North Senatorial District of Ondo State, Nigeria.
- Baglieri, S., & Shapiro, A. (2017). *Disability studies and the inclusive classroom: Critical practices for embracing diversity in education*. Routledge.
- Balkis, M., & Erdiñç, D. U. R. U. (2017). Gender differences in the relationship between academic procrastination, satisfaction with academic life and academic performance. *Electronic Journal of Research in Educational Psychology*, 15(1), 105-125.
- Bandura, A. (2019). Applying theory for human betterment. *Perspectives on Psychological Science*, 14(1), 12-15.
- Banks, J. (2020). Examining the cost of special education. In *Oxford Research Encyclopedia of Education*.
- Barbarin, O., Khoury, B., Klicperová-Baker, M., Gutiérrez, G., Thompson, A., Padakannaya, P., & Crowe, S. (2021). Psychological science and COVID-19: An agenda for social action. *American Journal of Orthopsychiatry*, 91(3), 412.
- Barros, A. J., Teche, S. P., Padoan, C., Laskoski, P., Hauck, S., & Eizirik, C. L. (2020). Countertransference, defense mechanisms, and vicarious trauma in work with sexual offenders. *Journal of the American Academy of Psychiatry and the Law*, 48(8), 1-13.

- Bathelt, J., Gathercole, S. E., Johnson, A., & Astle, D. E. (2018). Differences in brain morphology and working memory capacity across childhood. *Developmental Science*, *21*(3), e12579.
- Baumeister, R. F., Tice, D. M., & Vohs, K. D. (2018). The strength model of self-regulation: Conclusions from the second decade of willpower research. *Perspectives on Psychological Science*, *13*(2), 141-145.
- Beck, C. T., Rivera, J., & Gable, R. K. (2017). A mixed- methods study of vicarious posttraumatic growth in certified nurse- midwives. *Journal of midwifery & women's health*, *62*(1), 80-87.
- Benson, P. (2017). Sleeping with strangers: Dreams and nightmares in experiences of homestay. *Study Abroad Research in Second Language Acquisition and International Education*, *2*(1), 1-20.
- Berger, E. (2019). Multi-tiered approaches to trauma-informed care in schools: A systematic review. *School Mental Health*, 1-15.
- Berger, E., Bearsley, A., & Lever, M. (2020). Qualitative Evaluation of Teacher Trauma Knowledge and Response in Schools. *Journal of Aggression, Maltreatment & Trauma*, 1-17.
- Berger, E., Carroll, M., Maybery, D., & Harrison, D. (2018). Disaster impacts on students and staff from a specialist, trauma-informed Australian school. *Journal of child & adolescent trauma*, *11*(4), 521-530.
- Bergman Nutley, S., & Söderqvist, S. (2017). How is working memory training likely to influence academic performance? Current evidence and methodological considerations. *Frontiers in Psychology*, *8*, 69.
- Bergmark, U. (2020). Teachers' professional learning when building a research-based education: context-specific, collaborative and teacher-driven professional development. *Professional Development in Education*, 1-15.
- Biggs, E. E., Gilson, C. B., & Carter, E. W. (2019). "Developing that balance": Preparing and supporting special education teachers to work with paraprofessionals. *Teacher Education and Special Education*, *42*(2), 117-131.
- Billingsley, B. S., & Bettini, E. (2017). Improving special education teacher quality and effectiveness. In *Handbook of special education* (pp. 501-520). Routledge.
- Billingsley, B., & Bettini, E. (2019). Special education teacher attrition and retention: A review of the literature. *Review of Educational Research*, *89*(5), 697-744.
- Billingsley, B. S., Bettini, E. A., & Williams, T. O. (2019). Teacher racial/ethnic diversity: Distribution of special and general educators of color across schools. *Remedial and Special Education*, *40*(4), 199-212.

- Blatch-Jones, A. J., Pek, W., Kirkpatrick, E., & Ashton-Key, M. (2018). Role of feasibility and pilot studies in randomised controlled trials: a cross-sectional study. *BMJ open*, *8*(9), e022233.
- Bock, D., Angenete, E., Bjartell, A., Carlsson, S., Steineck, G., Stranne, J., ... & Haglind, E. (2017). Habits and self-assessed quality of life, negative intrusive thoughts and depressed mood in patients with prostate cancer: a longitudinal study. *Scandinavian journal of urology*, *51*(5), 353-359.
- Boulanger, G. (2018). When is vicarious trauma a necessary therapeutic tool?. *Psychoanalytic Psychology*, *35*(1), 60.
- Boveda, M., & Aronson, B. A. (2019). Special education preservice teachers, intersectional diversity, and the privileging of emerging professional identities. *Remedial and Special Education*, *40*(4), 248-260.
- Braidotti, R. (2019). A theoretical framework for the critical posthumanities. *Theory, culture society*, *36*(6), 31-61.
- Branson, D. C. (2019). Vicarious trauma, themes in research, and terminology: A review of literature. *Traumatology*, *25*(1), 2.
- Breithaupt, F. (2018). The bad things we do because of empathy. *Interdisciplinary Science Reviews*, *43*(2), 166-174.
- Brewin, C. R. (2015). Re-experiencing traumatic events in PTSD: New avenues in research on intrusive memories and flashbacks. *European journal of psychotraumatology*, *6*(1), 27180.
- Bridwell-Mitchell, E. N., & Sherer, D. G. (2017). Institutional complexity and policy implementation: How underlying logics drive teacher interpretations of reform. *Educational Evaluation and Policy Analysis*, *39*(2), 223-247.-USA
- Buckley, M., & Mahdavi, J. N. (2018). Bringing Children from the Margins to the Page: School Counselors Supporting Students with Learning Disabilities. *Journal of School Counseling*, *16*(23), n23.
- Burruss, G. W., Holt, T. J., & Wall-Parker, A. (2018). The hazards of investigating internet crimes against children: Digital evidence handlers' experiences with vicarious trauma and coping behaviors. *American Journal of Criminal Justice*, *43*(3), 433-447.
- Butler, L. D., Carello, J., & Maguin, E. (2017). Trauma, stress, and self-care in clinical training: Predictors of burnout, decline in health status, secondary traumatic stress symptoms, and compassion satisfaction. *Psychological Trauma: Theory, Research, Practice, and Policy*, *9*(4), 416.
- Byron, K., & Landis, B. (2020). Relational misperceptions in the workplace: New frontiers and challenges. *Organization Science*, *31*(1), 223-242.
- Bystrova, N. V., Konyaeva, E. A., Tsarapkina, J. M., Morozova, I. M., & Krivonogova, A. S. (2017, July). Didactic foundations of designing the

process of training in professional educational institutions. In *International conference on Humans as an Object of Study by Modern Science* (pp. 136-142). Springer, Cham.

- Cahapay, M. B. (2020). Rethinking education in the new normal post-COVID-19 era: A curriculum studies perspective. *Aquademia*, 4(2), ep20018. xxx
- Cameron, D. L., Tveit, A. D., Jortveit, M., Lindqvist, G., Göransson, K., & Nilholm, C. (2018). A comparative study of special educator preparation in Norway and Sweden. *British Journal of Special Education*, 45(3), 256-276.
- Campbell, C. (2017). Developing teachers' professional learning: Canadian evidence and experiences in a world of educational improvement. *Canadian Journal of Education/Revue canadienne de l'éducation*, 40(2), 1-33.
- Carew, M. T., Deluca, M., Groce, N., & Kett, M. (2019). The impact of an inclusive education intervention on teacher preparedness to educate children with disabilities within the Lakes Region of Kenya. *International Journal of Inclusive Education*, 23(3), 229-244.
- Carvalho, S. A., Palmeira, L., Coutinho, M., Barbosa, R., & Trindade, I. (2021). Self-as-context and depressive symptoms in the general population: A further analysis of the self experiences questionnaire. *Current Psychology*, 1-11.
- Cassel, S. H., Thulemark, M., & Duncan, T. (2018). Career paths and mobility in the Swedish hospitality sector. *Tourism Geographies*, 20(1), 29-48.
- Chen, W. L., & Chen, J. H. (2019). Consequences of inadequate sleep during the college years: Sleep deprivation, grade point average, and college graduation. *Preventive medicine*, 124, 23-28.
- Cheng, S. C., & Lai, C. L. (2020). Facilitating learning for students with special needs: a review of technology-supported special education studies. *Journal of computers in education*, 7(2), 131-153.
- Chih-Pei, H. U., & Chang, Y. Y. (2017). John W. Creswell, research design: Qualitative, quantitative, and mixed methods approaches. *Journal of Social and Administrative Sciences*, 4(2), 205-207.
- Cho, H., Pemberton, C. L., & Ray, B. (2017). An exploration of the existence, value and importance of creativity education. *Current Issues in Education*, 20(1).
- Christian-Brandt, A. S., Santacrose, D. E., & Barnett, M. L. (2020). In the trauma-informed care trenches: Teacher compassion satisfaction, secondary traumatic stress, burnout, and intent to leave education within underserved elementary schools. *Child abuse & neglect*, 110, 104437.
- Claymore, K. (2017). *Adjusting for Inclusion: The Importance of Training and Education for Mainstream Teachers who Instruct Children with Autism Spectrum Disorder* (Doctoral dissertation, State University of New York Empire State College).

- Clemens, C., Palacios, C., & Lindenmeier, D. (2018). Outdoor recreation defined. *Journal of the Oklahoma Association for Health, Physical Education, Recreation, and Dance*, 55(3), 57-69.
- Clough, D. R., Fang, T. P., Vissa, B., & Wu, A. (2019). Turning lead into gold: How do entrepreneurs mobilize resources to exploit opportunities?. *Academy of Management Annals*, 13(1), 240-271.
- Coldwell, M. (2017). Exploring the influence of professional development on teacher careers: A path model approach. *Teaching and teacher education*, 61, 189-198.-italy
- Colvonen, P. J., Straus, L. D., Acheson, D., & Gehrman, P. (2019). A review of the relationship between emotional learning and memory, sleep, and PTSD. *Current psychiatry reports*, 21(1), 2.
- Connolly, M., James, C., & Fertig, M. (2019). The difference between educational management and educational leadership and the importance of educational responsibility. *Educational Management Administration & Leadership*, 47(4), 504-519.
- Cook, S. C., & Rao, K. (2018). Systematically applying UDL to effective practices for students with learning disabilities. *Learning Disability Quarterly*, 41(3), 179-191.
- Costa, R., Hansel, T. C., Moore, M., Many, M., & Osofsky, J. (2015). Teachers and school personnel as first responders following disasters: Survivors and supporters. *J Trauma Stress Disor Treat*, 4(4), 2.
- Courtois, C. A. (2018). Trauma-informed supervision and consultation: Personal reflections. *The Clinical Supervisor*, 37(1), 38-63.
- Courtois, C.A. & Ford, J.D., eds. New York: The Guilford Press.
- Crispel, O., & Kasperski, R. (2019). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. *International Journal of Inclusive Education*, 1-12.
- Cross, M., Lee, S., Bridgman, H., Thapa, D. K., Cleary, M., & Kornhaber, R. (2019). Benefits, barriers and enablers of mentoring female health academics: An integrative review. *PLoS One*, 14(4), e0215319.
- Cuschieri, R. A. (2019). Understanding Willpower and Its Role in Leadership: A Study on How Educational Leaders from Different Multicultural Backgrounds Perceive Willpower. In *Emotion Management and Feelings in Teaching and Educational Leadership*. Emerald Publishing Limited.
- Dagnino, E. (2019). Cultural and ideological dependence: building a theoretical framework. In *Transnational enterprises: Their impact on Third World societies and cultures* (pp. 297-322). Routledge.

- Danlami, Emmanuel (2018). Relationship between job stress and job efficiency among agricultural education academic staff in colleges of education in north-west nigeria.
- Dar, I. A., & Iqbal, N. (2020). Beyond linear evidence: The curvilinear relationship between secondary traumatic stress and vicarious posttraumatic growth among healthcare professionals. *Stress and Health, 36*(2), 203-212.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European journal of teacher education, 40*(3), 291-309.
- Davys, A., & Beddoe, L. (2020). *Best practice in professional supervision: A guide for the helping professions*. Jessica Kingsley Publishers.
- de Greeff, J. W., Bosker, R. J., Oosterlaan, J., Visscher, C., & Hartman, E. (2018). Effects of physical activity on executive functions, attention and academic performance in preadolescent children: a meta-analysis. *Journal of science and medicine in sport, 21*(5), 501-507.
- Demirci, P. T. (2019). Recreational activities for with disability: School-Aged children and adolescents. *Uluslararası Rekreasyon ve Spor Bilimleri Dergisi, 3*(1), 46-57.
- DFID (2010). Learning for All: DFID's Education Strategy 2010 2015. Retrieved from https://reliefweb.int/sites/reliefweb.int/files/resources/DCDE4D781AC9F567C1257705004059EA-Full_Report.pdf.
- Diamond, A., & Ling, D. S. (2020). Review of the evidence on, and fundamental questions about, efforts to improve executive functions, including working memory.
- Dias, L., & Victor, A. (2017). Teaching and learning with mobile devices in the 21st century digital world: Benefits and challenges. *European Journal of Multidisciplinary Studies, 2*(5), 339-344.
- DiGiuseppe, R., Leaf, R., Gorman, B., & Robin, M. W. (2018). The development of a measure of irrational/rational beliefs. *Journal of Rational-Emotive & Cognitive-Behavior Therapy, 36*(1), 47-79.
- Diokpa, C., Backe, K., & Pinsonnault, J. (2021). A retrospective chart review to determine the safety and efficacy of prazosin for nightmares related to posttraumatic stress disorder in veterans. *Human Psychopharmacology: Clinical and Experimental, e2785*.
- DiPaola, M., & Wagner, C. A. (2018). *Improving instruction through supervision, evaluation, and professional development*. IAP.

- Djafarova, E., & Trofimenko, O. (2017). Exploring the relationships between self-presentation and self-esteem of mothers in social media in Russia. *Computers in Human Behavior, 73*, 20-27.
- Dollahite, D. C., Marks, L. D., & Dalton, H. (2018). Why religion helps and harms families: A conceptual model of a system of dualities at the nexus of faith and family life. *Journal of Family Theory & Review, 10*(1), 219-241.
- Donohoo, J. (2018). Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences. *Journal of educational change, 19*(3), 323-345.
- Dorociak, K. E., Rupert, P. A., Bryant, F. B., & Zahniser, E. (2017). Development of the Professional Self-Care Scale. *Journal of counseling psychology, 64*(3), 325-334.
- Drysdale, A. T., Grosenick, L., Downar, J., Dunlop, K., Mansouri, F., Meng, Y., ... & Liston, C. (2017). Resting-state connectivity biomarkers define neurophysiological subtypes of depression. *Nature medicine, 23*(1), 28-38.
- Du Plessis, P., & Mestry, R. (2019). Teachers for rural schools—a challenge for South Africa. *South African Journal of Education, 39*.
- Duale, M., Leomoi, O., Aden, A., Oyat, O., Dagane, A., & Abikar, A. (2019). Teachers in displacement: learning from Dadaab. *Forced Migration Review, 60*, 56-58.
- Edlund, M. (2020). Three Times Trauma: A literary analysis of NoViolet Bulawayo's *We Need New Names* and its potential in the EFL classroom.
- Eldor, L. (2018). Public service sector: The compassionate workplace—The effect of compassion and stress on employee engagement, burnout, and performance. *Journal of Public Administration Research and Theory, 28*(1), 86-103.
- Emmy, A. J. (2020). Identification and analysis of the problems facing educational assessment resource centres in five selected counties in Kenya. *African Journal of Education and Practice, 6*(1), 35-46.
- Erba, J., Ternes, B., Bobkowski, P., Logan, T., & Liu, Y. (2018). Sampling methods and sample populations in quantitative mass communication research studies: A 15-year census of six journals. *Communication Research Reports, 35*(1), 42-47.
- Erickson, M. A., Smith, D., Albrecht, M. A., & Silverstein, S. (2019). Alpha- band desynchronization reflects memory- specific processes during visual change detection. *Psychophysiology, 56*(11), e13442.

- Espinoza, D., Saunders, R., Kini, T., & Darling-Hammond, L. (2018). Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession. *Learning Policy Institute*.
- Everlyn Atieno, O. (2019). *Effectiveness of Principals' Instructional Supervision in Enhancing Teacher Professional Development in Public Secondary Schools in Nairobi And Kajiado Counties, Kenya* (Doctoral dissertation, Kenyatta University).
- Fassin, D. (2017). The endurance of critique. *Anthropological Theory*, 17(1), 4-29.
- Fernández- Solano, A. J., del Baño- Aledo, M. E., & Rodríguez- Bailón, M. (2019). From thinking to acting: occupational self- analysis tools for use with people with intellectual disability. A pilot study. *Journal of Intellectual Disability Research*, 63(9), 1086-1096.
- Figley, C. R. (1995). Compassion fatigue: Toward a new understanding of the costs of caring.
- Figley, C. R. (2002). Compassion fatigue: Psychotherapists' chronic lack of self care. *Journal of clinical psychology*, 58(11), 1433-1441.
- Firestone, L. (2014). Suicide: What therapists need to know. *Continuing education in psychology*. Xxx download
- Flint, S. M. (2018). Preventing vicarious trauma in counselors through the implementation of self-care practices. *Alabama Counseling Association Journal*, 42(1), 111.
- Foli, K. J., & Thompson, J. R. (2019). *The influence of psychological trauma in nursing*. Sigma.
- Foreman, T. (2018). Wellness, exposure to trauma, and vicarious traumatization: A pilot study. *Journal of Mental Health Counseling*, 40(2), 142-155.
- Foreman, T., Tangen, J., Fickling, M., & Wester, K. L. (2020). The Impact of Trauma Exposure: Vicarious Traumatization and Posttraumatic Growth among Counselor Trainees. *Journal of Counselor Practice*, 11(2), 21-43.
- Foster, D. (2018). *Teacher recruitment and retention in England*. Town, Publisher?
- Fox, R. K., Dodman, S., & Holincheck, N. (2019). Moving beyond reflection in a hall of mirrors: developing critical reflective capacity in teachers and teacher educators. *Reflective Practice*, 20(3), 367-382.
- Fothergill, A. (2017). Children, youth, and disaster. In *Oxford Research Encyclopedia of Natural Hazard Science*.
- Fromm, E. (2019). On the Feeling of Powerlessness. *Psychoanalysis and History*, 21(3), 311-329.

- Fulton, B. R. (2018). Organizations and survey research: Implementing response enhancing strategies and conducting nonresponse analyses. *Sociological Methods & Research*, 47(2), 240-276.
- Galvão, A. C., de Almeida, R. N., Silva, E. A., Freire, F. A., Palhano-Fontes, F., Onias, H., ... & Galvão-Coelho, N. L. (2018). Cortisol modulation by ayahuasca in patients with treatment resistant depression and healthy controls. *Frontiers in psychiatry*, 9, 185.
- Garcia, A., & Gomez, M. (2017). Player professional development: A case study of teacher resiliency within a community of practice. *Teaching and Teacher Education*, 66, 349-359.
- Garcia, O. F., & Serra, E. (2019). Raising children with poor school performance: Parenting styles and short-and long-term consequences for adolescent and adult development. *International journal of environmental research and public health*, 16(7), 1089.
- Garwood, J. D., Van Loan, C. L., & Werts, M. G. (2018). Mindset of paraprofessionals serving students with emotional and behavioral disorders. *Intervention in School and Clinic*, 53(4), 206-211.
- Genieve, N. (2017). Preparation of Teacher-Trainees in Pedagogy in Kenyan Universities. *Journal of Education and Practice*, 8(13), 28-34.
- Gheaus, A. (2018). Children's vulnerability and legitimate authority over children. *Journal of Applied Philosophy*, 35, 60-75.
- Gilmour, A. F., & Wehby, J. H. (2020). The association between teaching students with disabilities and teacher turnover. *Journal of Educational Psychology*, 112(5), 1042.
- Giordano, F. (2019). *The numbing effect of experience* (Doctoral dissertation University?).
- Granger, C. L., Parry, S. M., Denehy, L., & Remedios, L. (2018). Evidence, education and multi-disciplinary integration are needed to embed exercise into lung cancer clinical care: A qualitative study involving physiotherapists. *Physiotherapy theory and practice*, 34(11), 852-860.
- Greenberg, T. M. (2020). Vicarious Trauma and Self-Care for the Trauma Therapist. In *Treating Complex Trauma* (pp. 191-211). Springer, Cham.
- Greinacher, A., Derezza-Greeven, C., Herzog, W., & Nikendei, C. (2019). Secondary traumatization in first responders: a systematic review. *European journal of psychotraumatology*, 10(1), 1562840.
- Grindal, T., Schifter, L. A., Schwartz, G., & Hehir, T. (2019). Racial differences in special education identification and placement: Evidence across three states. *Harvard Educational Review*, 89(4), 525-553.

- Grise-Owens, E., Miller, J. J., Escobar-Ratliff, L., & George, N. (2018). Teaching note—Teaching self-care and wellness as a professional practice skill: A curricular case example. *Journal of Social Work Education, 54*(1), 180-186.
- Gureyev, V. N., Mazov, N. A., Kosyakov, D. V., & Guskov, A. E. (2020). Review and analysis of publications on scientific mobility: assessment of influence, motivation, and trends. *Scientometrics, 124*, 1599-1630.
- Haddon, J. (2018). The impact of employees' well-being on performance in the workplace. *Strategic HR Review*.
- Hadfield, K., Amos, M., Ungar, M., Gosselin, J., & Ganong, L. (2018). Do changes to family structure affect child and family outcomes? A systematic review of the instability hypothesis. *Journal of Family Theory & Review, 10*(1), 87-110.
- Halevi, E., & Idisis, Y. (2018). Who helps the helper? Differentiation of self as an indicator for resisting vicarious traumatization. *Psychological Trauma: Theory, Research, Practice, and Policy, 10*(6), 698.
- Hall, J. D., O'Connell, A. B., & Cook, J. G. (2017). Predictors of student productivity in biomedical graduate school applications. *PLoS One, 12*(1), e0169121.
- Hallinan, S., Shiyko, M., Volpe, R., & Molnar, B. E. (2020). On the back burner: Challenges experienced by change agents addressing vicarious trauma in first response and victim service agencies. *Traumatology*.
- Halm, J. N. (2020). Professional Grooming. In *Customer Service Management in Africa* (pp. 287-297). Productivity Press.
- Hammer, C., Podlog, L., Wadey, R., Galli, N., Forber-Pratt, A. J., & Newton, M. (2019). From core belief challenge to posttraumatic growth in para sport athletes: moderated mediation by needs satisfaction and deliberate rumination. *Disability and Rehabilitation, 41*(20), 2403-2411.
- Hammonds, B. (2019). *Vicarious trauma, perceived stress, and self-care among social workers: A quantitative analysis* (Doctoral dissertation, The Chicago School of Professional Psychology).
- Handicap International (2013). *Inclusive Education in Kenya: Assessment Report Kenya/Somalia Program*. Kenya
- Harmsen, R., Helms-Lorenz, M., Maulana, R., & van Veen, K. (2018). The relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition. *Teachers and Teaching, 24*(6), 626-643.
- Harris, A., & Jones, M. (2019). *Leading professional learning with impact*. Town, Publisher?
- Harris, J. C., & Patton, L. D. (2019). Un/doing intersectionality through higher education research. *The Journal of Higher Education, 90*(3), 347-372.

- Harrison, N., Burke, J., & Clarke, I. (2020). Risky teaching: developing a trauma-informed pedagogy for higher education. *Teaching in Higher Education*, 1-15.
- Harrison, N., Stanton, S., Manning, R., & Penetito, W. (2020). Teaching in the name of justice: empathy and vulnerability as a basis for understanding difficult histories. *Pedagogy, Culture & Society*, 1-16.
- Haryono, S., Supardi, S., & Udin, U. (2020). The effect of training and job promotion on work motivation and its implications on job performance: Evidence from Indonesia. *Management Science Letters*, 10(9), 2107-2112.
- He, F. X., Turnbull, B., Kirshbaum, M. N., Phillips, B., & Klainin-Yobas, P. (2018). Assessing stress, protective factors and psychological well-being among undergraduate nursing students. *Nurse education today*, 68, 4-12.
- Hebbar, N., & Kaur, R. Becoming professional, being respectable: The symbolic politics of college dressing in South India. In *Visual and Cultural Identity Constructs of Global Youth and Young Adults* (pp. 195-212). TOWN? Routledge.
- Heitink, M., Voogt, J., Fisser, P., Verplanken, L., & van Braak, J. (2017). Eliciting teachers' technological pedagogical knowledge. *Australasian Journal of Educational Technology*, 33(3).
- Hendra, R., & Hill, A. (2019). Rethinking response rates: New evidence of little relationship between survey response rates and nonresponse bias. *Evaluation review*, 43(5), 307-330.
- Hitchcock, C., & Westwell, M. S. (2017). A cluster- randomised, controlled trial of the impact of Cogmed working memory training on both academic performance and regulation of social, emotional and behavioural challenges. *Journal of Child Psychology and Psychiatry*, 58(2), 140-150.
- Hopper, E. (2020). Maslow's Hierarchy of Needs Explained. *ThoughtCo*, ThoughtCo, 24.
- Horner, D. K. (2017). Mentoring: Positively influencing job satisfaction and retention of new hire nurse practitioners. *Plastic Surgical Nursing*, 37(1), 7-22.
- Hotchkiss, J. T. (2018). Mindful self-care and secondary traumatic stress mediate a relationship between compassion satisfaction and burnout risk among hospice care professionals. *American Journal of Hospice and Palliative Medicine*®, 35(8), 1099-1108
- Houston-Kolnik, J. D., Odahl-Ruan, C. A., & Greeson, M. R. (2021). Who helps the helpers? Social support for rape crisis advocates. *Journal of interpersonal violence*, 36(1-2), 406-427.

- Howard, J. A. (2019). A systemic framework for trauma-informed schooling: complex but necessary!. *Journal of Aggression, Maltreatment & Trauma*, 28(5), 545-565.
- Hrybiuk, O. (2019, May). Improvement of the Educational Process by the Creation of Centers for Intellectual Development and Scientific and Technical Creativity. In *International Scientific-Technical Conference MANUFACTURING* (pp. 370-382). Springer, Cham.
- Hsieh, C. M., & Tsai, B. K. (2019). Effects of social support on the stress-health relationship: Gender comparison among military personnel. *International Journal of Environmental research and public health*, 16(8), 1317.
- Hu, S., Torphy, K. T., Opperman, A., Jansen, K., & Lo, Y. J. (2018). What do teachers share within socialized knowledge communities: A case of Pinterest. *Journal of Professional Capital and Community*.
- Hui, N., Vickery, E., Njelesani, J., & Cameron, D. (2018). Gendered experiences of inclusive education for children with disabilities in West and East Africa. *International Journal of Inclusive Education*, 22(5), 457-474.
- Hunter, S. V. (2012). Walking in sacred spaces in the therapeutic bond: Therapists' experiences of compassion satisfaction coupled with the potential for vicarious traumatization. *Family process*, 51(2), 179-192.
- Hyde, K. (2021). Strategies for Change: Motivation & Rewards. TOWN, PUBLISHER?
- Instefjord, E. J., & Munthe, E. (2017). Educating digitally competent teachers: A study of integration of professional digital competence in teacher education. *Teaching and teacher education*, 67, 37-45.
- Irby, D. M., & O'sullivan, P. S. (2018). Developing and rewarding teachers as educators and scholars: remarkable progress and daunting challenges. *Medical education*, 52(1), 58-67.
- Irwin, K. M., Saathoff, A., Janz, D. A., & Long, C. (2021). Resiliency program for new graduate nurses. *Journal for Nurses in Professional Development*, 37(1), 35-39.
- Islam, T., Ahmad, S., Kaleem, A., & Mahmood, K. (2020). Abusive supervision and knowledge sharing: moderating roles of Islamic work ethic and learning goal orientation. *Management Decision*.
- Iyaya, E. K. N. D. M., & Iyaya, M. (2019). *Rationale for Early Psychological Intervention Among Disaster Actors in Nairobi County, Kenya*. Town and Publisher?

- Jager, J., Putnick, D. L., & Bornstein, M. H. (2017). II. More than just convenient: The scientific merits of homogeneous convenience samples. *Monographs of the Society for Research in Child Development*, 82(2), 13-30.
- Jaime-Lara, R. B., Koons, B. C., Matura, L. A., Hodgson, N. A., & Riegel, B. (2020). A qualitative metasynthesis of the experience of fatigue across five chronic conditions. *Journal of pain and symptom management*, 59(6), 1320-1343.
- Jan, H. (2017). Teacher of 21st century: Characteristics and development. *Research on Humanities and Social sciences*, 7(9), 50-54.
- Jepkemboi, R. C., & Ronoh, A. (2017). Capacity Building for Teachers in Kenya. TOWN, PUBLISHER?
- Jenset, I. S., Klette, K., & Hammerness, K. (2018). Grounding teacher education in practice around the world: An examination of teacher education coursework in teacher education programs in Finland, Norway, and the United States. *Journal of Teacher Education*, 69(2), 184-197.
- Jin, S. H., & Kim, J. H. (2017). Influence of resilience and perceived individual and organizational support on organizational commitment among hospital nurses. *Journal of Digital Convergence*, 15(5), 293-303.
- Joarder, T., Rawal, L. B., Ahmed, S. M., Uddin, A., & Evans, T. G. (2018). Retaining doctors in rural Bangladesh: a policy analysis. *International journal of health policy and management*, 7(9), 847.
- Johnson, D. (2017). The Role of Teachers in Motivating Students to Learn. *BU Journal of Graduate studies in education*, 9(1), 46-49.
- Jonyo, D., & Jonyo, B. (2017). Teacher management: emerging issues in Kenya.
- Jordan, K. (2018). Trauma-informed counseling supervision: Something every counselor should know about. *Asia Pacific Journal of Counselling and Psychotherapy*, 9(2), 127-142.
- Jukes, M. C., Turner, E. L., Dubeck, M. M., Halliday, K. E., Inyega, H. N., Wolf, S., ... & Brooker, S. J. (2017). Improving literacy instruction in Kenya through teacher professional development and text messages support: A cluster randomized trial. *Journal of Research on Educational Effectiveness*, 10(3), 449-481.
- Juniati, D., & Budayasa, I. K. (2020). Working memory capacity and mathematics anxiety of mathematics undergraduate students and its effect on mathematics achievement. *Journal for the Education of Gifted Young Scientists*, 8(1), 271-290.
- Kalisch, R., Baker, D. G., Basten, U., Boks, M. P., Bonanno, G. A., Brummelman, E., ... & Kleim, B. (2017). The resilience framework as a strategy to combat stress-related disorders. *Nature human behaviour*, 1(11), 784-790.

- Kang, X., Fang, Y., Li, S., Liu, Y., Zhao, D., Feng, X., ... & Li, P. (2018). The benefits of indirect exposure to trauma: the relationships among vicarious posttraumatic growth, social support, and resilience in ambulance personnel in China. *Psychiatry investigation, 15*(5), 452.
- Kaplan, H., & Madjar, N. (2017, August). The motivational outcomes of psychological need support among pre-service teachers: Multicultural and self-determination theory perspectives. In *Frontiers in Education* (Vol. 2, p. 42). Frontiers.
- Kaplan, R., Schuck, N. W., & Doeller, C. F. (2017). The role of mental maps in decision-making. *Trends in Neurosciences, 40*(5), 256-259.
- Kappagoda, U. W. M. R. (2018). Self-efficacy, task performance and contextual performance: A Sri Lankan experience. Available at SSRN 3198802.
- Kariuki, D., Itegi, F., & Ogeta, N. (2020). Effects of Teacher Participation in in-service Training on Achievement in Kenya Certificate of Primary Examination in Kirinyaga County, Kenya. *Msingi Journal, 4*(1), 1-14.
- Karlberg, M., & Bezzina, C. (2020). The professional development needs of beginning and experienced teachers in four municipalities in Sweden. *Professional Development in Education, 1-18*.
- Karunanayaka, S. P., & Naidu, S. (2018). Designing capacity building of educators in open educational resources integration leads to transformational change. *Distance education, 39*(1), 87-109.
- Kellogg, M. B., Knight, M., Dowling, J. S., & Crawford, S. L. (2018). Secondary traumatic stress in pediatric nurses. *Journal of pediatric nursing, 43*, 97-103.
- Kenya Institute of Special Education. (2011). *A situational analysis of services offered by educational assessment and resource centers in Kenya*. Unpublished Research Report.
- Kenya National Bureau of Statistics, (KNBS) (2010). *The 2009 Kenya population and housing census*. Nairobi: KNBS.
- Khamisa, N., Peltzer, K., Ilic, D., & Oldenburg, B. (2017). Effect of personal and work stress on burnout, job satisfaction and general health of hospital nurses in South Africa. *health sa gesondheid, 22*, 252-258.
- Khojasteh Mehr, R., Kavand, M., & Soudani, M. (2017). The Interaction between Sacrificing Behaviors and Equity Perception: How Does It Contribute to Marital Intimacy?. *International Journal of Psychology (IPA), 11*(2), 175-195.
- Killian, K., Hernandez-Wolfe, P., Engstrom, D., & Gangsei, D. (2017). Development of the Vicarious Resilience Scale (VRS): A measure of positive effects of

working with trauma survivors. *Psychological trauma: theory, research, practice, and policy*, 9(1), 23.

Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education*, 14(1), 99-117.

Kiru, E. W. (2019). Special Education in Kenya. *Intervention in School and Clinic*, 54(3), 181-188.

KNCHR. (2014). *Kenya national commission on human rights*. Author: Kenya.

Knight, C. (2018). Trauma-informed supervision: Historical antecedents, current practice, and future directions. *The Clinical Supervisor*, 37(1), 7-37.

Knodel, R. K. (2018). Coping with vicarious trauma in mental health interpreting. *Journal of Interpretation*, 26(1), 2.

Koch, K. A. (2020). "The Voice of the Parent Cannot be Undervalued": Pre-Service Teachers' Observations after Listening to the Experiences of Parents of Students with Disabilities. *Societies*, 10(3), 50.

Komba, S. C., & Mwakabenga, R. J. (2019). Teacher professional development in Tanzania: Challenges and opportunities. In *Educational Leadership*. IntechOpen.

Konistan, R. (2017). *The effects of secondary trauma on professionals working with victims and survived traumatized individuals* (Doctoral dissertation, London Metropolitan University).

Kools, M., Stoll, L., George, B., Steijn, B., Bekkers, V., & Gouëdard, P. (2020). The school as a learning organisation: The concept and its measurement. *European Journal of Education*, 55(1), 24-42.

Kotschy, R., Urtaza, P. S., & Sunde, U. (2020). The demographic dividend is more than an education dividend. *Proceedings of the National Academy of Sciences*, 117(42), 25982-25984.

Kozleski, E. B. (2017). The uses of qualitative research: Powerful methods to inform evidence-based practice in education. *Research and Practice for Persons with Severe Disabilities*, 42(1), 19-32.

Kristensen, K., Baine, D., & Thorburn, M. J. (1987). *Educational assessment and early intervention for handicapped children in developing countries*. UNESCO: UNICEF Paris.

Kuehner, C. (2017). Why is depression more common among women than among men?. *The Lancet Psychiatry*, 4(2), 146-158.

Kuhn, C. M., & Flanagan, E. M. (2017). Self-care as a professional imperative: physician burnout, depression, and suicide. *Canadian Journal of Anesthesia/Journal canadien d'anesthésie*, 64(2), 158-168.

- Kundu, A., Bej, T., & Dey, K. N. (2020). An empirical study on the correlation between teacher efficacy and ICT infrastructure. *The International Journal of Information and Learning Technology*.
- Kunhertanti, K., & Santosa, R. H. (2018, September). The Influence of Students' Self Confidence on Mathematics Learning Achievement. In *Journal of Physics: Conference Series* (Vol. 1097, No. 1, p. 012126). IOP Publishing.
- Kutaka, T. S., Smith, W. M., Albano, A. D., Edwards, C. P., Ren, L., Beattie, H. L., ... & Stroup, W. W. (2017). Connecting teacher professional development and student mathematics achievement: A 4-year study of an elementary mathematics specialist program. *Journal of Teacher Education*, 68(2), 140-154.
- Kwee, C. T. T. (2020). Self-efficacy of Immigrant Teachers in Australia: A Literature Review. *Universal Journal of Educational Research*, 8(10), 4440-4448.
- Lambert, S. R. (2020). Do MOOCs contribute to student equity and social inclusion? A systematic review 2014–18. *Computers & Education*, 145, 103693.
- Langher, V., Caputo, A., & Ricci, M. E. (2017). The potential role of perceived support for reduction of special education teachers' burnout. *International Journal of Educational Psychology*, 6(2), 120-147.
- LaTomme, S. E. (2020). *The Potential Effects of Training and Supervision in Mitigating Vicarious Traumatization in Therapists Who Treat Sex Offenders*. Doctoral dissertation, The Chicago School of Professional Psychology.
- Laver, K. E., Prichard, I. J., Cations, M., Osenk, I., Govin, K., & Coveney, J. D. (2018). A systematic review of interventions to support the careers of women in academic medicine and other disciplines. *BMJ open*, 8(3), e020380.
- Lavy, V., & Sand, E. (2018). On the origins of gender gaps in human capital: Short- and long-term consequences of teachers' biases. *Journal of Public Economics*, 167, 263-279.
- Lawson, H. A., Caringi, J. C., Gottfried, R., Bride, B. E., & Hydon, S. P. (2019). Educators' Secondary Traumatic Stress, Children's Trauma, and the Need for Trauma Literacy. *Harvard Educational Review*, 89(3), 421-447.
- Lemons, C. J., Vaughn, S., Wexler, J., Kearns, D. M., & Sinclair, A. C. (2018). Envisioning an improved continuum of special education services for students with learning disabilities: Considering intervention intensity. *Learning Disabilities Research & Practice*, 33(3), 131-143.
- Lewis, M. L., & King, D. M. (2019). Teaching self-care: The utilization of self-care in social work practicum to prevent compassion fatigue, burnout, and vicarious trauma. *Journal of Human Behavior in the Social Environment*, 29(1), 96-106.

- Li, G. (2018). Rational Thinking on the Life View Education of College Students from the Perspective of Situational Learning Theory. *The Science Education Article Collects*, 05.
- Li, S., Yamaguchi, S., Sukhbaatar, J., & Takada, J. I. (2019). The influence of teachers' professional development activities on the factors promoting ICT integration in primary schools in Mongolia. *Education Sciences*, 9(2), 78.
- Li, Y., Cannon, L. M., Coolidge, E. M., Darling-Fisher, C. S., Pardee, M., & Kuzma, E. K. (2019). Current state of trauma-informed education in the health sciences: lessons for nursing. *Journal of Nursing Education*, 58(2), 93-101.
- Li, Z., Ge, J., Yang, M., Feng, J., Qiao, M., Jiang, R., ... & Yang, C. (2020). Vicarious traumatization in the general public, members, and non-members of medical teams aiding in COVID-19 control. *Brain, behavior, and immunity*, 88, 916-919.
- Lie, H. C., Rueegg, C. S., Fosså, S. D., Loge, J. H., Ruud, E., & Kiserud, C. E. (2019). Limited evidence of non-response bias despite modest response rate in a nationwide survey of long-term cancer survivors—results from the NOR-CAYACS study. *Journal of Cancer Survivorship*, 13(3), 353-363.
- Lindstrom, L., Hirano, K., & Thomas, R. (2018). Career development for individuals with disabilities: Examining issues of equity, access and opportunity. In *Research handbook of diversity and careers*. Edward Elgar Publishing.
- Lisnyj, K. T., Russell, R., & Papadopoulos, A. (2020). Risk and protective factors for anxiety impacting academic performance in post-secondary students. *Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieur*, 50(2), 71-88.
- Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model. *Educational Administration Quarterly*, 54(4), 501-528.
- Lloyd, D., Jones, P., Pratt, A., & Duncalf, D. (2019). Research Informed Teaching Reaching beyond Initial Teacher Education, Examples of Success in the North West of England: Empowering Teachers to Reach for Success. *Teacher Education Advancement Network Journal*, 11(3), 106-116.
- Lloyd, J. (2020). Understanding vicarious trauma. *Australian Nursing and Midwifery Journal*, 26(9), 22-22.
- Lo, L. C., Hatfield, B. D., Wu, C. T., Chang, C. C., & Hung, T. M. (2019). Elevated state anxiety alters cerebral cortical dynamics and degrades precision cognitive-motor performance. *Sport, Exercise, and Performance Psychology*, 8(1), 21.
- Logan, H. (2018). Retaining meanings of quality in Australian early childhood education and care policy history: perspectives from policy makers. *Early Years*, 38(2), 139-155.

- Long, S. (2020). Supervisors' perception of vicarious trauma and growth in Australian refugee trauma counsellors. *Australian Social Work, 73*(1), 105-117.
- Lowe, N. K. (2019). What is a pilot study?. *Journal of Obstetric, Gynecologic & Neonatal Nursing, 48*(2), 117-118.
- Luttenberger, S., Wimmer, S., & Paechter, M. (2018). Spotlight on math anxiety. *Psychology research and behavior management, 11*, 311.
- Maba, W., Perdata, I. B. K., Astawa, I. N., & Mantra, I. B. N. (2018). Conducting assessment instrument models for teacher competence, teacher welfare as an effort to enhance education quality. *International research journal of management, IT and social sciences, 5*(3), 46-52.
- Mabaso, M. C. (2017). *The influence of rewards on job satisfaction and organisational commitment among academic staff at selected universities of technology in South Africa*. Doctoral dissertation,
- MacIntyre, P. D., & Vincze, L. (2017). Positive and negative emotions underlie motivation for L2 learning. *Studies in Second Language Learning and Teaching, 7*(1), 61-88.
- Maemba, L. S. (2017). *An Evaluation Of Primary Schools' Preparedness To Integrate Learners With Visual Impairments Into Inclusive Education In Bomet County, Kenya* (Doctoral dissertation).
- Maguire, G., & Byrne, M. K. (2017). The law is not as blind as it seems: Relative rates of vicarious trauma among lawyers and mental health professionals. *Psychiatry, Psychology and Law, 24*(2), 233-243.
- Maguire, D., & Taylor, J. (2019). A systematic review on implementing education and training on trauma-informed care to nurses in forensic mental health settings. *Journal of forensic nursing, 15*(4), 242-249.
- Maheshwari, G., & Shaukat, F. (2019). Impact of poor sleep quality on the academic performance of medical students. *Cureus, 11*(4).
- Mahomed, N. J. B., Johari, K. S. K., & Mahmud, M. I. (2019). Coping Strategies and Psychological Well-Being of Guidance and Counselling Teachers in Schools. *Creative Education, 10*(12), 3028.
- Maitlis, S. (2020). Posttraumatic growth at work. *Annual Review of Organizational Psychology and Organizational Behavior, 7*, 395-419.
- Majoko, T. (2019). Teacher key competencies for inclusive education: Tapping pragmatic realities of Zimbabwean special needs education teachers. *SAGE Open, 9*(1), 2158244018823455.
- Majola, L. (2019). *Teacher learning through collaborative teaching: a case study in a secondary school in Pietermaritzburg* (Doctoral dissertation).

- Makila, L. M., Marecia, S., & Wasanga, C. (2017). Influence of self-regulation on resilience in school adaptation in post war context, Mt. Elgon Subcounty, Bungoma county, Kenya. *International Journal of Education and Evaluation*, 5(10), 30-46.
- Makovec, D. (2018). The teacher's role and professional development. *International Journal of Cognitive Research in Science, Engineering and Education*, 6(2), 33.
- Makundi, H., Huyse, H., Develtere, P., Mongula, B., & Rutashobya, L. (2017). Training abroad and technological capacity building: Analysing the role of Chinese training and scholarship programmes for Tanzanians. *International Journal of Educational Development*, 57, 11-20.
- Malaktaris, A. L., & Lynn, S. J. (2019). The phenomenology and correlates of flashbacks in individuals with posttraumatic stress symptoms. *Clinical Psychological Science*, 7(2), 249-264.
- Malmqvist, J., Hellberg, K., Möllås, G., Rose, R., & Shevlin, M. (2019). Conducting the pilot study: A neglected part of the research process? Methodological findings supporting the importance of piloting in qualitative research studies. *International Journal of Qualitative Methods*, 18, 1609406919878341.
- Manning-Jones, S., de Terte, I., & Stephens, C. (2017). The relationship between vicarious posttraumatic growth and secondary traumatic stress among health professionals. *Journal of Loss and Trauma*, 22(3), 256-270.
- Marks, E. H., Franklin, A. R., & Zoellner, L. A. (2018). Can't get it out of my mind: A systematic review of predictors of intrusive memories of distressing events. *Psychological bulletin*, 144(6), 584.
- Masson, F. (2019). Enhancing resilience as a self-care strategy in professionals who are vicariously exposed to trauma: A case study of social workers employed by the South African Police Service. *Journal of Human Behavior in the Social Environment*, 29(1), 57-75.
- Masson, F., & Moodley, J. (2020). Secondary Traumatic Stress: The Experiences of Social Workers in the South African Police Service. *Practice*, 32(3), 169-189.
- Mattar, M. G., & Daw, N. D. (2018). Prioritized memory access explains planning and hippocampal replay. *Nature neuroscience*, 21(11), 1609-1617.
- Mayor, C. (2021). Teacher Reactions to Trauma Disclosures from Syrian Refugee Students. *Children & Schools*, 43(3), 131-140.
- Mbiti, J. S. (1995). *The Gospel and African culture: Use and unuse of proverbs in African Theology*. Paper presented at a consultation on African Proverbs and Christian Mission in Maputo, 27-31 March 1995.

- McAleavy, T., Hall-Chen, A., Horrocks, S., & Riggall, A. (2018). *Technology-Supported Professional Development for Teachers: Lessons from Developing Countries*. Education Development Trust. Highbridge House, 16-18 Duke Street, Reading Berkshire, England RG1 4RU, United Kingdom.
- McIntyre, L. L., & Brown, M. (2018). Examining the utilisation and usefulness of social support for mothers with young children with autism spectrum disorder. *Journal of intellectual & developmental disability*, 43(1), 93-101.
- McCann, I. L., & Pearlman, L. A. (1990). Vicarious traumatization: A framework for understanding the psychological effects of working with victims. *Journal of Traumatic Stress*, 3(1), 131-149
- McCann, I., & Pearlman, L. A. (1990a). Psychological trauma and the adult survivor. *Theory, Therapy and Transformation*, 3, 2041.
- McCowan, T. (2018). Quality of higher education in Kenya: Addressing the conundrum. *International Journal of Educational Development*, 60, 128-137.
- McCoy, D. C., Sudfeld, C. R., Bellinger, D. C., Muhihi, A., Ashery, G., Weary, T. E., ... & Fink, G. (2017). Development and validation of an early childhood development scale for use in low-resourced settings. *Population health metrics*, 15(1), 1-18.
- McElearney, A., Murphy, C., & Radcliffe, D. (2019). Identifying teacher needs and preferences in accessing professional learning and support. *Professional development in education*, 45(3), 433-455.
- Meng, H., Luo, Y., Huang, L., Wen, J., Ma, J., & Xi, J. (2019). On the relationships of resilience with organizational commitment and burnout: a social exchange perspective. *The International Journal of Human Resource Management*, 30(15), 2231-2250.
- Merhav, I., Lawental, M., & Peled-Avram, M. (2018). Vicarious traumatising: Working with clients of probation services. *The British Journal of Social Work*, 48(8), 2215-2234.
- Merski, M., Młynarczyk, K., Ludwiczak, J., Skrzeczkowski, J., Dunin-Horkawicz, S., & Górna, M. W. (2020). Self-analysis of repeat proteins reveals evolutionarily conserved patterns. *BMC bioinformatics*, 21, 1-17.
- Mette, I. M., Range, B. G., Anderson, J., Hvidston, D. J., Nieuwenhuizen, L., & Doty, J. (2017). The wicked problem of the intersection between supervision and evaluation. *International Electronic Journal of Elementary Education*, 9(3), 709-724.
- Metzger, M. J., Dick, J., Gardner, A., Bellamy, C., Blackstock, K., Brown, C., ... & Smith, M. (2019). Knowledge sharing, problem solving and professional development in a Scottish Ecosystem Services Community of Practice. *Regional Environmental Change*, 19(8), 2275-2286.

- Malmqvist, J., Hellberg, K., Möllås, G., Rose, R., & Shevlin, M. (2019). Conducting the pilot study: A neglected part of the research process? Methodological findings supporting the importance of piloting in qualitative research studies. *International Journal of Qualitative Methods*, 18, 1609406919878341.
- Michalchuk, S., & Martin, S. L. (2019). Vicarious resilience and growth in psychologists who work with trauma survivors: An interpretive phenomenological analysis. *Professional Psychology: Research and Practice*, 50(3), 145.
- Middleton, J. (2011). *The Relationship between vicarious traumatization and job retention among child welfare professionals*. Unpublished doctoral thesis, University of Denver, USA.
- Middleton, J. S., & Potter, C. C. (2015). Relationship between vicarious traumatization and turnover among child welfare professionals. *Journal of Public Child Welfare*, 9(2), 195-216.
- Miller, M. K., Reichert, J., Bornstein, B. H., & Shulman, G. (2018). Judicial stress: the roles of gender and social support. *Psychiatry, Psychology and Law*, 25(4), 602-618.
- Milne, S. J., Corbett, G. A., Hehir, M. P., Lindow, S. W., Mohan, S., Reagu, S., ... & O'Connell, M. P. (2020). Effects of isolation on mood and relationships in pregnant women during the covid-19 pandemic. *European Journal of Obstetrics and Gynecology and Reproductive Biology*, 252, 610-611.
- Ministry Of Education. (2015). ~~Ministry of Education~~. Kenya. Title?
- Mohamed, M. J. (2017). *Challenges Associated with Primary School Teachers' Accommodation in Rural Areas in Arusha District Council*. PhD dissertation, The Open University of Tanzania.
- Molnar, B. E., Sprang, G., Killian, K. D., Gottfried, R., Emery, V., & Bride, B. E. (2017). Advancing science and practice for vicarious traumatization/secondary traumatic stress: A research agenda. *Traumatology*, 23(2), 129.
- Momanyi, J. M., & Rop, P. K. (2020). Teacher preparedness for the implementation of competency based curriculum in Kenya: A survey of early grade primary school teachers' in Bomet East Sub-County. *The Cradle of Knowledge: African Journal of Educational and Social Science Research*, 7(1), 10-15.
- Monfils, M. H., & Holmes, E. A. (2018). Memory boundaries: opening a window inspired by reconsolidation to treat anxiety, trauma-related, and addiction disorders. *The Lancet Psychiatry*, 5(12), 1032-1042.
- Moodly, A., & Toni, N. M. (2017). Accessing higher education leadership: Towards a framework for women's professional development. *South African Journal of Higher Education*, 31(3), 138-153.

- Morabito, D. M., Boffa, J. W., Bedford, C. E., Chen, J. P., & Schmidt, N. B. (2020). Hyperarousal symptoms and perceived burdensomeness interact to predict suicidal ideation among trauma-exposed individuals. *Journal of psychiatric research, 130*, 218-223.
- Moran, R. J., & Asquith, N. L. (2020). Understanding the vicarious trauma and emotional labour of criminological research. *Methodological Innovations, 13*(2), 2059799120926085.
- Mudavanhu, Y. (2017). Quality of Literature Review and Discussion of Findings in Selected Papers on Integration of ICT in Teaching, Role of Mentors, and Teaching Science through Science, Technology, Engineering, and Mathematics (STEM). *Educational Research and Reviews, 12*(4), 189-201.
- Mukhwana, E. J. (2017). Transforming university education in Africa: lessons from Kenya. *African journal of rural development, 2*(3), 341-352.
- Mula, I., Tilbury, D., Ryan, A., Mader, M., Dlouha, J., Mader, C., ... & Alba, D. (2017). Catalysing change in higher education for sustainable development. *International Journal of Sustainability in Higher Education*.
- Myers, N. E., Stokes, M. G., & Nobre, A. C. (2017). Prioritizing information during working memory: beyond sustained internal attention. *Trends in cognitive sciences, 21*(6), 449-461.
- Mylopoulos, M., Kulasegaram, K., & Woods, N. N. (2018). Developing the experts we need: Fostering adaptive expertise through education. *Journal of evaluation in clinical practice, 24*(3), 674-677.
- Naidoo, U. (2020). *This is Your Brain on Food: An Indispensable Guide to the Surprising Foods that Fight Depression, Anxiety, PTSD, OCD, ADHD, and More*. Hachette UK.
- Namamba, A., & Rao, C. (2017). Preparation and Professional Development of Teacher Educators in Tanzania: Current Practices and Prospects. *Journal of education and practice, 8*(8), 136-145.
- Naor, L., & Maysel, O. (2020). The Wilderness Solo Experience: A Unique Practice of Silence and Solitude for Personal Growth. *Frontiers in Psychology, 11*, 2303.
- Ndeke, G. C., & Barmao, A. C. (2021). Learners' Perceptions of the Influence of Teachers' Nonverbal Communication on Their Aspirations to Pursue STEM Courses. *Education Quarterly Reviews, 4*(1).
- Ndulu-PhD, E. *Effectiveness of psychological intervention Approaches in preventing posttraumatic stress disorder among disaster actors in Nairobi county, Kenya*. Publisher?

- Ndungu, D. N. (2017). The Effects of Rewards and Recognition on Employee Performance in Public Educational Institutions: A Case of Kenyatta University, Kenya. *Global Journal of Management and Business Research*.
- Ngang, T. K., Hashim, N. H., & Yunus, H. M. (2015). Novice Teacher Perceptions of the Soft Skills Needed in Today's Workplace. *Procedia-Social and Behavioral Sciences*, 177, 284-288.
- Nguyen, T. (2020). *Tật Nguyễn: Exploring Experiences of Vietnamese American Parents in Raising Children with Disabilities in the United States* (Doctoral dissertation, California State University, Long Beach).
- Nicolaou, E., Quach, J., Lum, J., Roberts, G., Spencer-Smith, M., Gathercole, S., ... & Wake, M. (2018). Changes in verbal and visuospatial working memory from grade 1 to grade 3 of primary school: Population longitudinal study. *Child: care, health and development*, 44(3), 392-400.
- Nikischer, A. (2019). Vicarious trauma inside the academe: Understanding the impact of teaching, researching and writing violence. *Higher Education*, 77(5), 905-916.
- Nix, J., Pickett, J. T., Baek, H., & Alpert, G. P. (2019). Police research, officer surveys, and response rates. *Policing and Society*, 29(5), 530-550.
- O'Brien, P., Kajja, I., Potter, J. M., O'Hara, N. N., Kironde, E., & Petrisor, B. (2018). Role of north-south partnership in trauma management: Uganda sustainable trauma orthopaedic program. *Journal of orthopaedic trauma*, 32, S21-S24.
- Ochoa, P., Fenn III, N. E., & Lovett, B. (2020). A structured approach to career mobility and development for new practitioners. *American Journal of Health-System Pharmacy*, 77(16), 1280-1283.
- Odanga, S. J., Raburu, P. A., & Aloka, P. J. (2018). *Strategies for enhancing teachers' self-efficacy in secondary schools*. Town, Publisher
- OECD. (2014). *TALIS 2013 results: An international perspective on teaching and learning*, TALIS, OECD publishing. Retrieved from <http://dx.doi.org/10.1787/9789264196261-en>.
- Ogińska-Bulik, N., Gurowiec, P. J., Michalska, P., & Kędra, E. (2021). Prevalence and determinants of secondary posttraumatic growth following trauma work among medical personnel: a cross sectional study. *European Journal of Psychotraumatology*, 12(1), 1876382.
- Okano, K., Kaczmarzyk, J. R., Dave, N., Gabrieli, J. D., & Grossman, J. C. (2019). Sleep quality, duration, and consistency are associated with better academic performance in college students. *NPJ science of learning*, 4(1), 1-5.
- Okech, J. B. (2019). Management of Special Needs and Inclusive Education in Uganda and Ethiopia. *Ugandan Journal of Management and Public Policy Studies*, 16(1), 71-85.

- Okiror, J. J., Hayward, G., & Winterbottom, M. (2017). Towards in-service training needs of secondary school agriculture teachers in a paradigm shift to outcome-based education in Uganda. *The Journal of Agricultural Education and Extension*, 23(5), 415-426.
- Okolie, U. C., Nwajiuba, C. A., Binuomote, M. O., Ehiobuche, C., Igu, N. C. N., & Ajoke, O. S. (2020). Career training with mentoring programs in higher education: facilitating career development and employability of graduates. *Education+ Training*.
- Ólafsdóttir, H. F., Bush, D., & Barry, C. (2018). The role of hippocampal replay in memory and planning. *Current Biology*, 28(1), R37-R50.
- Onsongo, J. (2007). The growth of private universities in Kenya: Implications for gender equity in higher education. *Journal of Higher Education in Africa/Revue de l'enseignement Supérieur en Afrique*, 5(2-3), 111-133
- Onuigbo, L. N., Onyishi, C. N., & Eseadi, C. (2020). Clinical benefits of rational-emotive stress management therapy for job burnout and dysfunctional distress of special education teachers. *World Journal of Clinical Cases*, 8(12), 2438.
- Opgenhaffen, M., & Claeys, A. S. (2017). Between hope and fear: developing social media guidelines. *Employee Relations*.
- Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current directions in psychological science*, 23(5), 381-387.
- Oteer, R. (2017). The Role of Educational Supervision in the Professional Development for Secondary Teachers in Government Schools: A Field Study of Tulkarem Governorate. *Journal of Educational & Psychological Sciences*, 18(01), 621-651.
- Panetta, B. L. (2021). *Physical Fitness and Academic Achievement: The Relationship Between Fitness and Academic Measures of Third and Fourth Grade Students* (Doctoral dissertation, Centenary University).
- Paniagua, A., & Istance, D. (2018). *Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies*. *Educational Research and Innovation*. OECD Publishing. 2, rue Andre Pascal, F-75775 Paris Cedex 16, France.
- Patael, S. Z., Farris, E. A., Black, J. M., Hancock, R., Gabrieli, J. D., Cutting, L. E., & Hoeft, F. (2018). Brain basis of cognitive resilience: Prefrontal cortex predicts better reading comprehension in relation to decoding. *PloS one*, 13(6), e0198791.

- Patrick, Y., Lee, A., Raha, O., Pillai, K., Gupta, S., Sethi, S., ... & Moss, J. (2017). Effects of sleep deprivation on cognitive and physical performance in university students. *Sleep and biological rhythms*, 15(3), 217-225.
- Patton, K., & Parker, M. (2017). Teacher education communities of practice: More than a culture of collaboration. *Teaching and Teacher Education*, 67, 351-360.
- Pearlman, L. A., & Caringi, J. (2009). Living and working self-reflectively to address vicarious trauma. In *Treating complex traumatic stress disorders: An evidence-based guide*, Courtois, C.A. & Ford, J.D., eds. New York: The Guilford Press.
- Pearlman, L. A., & Mac Ian, P. S. (1995). Vicarious traumatization: An empirical study of the effects of trauma work on trauma therapists. *Professional psychology: Research and practice*, 26(6), 558.
- Pearlman, L. A., & Saakvitne, K. W. (1995). *Trauma and the therapist: Countertransference and vicarious traumatization in psychotherapy with incest survivors*. New York: W. W. Norton.
- Pearlman, L., & Maclan, P. (1995). Vicarious traumatization: An empirical study of the effects of trauma work on trauma therapists. *Professional Psychology: Research and Practice*, 26, 558-565.
- Peel, N., Maxwell, H., & McGrath, R. (2019). Leisure and health: conjoined and contested concepts. *Annals of Leisure Research*, 1-15.
- Pehlivan, T., & Güner, P. (2018). Compassion fatigue: The known and unknown. *Journal of Psychiatric Nursing/Psikiyatri Hemsireleri Dernegi*, 9(2).
- Pillemer, J., & Rothbard, N. P. (2018). Friends without benefits: Understanding the dark sides of workplace friendship. *Academy of Management Review*, 43(4), 635-660.
- Piper, B., Destefano, J., Kinyanjui, E. M., & Ong'ele, S. (2018). Scaling up successfully: Lessons from Kenya's Tusome national literacy program. *Journal of Educational Change*, 19(3), 293-321.
- Pirelli, G., Formon, D. L., & Maloney, K. (2020). Preventing vicarious trauma (VT), compassion fatigue (CF), and burnout (BO) in forensic mental health: Forensic psychology as exemplar. *Professional Psychology: Research and Practice*, 51(5), 454.
- Pit-ten Cate, I. M., Markova, M., Kruschler, M., & Krolak-Schwerdt, S. (2018). Promoting Inclusive Education: The Role of Teachers' Competence and Attitudes. *Insights into Learning Disabilities*, 15(1), 49-63.
- Poole, D. N., Hedt-Gauthier, B., Liao, S., Raymond, N. A., & Bärnighausen, T. (2018). Major depressive disorder prevalence and risk factors among Syrian asylum seekers in Greece. *BMC public health*, 18(1), 1-9.

- Prajapati, R., Sharma, B., & Sharma, D. (2017). Significance of life skills education. *Contemporary Issues in Education Research (CIER)*, 10(1), 1-6.
- Prakash, R., Beattie, T., Javalkar, P., Bhattacharjee, P., Ramanaik, S., Thalinja, R., ... & Isac, S. (2017). Correlates of school dropout and absenteeism among adolescent girls from marginalized community in north Karnataka, south India. *Journal of adolescence*, 61, 64-76.
- Prasertcharoensuk, T., & Tang, K. N. (2016). The effect of transformational leadership and teachers' teaching behavior on teaching efficiency. *Turkish Online Journal of Educational Technology, Special Issue for INTE 2016*, 826-833.
- Proulx, K., & Aboud, F. (2019). Disaster risk reduction in early childhood education: Effects on preschool quality and child outcomes. *International Journal of Educational Development*, 66, 1-7.
- Qin, H. Y., Zhao, X. D., Zhu, B. G., & Hu, C. P. (2020). Demographic factors and cognitive function assessments associated with mild cognitive impairment progression for the elderly. *BioMed research international*, 2020.
- Rabinbach, A. (2020). The body without fatigue: a nineteenth-century utopia. In *Political Symbolism in Modern Europe* (pp. 42-62). Routledge.
- Radis, B., Crocetto, J., & Beemer, K. (2020). Incorporating Trauma-Informed Educational Practice into the Baccalaureate Social Work Classroom. *Journal of Baccalaureate Social Work*, 25(1), 31-44.
- Rahi, S. (2017). Research design and methods: A systematic review of research paradigms, sampling issues and instruments development. *International Journal of Economics & Management Sciences*, 6(2), 1-5.
- Rangvid, Beatrice Schindler. (2019). "Returning special education students to regular classrooms: Externalities on peers' reading scores." *Economics of Education Review* 68 13-22.
- Reed, D. E., Williamson, R. E., & Wickham, R. E. (2021). Memento Mori: understanding existential anxiety through the existential pathway model. *Journal of Theoretical Social Psychology*, 5(1), 14-25.
- Reis, A. C., Lokpo, K., Bojanic, M., & Sperandei, S. (2020). In search of a "vocabulary for recreation": Leisure-time physical activity among humanitarian migrants in regional Australia. *PloS one*, 15(10), e0239747.
- Renger, D. (2018). Believing in one's equal rights: Self-respect as a predictor of assertiveness. *Self and Identity*, 17(1), 1-21.

- Rieckmann, M. (2018). Learning to transform the world: Key competencies in Education for Sustainable Development. *Issues and trends in education for sustainable development*, 39, 39-59.
- Riegel, B., Dunbar, S. B., Fitzsimons, D., Freedland, K. E., Lee, C. S., Middleton, S., ... & Jaarsma, T. (2019). Self-care research: Where are we now? Where are we going?. *International journal of nursing studies*, 103402.
- Riggs, D. W. (2021). Experiences of vicarious trauma among Australian foster parents providing long-term care to non-indigenous children. *Children and Youth Services Review*, 129, 106221.
- Rizki, D., & Rachman, H. (2019, July). Healthy Lifestyle Behaviors: An Investigation of Students. In *6th International Conference on Educational Research and Innovation (ICERI 2018)* (pp. 157-161). Atlantis Press.
- Roberts, P. (2019). *Unknown Forces: Battling My Intrusive Thoughts*. Trigger Publishing.
- Robino, A. E. (2019). Global Compassion Fatigue: A New Perspective in Counselor Wellness. *Professional Counselor*, 9(4), 272-284.
- Rodriguez, R. L. (2020). *Vicarious Trauma, Cultural Competence, and Empathy among Therapists Who Work with Undocumented Latinos* (Doctoral dissertation, The Chicago School of Professional Psychology).
- Rogers, D. (2019). *Dark Shadow: Examining the Inner Critic and Shame* (Doctoral dissertation, Pacifica Graduate Institute).
- Rohwerder, B. (2018). *Disability stigma in developing countries*. Town, Publisher?
- Rolls, E. T., & Wirth, S. (2018). Spatial representations in the primate hippocampus, and their functions in memory and navigation. *Progress in neurobiology*, 171, 90-113.
- Roth, M., & Altmann, T. (2020). A Comparison of the Predictive Validity of Self-Esteem Level and Directly Measured Self-Esteem Stability in the Temporal Prediction of Psychological Distress. *Frontiers in Psychology*, 11, 1770.
- Rusilowati, U., & Wahyudi, W. (2020, March). The Significance of Educator Certification in Developing Pedagogy, Personality, Social and Professional Competencies. In *2nd Social and Humaniora Research Symposium (SoRes 2019)* (pp. 446-451).
- Saakvitne, K. W., & Gartner, R. B. (2017). Clinical consultation to help transform vicarious traumatization. *Trauma and countertrauma, resilience and counterresilience: Insight from psychoanalysts and trauma experts*, 236-250.
- Saakvitne, K. W., & Pearlman, L. A. (1995). Treating therapists with vicarious traumatization and secondary traumatic stress disorders. In C. R. Figley (Ed.), *Brunner/Mazel psychological stress series*, No. 23. Compassion fatigue:

Coping with secondary traumatic stress disorder in those who treat the traumatized (pp. 150-177). Philadelphia, PA, US: Brunner/Mazel.

- Saakvitne, K. W., & Pearlman, L. A. (1996). *A Norton Professional Book: Transforming the Pain - a Workbook on Vicarious Traumatization*. New York, USA: W. W. Norton & Co
- Said, F. (2018). *An investigation of Primary School Teachers Motivation To Pursue Higher Education Through Distance Learning Mode: a case of the Open University of Tanzania, Mbeya Regional Centre* (Doctoral dissertation, University of Dar es Salaam).
- Salama, A. A., Abu Amuna, Y. M., Al Shobaki, M. J., & Abu-Naser, S. S. (2018). The Role of Administrative Procedures and Regulations in Enhancing the Performance of The Educational Institutions-The Islamic University in Gaza is A Model. Title?
- Salberg, S., Christensen, J., Yamakawa, G. R., Lengkeek, C., Malik, H., Tabor, J., ... & Mychasiuk, R. (2018). A bump on the head or late to bed: behavioral and pathophysiological effects of sleep deprivation after repetitive mild traumatic brain injury in adolescent rats. *Journal of neurotrauma*, 35(16), 1895-1905.
- Saleh, A., & Bista, K. (2017). Examining Factors Impacting Online Survey Response Rates in Educational Research: Perceptions of Graduate Students. *Online Submission*, 13(2), 63-74.
- Sanders, J. E. (2021). Teaching Note—Trauma-Informed Teaching in Social Work Education. *Journal of Social Work Education*, 57(1), 197-204.
- Sawyers, C., Kurtz, E. D., Sheerin, C., Maes, H. H., Kendler, K. S., & Amstadter, A. B. (2020). A behavioral genetic investigation of conceptualizations of resilience in a female twin sample. *Depression and anxiety*, 37(6), 532-539.
- Schiff, J. W., & Lane, A. M. (2019). PTSD symptoms, vicarious traumatization, and burnout in front line workers in the homeless sector. *Community mental health journal*, 55(3), 454-462.
- Shinbrot, X. A., Wilkins, K., Gretzel, U., & Bowser, G. (2019). Unlocking women's sustainability leadership potential: Perceptions of contributions and challenges for women in sustainable development. *World Development*, 119, 120-132.
- Schultz, J. H., Forsberg, J. T., Harb, G., & Alisic, E. (2021). Prevalence and Characteristics of Posttraumatic Nightmares in War-and Conflict-Affected Students. *Nature and Science of Sleep*, 13, 423.
- Secrist, M. E., Dalenberg, C. J., & Gevirtz, R. (2019). Contributing factors predicting nightmares in children: Trauma, anxiety, dissociation, and emotion regulation. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11(1), 114.

- Seddighi, H., Salmani, I., Javadi, M. H., & Seddighi, S. (2021). Child abuse in natural disasters and conflicts: a systematic review. *Trauma, Violence, & Abuse*, 22(1), 176-185.
- Sella, E., & Borella, E. (2021). Strategies for controlling sleep-related intrusive thoughts, and subjective and objective sleep quality: how self-reported poor and good sleepers differ. *Aging & Mental Health*, 25(10), 1959-1966.
- Seo, G., Huang, W., & Han, S. H. C. (2017). Conceptual review of underrepresentation of women in senior leadership positions from a perspective of gendered social status in the workplace: Implication for HRD research and practice. *Human Resource Development Review*, 16(1), 35-59.
- Shaw, W. S., Main, C. J., Findley, P. A., Collie, A., Kristman, V. L., & Gross, D. P. (2020). Opening the workplace after COVID-19: what lessons can be learned from return-to-work research? Title?
- Shayman, V. L. (2018). *Traumatized by Trauma: The Impact of Vicarious Trauma on Higher Education Threat Assessment Professionals*. Gonzaga University.
- Shestakova, T. N., Sukhorukova, L. M., Ivchenko, M. V., & Fokin, N. I. (2017). Education as the national safety element in the globalizing world. In *Integration and Clustering for Sustainable Economic Growth* (pp. 167-172). Springer, Cham.
- Skagerlund, K., Östergren, R., Västfjäll, D., & Träff, U. (2019). How does mathematics anxiety impair mathematical abilities? Investigating the link between math anxiety, working memory, and number processing. *PLoS one*, 14(1), e0211283.
- Simms, N. K., Frausel, R. R., & Richland, L. E. (2018). Working memory predicts children's analogical reasoning. *Journal of experimental child psychology*, 166, 160-177.
- Sisto, A., Vicinanza, F., Campanozzi, L. L., Ricci, G., Tartaglini, D., & Tambone, V. (2019). Towards a transversal definition of psychological resilience: a literature review. *Medicina*, 55(11), 745.
- Sitkin, S. B., & Bijlsma-Frankema, K. M. (2018). Distrust. In *The Routledge companion to trust* (pp. 50-61). Routledge.
- Siuty, M. B., Leko, M. M., & Knackstedt, K. M. (2018). Unraveling the role of curriculum in teacher decision making. *Teacher Education and Special Education*, 41(1), 39-57.
- Skapinaki, A., & Salamoura, M. (2020). Investigating primary school quality using teachers' self-efficacy and satisfaction. *Journal of Tourism, Heritage & Services Marketing (JTHSM)*, 6(1), 17-24.

- Skinner, B., Leavey, G., & Rothi, D. (2021). Managerialism and teacher professional identity: Impact on well-being among teachers in the UK. *Educational Review*, 73(1), 1-16.
- Slatyer, S., Craigie, M., Rees, C., Davis, S., Dolan, T., & Hegney, D. (2018). Nurse experience of participation in a mindfulness-based self-care and resiliency intervention. *Mindfulness*, 9(2), 610-617.
- Slavković, A., & Slavković, V. (2019). The importance of training in contemporary organizations. *Hotel and Tourism Management*, 7(2), 115-125.
- Smith, A. N., Watkins, M. B., Ladge, J. J., & Carlton, P. (2019). Making the invisible visible: Paradoxical effects of intersectional invisibility on the career experiences of executive Black women. *Academy of Management Journal*, 62(6), 1705-1734.
- Sokal, L., & Katz, J. (2020). Inclusive and Special Education in Canada and the United States. In *Oxford Research Encyclopedia of Education*.
- Solhaug, T., & Kristensen, N. N. (2020). Gender and intercultural competence: analysis of intercultural competence among upper secondary school students in Denmark and Norway. *Educational Psychology*, 40(1), 120-140.
- Sotarauta, M., & Suvinen, N. (2019). Place leadership and the challenge of transformation: policy platforms and innovation ecosystems in promotion of green growth. *European Planning Studies*, 27(9), 1748-1767.
- Spithoven, A. W., Bijttebier, P., & Goossens, L. (2017). It is all in their mind: A review on information processing bias in lonely individuals. *Clinical Psychology Review*, 58, 97-114.
- Srivastava, M., de Boer, A. A., & Pijl, S. J. (2017). Preparing for the inclusive classroom: changing teachers' attitudes and knowledge. *Teacher Development*, 21(4), 561-579.
- Stajkovic, A. D., Bandura, A., Locke, E. A., Lee, D., & Sergent, K. (2018). Test of three conceptual models of influence of the big five personality traits and self-efficacy on academic performance: A meta-analytic path-analysis. *Personality and individual differences*, 120, 238-245.
- Steel, F. (2018). Working collaboratively within a multi-disciplinary framework. In *Teaching Pupils with Severe Learning Difficulties* (pp. 99-115). Routledge.
- Štemberger, T. (2020). The teacher career cycle and initial motivation: the case of Slovenian secondary school teachers. *Teacher Development*, 24(5), 709-726.
- Stern, Y., Barnes, C. A., Grady, C., Jones, R. N., & Raz, N. (2019). Brain reserve, cognitive reserve, compensation, and maintenance: operationalization, validity, and mechanisms of cognitive resilience. *Neurobiology of aging*, 83, 124-129.

- Stough, L. M., Ducey, E. M., & Kang, D. (2017). Addressing the needs of children with disabilities experiencing disaster or terrorism. *Current psychiatry reports, 19*(4), 24.
- Strunk, J., Leisen, M., & Schubert, C. (2017). Using a multidisciplinary approach with children diagnosed with autism spectrum disorder. *Journal of Interprofessional Education & practice, 8*, 60-68.
- Stubin, C. A. (2018). *Emotional strain: A concept analysis for nursing*. Town, Publisher?
- Suldo, S. M., Shaunessy-Dedrick, E., Ferron, J., & Dedrick, R. F. (2018). Predictors of success among high school students in advanced placement and international baccalaureate programs. *Gifted Child Quarterly, 62*(4), 350-373.
- Sulisworo, D., Nasir, R., & Maryani, I. (2017). Identification of teachers' problems in Indonesia on facing global community. *International Journal of Research Studies in Education, 6*(2), 81-90.
- Taherdoost, H. (2017). Determining sample size; how to calculate survey sample size. *International Journal of Economics and Management Systems, 2*.
- Tarnanen, M., & Palviainen, Å. (2018). Finnish teachers as policy agents in a changing society. *Language and education, 32*(5), 428-443.
- Tang, K. N. (2018). The importance of soft skills acquisition by teachers in higher education institutions. *Kasetsart Journal of Social Sciences*.
- Tarshis, S., & Baird, S. L. (2019). Addressing the indirect trauma of social work students in intimate partner violence (IPV) field placements: A framework for supervision. *Clinical Social Work Journal, 47*(1), 90-102.
- Taylor, M. (2018). Invisible wounds: Preventing vicarious trauma in practicing counselors.
- Tedeschi, R. G., Cann, A., Taku, K., Senol- Durak, E., & Calhoun, L. G. (2017). The posttraumatic growth inventory: A revision integrating existential and spiritual change. *Journal of Traumatic Stress, 30*(1), 11-18.
- Tehrani, N., Colville, T., Fraser, J. J., Breslin, G., Waites, B. B., Kinman, G., & Thomson, L. (2020, June). Taking trauma related work home: Advice for reducing the likelihood of secondary trauma. British Psychological Society.
- Thomas, J., & Barbato, M. (2020). Positive religious coping and mental health among Christians and Muslims in response to the COVID-19 pandemic. *Religions, 11*(10), F498.

- Thomsen, J. M., Powell, R. B., & Monz, C. (2018). A Systematic Review of the Physical and Mental Health Benefits of Wildland Recreation. *Journal of Park & Recreation Administration*, 36(1).
- Tominaga, Y., Goto, T., Shelby, J., Oshio, A., Nishi, D., & Takahashi, S. (2020). Secondary trauma and posttraumatic growth among mental health clinicians involved in disaster relief activities following the 2011 Tohoku earthquake and tsunami in Japan. *Counselling Psychology Quarterly*, 33(4), 427-447.
- Torres, R., Vidanovic, A., & Viveros, M. (2019). The Argumentation in the University Training from a Humanistic Perspective. *Journal of Educational and Social Research*, 9(3), 11-11.
- Trivedi, S. E. (2017). Vicarious resilience: psychotherapists' experiences working with survivors of trauma.
- TSC. (2005). *The Teachers Service Commission*. Kenya:
- TSC. (2013). *Teachers Service Commission Act*. Kenya:
- TSC. (2015). *Teachers Service Commission Act: Revised*. Kenya:
- TSC. (2016). *The Teachers Service Commission Act*. Retrieved from http://kenyalaw.org/kl/fileadmin/pdfdownloads/LegalNotices/2016/50-Teachers_Service_Commission__Code_of_Regulations_for_Teachers__Amendment__2016.pdf
- Tyng, C. M., Amin, H. U., Saad, M. N., & Malik, A. S. (2017). The influences of emotion on learning and memory. *Frontiers in psychology*, 8, 1454.
- Uerz, D., Volman, M., & Kral, M. (2018). Teacher educators' competences in fostering student teachers' proficiency in teaching and learning with technology: An overview of relevant research literature. *Teaching and Teacher Education*, 70, 12-23.
- Ulvik, M., & Smith, K. (2019). Teaching about teaching: Teacher educators' and student teachers' perspectives from Norway. In *International research, policy and practice in teacher education* (pp. 123-137). Springer, Cham.
- Uziel, N., Meyerson, J., Giryas, R., & Eli, I. (2019). Empathy in dental care—the role of vicarious trauma. *International dental journal*, 69(5), 348-353.
- Van Boxel, J. M. (2017). Common core expertise for special education teachers: What do special education administrators think is important?. *Teacher Education Quarterly*, 44(3), 57-73.
- van den Heuvel, L. L., Stalder, T., du Plessis, S., Suliman, S., Kirschbaum, C., & Seedat, S. (2020). Hair cortisol levels in posttraumatic stress disorder and metabolic syndrome. *Stress*, 23(5), 577-589.

- van der Merwe, A., & Hunt, X. (2019). Secondary trauma among trauma researchers: Lessons from the field. *Psychological Trauma: Theory, Research, Practice, and Policy*, 11(1), 10.
- van der Velden, P. G., Pijnappel, B., & van der Meulen, E. (2018). Potentially traumatic events have negative and positive effects on loneliness, depending on PTSD-symptom levels: evidence from a population-based prospective comparative study. *Social psychiatry and psychiatric epidemiology*, 53(2), 195-206.
- Van Rooij, E. C., Jansen, E. P., & van de Grift, W. J. (2018). First-year university students' academic success: the importance of academic adjustment. *European Journal of Psychology of Education*, 33(4), 749-767.
- VanAusdale, S., & Swank, J. M. (2020). Integration of Trauma Based Education in Counselor Education. *The Journal of Counselor Preparation and Supervision*, 13(2), 5.
- Vanblaere, B., & Devos, G. (2018). The role of departmental leadership for professional learning communities. *Educational administration quarterly*, 54(1), 85-114.
- Vanderveren, E., Bijttebier, P., & Hermans, D. (2017). The importance of memory specificity and memory coherence for the self: Linking two characteristics of autobiographical memory. *Frontiers in Psychology*, 8, 2250.
- Venet, A. S. (2019). Role-Clarity and Boundaries for Trauma-Informed Teachers. *Educational Considerations*, 44(2), 3.
- Vijayan, M. (2017). Impact of job stress on employees job Performance in aavin, coimbatore. *Journal of Organisation and Human Behaviour*, 6(3), 21.
- Voitenko, E., Kaposloz, H., Myronets, S., Zazymko, O., & Osodlo, V. (2021). Influence of characteristics of self-actualization and coping behavior on resistance of teachers to professional stressors and emotional burnout. *International Journal of Organizational Leadership*, 10(1).
- Vossen, M. (2017). *Acting in Light of One's Acting: Practical Reasoning and the Excellences* (Doctoral dissertation, Queen's University (Canada)).
- Wacy, D. L. V., Sibuea, A. M., & Mursid, R. (2020). The Effect of Learning Models and Rational Thinking Abilities on the Outcomes of Students Learning Science Class V State Elementary Schools in Percut Sei Tuan District. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(4), 2106-2116.
- Waegemakers Schiff, J., & Lane, A. M. (2019). PTSD symptoms, vicarious traumatization, and burnout in front line workers in the homeless sector. *Community mental health journal*, 55, 454-462

- Wang, L., Tao, H., Bowers, B. J., Brown, R., & Zhang, Y. (2018). Influence of social support and self-efficacy on resilience of early career registered nurses. *Western journal of nursing research*, 40(5), 648-664.
- Wanyera, S. O. (2004). *Collaboration between parents and educational assessment teachers and challenges faced at the centres in a Kenya city setting* (Master's thesis, University of Oslo, Norway). Retrieved from <https://www.duo.uio.no/handle/10852/31561.xxx>
- Wanzala, W. (2017). Quest for quality and relevant higher education, training and learning in Kenya: an overview.
- Weaver, L., Beebe, T. J., & Rockwood, T. (2019). The impact of survey mode on the response rate in a survey of the factors that influence Minnesota physicians' disclosure practices. *BMC medical research methodology*, 19(1), 73.
- Wehmeyer, M. L., Shogren, K., Nota, L., Sgaramella, T., Ferrari, L., & Di Maggio, I. (2018). A crisis in career development: Changing paradigms and the future of transition. *Career Development and Transition for Exceptional Individuals*.
- Weldon, P. (2018). Early career teacher attrition in Australia: Evidence, definition, classification and measurement. *Australian Journal of Education*, 62(1), 61-78.
- Welsh, A. (2013). Effects of trauma induced stress on attention, executive functioning, processing speed, and resilience in urban children.
- White, A. M. (2021). *The Dark Side of Empathy: Empathy Predicts Burnout and Compassion Fatigue in Mental Health Professionals* (Doctoral dissertation, Pace University).
- Wiggin, G., Smith, D., & Watson-Vandiver, M. J. (2021). The national teacher shortage, urban education and the cognitive sociology of labor. *The Urban Review*, 53, 4
- Williams, B. (2021). The effects of emotional dysregulation on executive function in adolescents diagnosed with attention deficit hyperactivity disorder in childhood.
- Williams, K. A. (2019). *Vicarious Trauma of Licensed Social Workers in Mental Health: Action Research* (Doctoral dissertation, Capella University).
- Willis, G. M., Prescott, D. S., & Levenson, J. S. (2018). Promoting therapist longevity: exploring sexual offending treatment providers' experiences of workplace support. *Journal of Sexual Aggression*, 24(3), 311-325.
- Wong, E. (2020). *Psychological Flexibility and Experienced Vicarious Trauma Among United States Probation Officers* (Doctoral dissertation, Creighton University).

- Wood, S. L. (2020). *Gratitude, Personal Growth, Burnout, and Compassion Fatigue in Independently Licensed Marriage and Family Therapists Serving Military Families* (Doctoral dissertation, Capella University).
- Wozencroft, A. J., Scott, J. L., & Waller, S. N. (2019). Professional quality of life in recreational therapists. *Therapeutic Recreation Journal*, 53(1), 22-36.
- Wu, S., Villagrana, K. M., Lawler, S., & Garbe, R. (2020). School Lunch Participation and Youth School Failure: A Multi-Racial Perspective. *J. Soc. & Soc. Welfare*, 47, 29.
- Yeung, A. S., Craven, R. G., & Kaur, G. (2014). Teachers' self-concept and valuing of learning: Relations with teaching approaches and beliefs about students. *Asia-Pacific Journal of Teacher Education*, 42(3), 305-320.
- Yılmaz, G., Üstün, B., & Günüşen, N. P. (2018). Effect of a nurse- led intervention programme on professional quality of life and post- traumatic growth in oncology nurses. *International journal of nursing practice*, 24(6), e12687.
- Yogeshwari, S., & Indu, H. (2018). A qualitative analysis of the effect of physical activities on the academic performance of high school students. *Asian Journal of Multidimensional Research (AJMR)*, 7(2), 952-955.
- Yuan, C., Wu, J., Liu, C., & Yang, H. (2017). A Subjective Logic-Based Approach for Assessing Confidence in Assurance Case. *International Journal of Performability Engineering*, 13(6).
- Yuh, J., & Choi, S. (2017). Sources of social support, job satisfaction, and quality of life among childcare teachers. *The Social Science Journal*, 54(4), 450-457.
- Zhang, L. W. (2017). Is a peaceful mind a winning mind? Comment on. In *Progress in brain research* (Vol. 232, pp. 187-190). Elsevier.
- Zhang, M., Zhang, J., Zhang, F., Zhang, L., & Feng, D. (2018). Prevalence of psychological distress and the effects of resilience and perceived social support among Chinese college students: Does gender make a difference? *Psychiatry research*, 267, 409-413.
- Zhang, S. X., Wang, Y., Rauch, A., & Wei, F. (2020). Unprecedented disruption of lives and work: Health, distress and life satisfaction of working adults in China one month into the COVID-19 outbreak. *Psychiatry research*, 288, 112958.
- Zhang, Y., Paquette, L., Baker, R. S., Ocumpaugh, J., Bosch, N., Munshi, A., & Biswas, G. (2020, March). The relationship between confusion and metacognitive strategies in Betty's Brain. In *Proceedings of the Tenth International Conference on Learning Analytics & Knowledge* (pp. 276-284).

- Zhou, L., & Parmanto, B. (2019). Reaching people with disabilities in underserved areas through digital interventions: systematic review. *Journal of medical Internet research*, *21*(10), e12981.
- Zhu, J., Wang, X. Q., He, X., Hu, Y. Y., Li, F., Liu, M. F., & Ye, B. (2019). Affective and cognitive empathy in pre-teachers with strong or weak professional identity: An ERP study. *Frontiers in human neuroscience*, *13*, 175.

APPENDICES

Appendix A1: Consent Form

My name is Solomon M. Wambua; a PhD Student in Kenyatta University. I am currently undertaking a study on “The emotional effects of Vicarious Trauma on professional development among teachers in Educational Assessment and Resource Centres in Kenya”. The information will be used by the Ministry of Education to develop innovative strategies to support teacher to deal with the effects of vicarious trauma to remain competent through participation in professional development.

Procedures to be followed

Participation in this study will require you to fill in a questionnaire containing statements or questions regarding: demographic information, emotional responses related to working with children with disability. The study may take about fifteen minutes.

You have the right to decline participation. Participation in this study is voluntary. You may withdraw from participation at any point without any penalty or choose not to respond to any item(s). The information you will provide will be used strictly for the purpose of this study.

Discomforts and Risks

Despite the fact that there are no physical risks involved in this study, some questions may require you to disclose personal information that may be potentially sensitive. The questions are simple and straightforward. The questions concerning your involvement in professional development could cause you to recall difficult experiences which could make you feel uneasy. If there is anything you feel uncomfortable answering, you are not obligated to do so.

Benefits

Although the research is for educational purpose, your participation will greatly contribute to the understanding of the emotional effects of working with persons with disability. The results of the study may guide in developing of appropriate strategies to prevent the adverse emotional effects of assessing children with disability.

Confidentiality

Filling of the questionnaires will be done in a private room within the Educational Assessment and Resource Centre premises. All data collected in this study will be confidential and anonymous. No identifying information will be collected. Your name will not be recorded on the questionnaire. All questionnaires will be coded and secured under key and lock by the researcher.

Contact Information

In case you have any questions, you may contact: Dr. Ann M. Sirera or Dr. John Oteyo-072523785 on 0715 457405 or Kenyatta University Ethics Review Committee Secretariat on *chairman.kuerc@ku.ac.ke*, *secretary.kuerc@ku.ac.ke*, *erc2008@gmail.com*.

Participant's Statement

All the above information regarding my participation in the study is clear to me. I have understood that the survey is entirely voluntary and that I can withdraw my participation at any time without any consequences. By participating in the study, I understand that the main risk for me is the discomfort that information required may cause. I also understand that the information I provide will be kept confidential.

I do hereby accept to participate in the study

Name of participant: _____

Signature or thumbprint: _____ Date: _____

Investigators' Statement:

I the undersigned have adequately explained to the participant the study procedures to be followed, possible risks and benefits that are likely to result from the study as well as issues related to confidentiality.

Investigator's Name: _____

Researcher's signature

Date

Appendix A2: Questionnaire for Teachers in EARCs

Introduction

I am Solomon M. Wambua a PhD student in Counseling Psychology in Kenyatta University. Currently I am gathering data for a study on the “effects of vicarious trauma on Professional development among teachers in Educational Assessment and Resource Centers in Kenya”. You have been identified to participate in this study by providing the required information. Kindly take your time to carefully and honestly respond to the following questions by providing your preferred option or supplying the necessary responses. Please DO NOT write your name or the name of your centre anywhere on this questionnaire. Your responses will be treated with utmost confidentiality and will only be used for the purpose of this study. Thanks so much for your cooperation.

SECTION A:

DEMOGRAPHIC INFORMATION OF PARTICIPANT

Kindly tick [] the black spaces provided below as it applies to you.

1. Sex Male []

Female []

Others (specify).....

.....

2. Age in years range ≤ 20 []

21 – 30 []

31 – 40 []

41 – 50 []

51 – 60 []

61+ []

3. Years of professional experience working in Educational Assessment and Resource Centre.

≤ 5 year []

5 – 10 years []

11 – 15 years []

16 – 20 years []

21 – 25 years []

Over 25 years []

4. Highest level training in Special Needs Education:

Primary Teacher Certificate (P1) []

Diploma in Secondary Education []

Diploma in Special Education []

Bachelor in Special Education []

Master in Special Education []

PhD in Special Education []

Others (specify)

5. Highest specialized training in Functional Educational Assessment.

Certificate []

Degree []

None []

Others (specify) []

6. Designation

Coordinator []

Assessment Teacher []

SECTION B:**VICARIOUS TRAUMATIZATION SCALE (VTS) BY MIDDLETON (2011)**

Consider each of the following statements about you and your current situation.

Please indicate using a tick [√] the option which applies to you. There is no right or wrong answer.

S/No.	Statement	Strongly disagree	Disagree	Slightly disagree	Agree slightly	Agree	Strongly agree
1.	Because of my work, I realize that the world is not as safe as other people think it is.						
2.	I often experience exhaustion after or during work						
3.	When people ask me what I do for my job, I want to tell them I do something else for a living. (dissatisfied)						
4.	Listening to distressful stories from parents makes me feel hopeless						
5.	The presence of disabled children sometimes creates distressing images in my mind						
6.	Constant interaction with persons with disabilities creates fear in me						
7.	I feel that my work makes it difficult for me to intimate with people (solitude).						
8.	The sight of a child who has hydrocephalus or with cerebral palsy, causes me to have weird dreams.						
9.	I often experience headache after assessing children with disability						
10	When I am not at work, I find myself thinking about work.						

11.	When I am not at work, I have trouble paying attention to what my partner/friend/loved ones are saying.						
12.	I have trouble putting myself before my clients (children with disability).						
13.	My work has a negative effect on me spiritually.						
14.	I feel like vomiting when I see learners with uncontrolled behavior in the centre.						
15.	I wish I could do more for my clients.						
16.	Due to the nature of my job, I often feel confused about what is going on in the world today.						
17.	As part of my job, I am exposed to images that are traumatic or disturbing in nature.						
18.	I observe my colleagues being negatively impacted by the disturbing (distressing) nature of this work.						
19.	My work leaves me feeling emotionally numb.						
20.	My work leaves me feeling physically drained.						
21.	My work leaves me feeling helpless.						
22.	My work affects the way I think about other aspects of my life.						
23.	I have flashbacks or disturbing dreams about the children with disability I see at my workplace.						
24.	Due to the traumatic nature of my job, I have less compassion for the children with disability or their parents/guardians I see at work.						
25.	The nature of my work has led me to make poor decisions in my personal life.						

26.	The nature of my work has led me to make poor work related decisions.						
27.	Due to the nature of my work, I am less likely to trust others.						
28.	Due to the nature of my work, I am less likely to be patient with my co-workers.						
29.	Due to the nature of my work, I am easily angered by my loved ones.						
30.	As a result of my work, when I am out in public, I tend to notice life threatening conditions almost everywhere.						
31.	Most people wonder how I can do this work.						
32.	I feel uncomfortable admitting to other people that I work with children with disability.						
33.	Most people wouldn't do the work I do (assessing children with disability).						
34.	My own distressing life experiences are a concern to me in the work place.						

SECTION C

TEACHER PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Background Information

These questions are about your professional development as an assessment teacher of children with disability. Professional development' is defined as activities that aim to develop teachers' skills, knowledge, expertise and other characteristics to remain competent.

Please only consider professional development you have undertaken from when you started working as assessment teacher for children with disability. *In responding to*

the questions, please mark the appropriate choice(s) or provide the required response.

35 In your first appointment as assessment teacher, what kind of induction activities did you take part in?

S/No Yes No

- a. I took part in a formal induction programme
- b. I took part in informal induction activities
- c. I took part in a general administrative introduction to the center

D I learned from the assignment I was given

36. Which of the mentoring activities stated below are you currently involved in?

S/No Yes No

- a. I presently have an assigned mentor to support me.....
- b. I serve as an assigned mentor for one or more teachers
- c. It is not provided for

37. During the last five years, did you get a chance to participate in any of the following professional capacity building activities?

S/No	Activities for capacity building	Response	
		Yes	No
a.	I have been sponsored for capacity building in- service training to boost assessment competence		
b.	I am regularly supervised to ensure application of the latest knowledge and skills		
c.	I take part in general administrative function in the centre		
d.	I do receive reinforcement as motivation for personal development		
e.	Presently, I have an assigned mentor to support me		
f.	I serve as an assigned mentor for one or more teachers		
g.	I have received funding for research in my area of specialization		
h.	I am allowed to attend courses/workshops on assessment of children with disability		

i.	I attend education conferences or seminars on assessment of children with disability
j.	I make observation visits to other assessment centres
k.	I receive some instructional materials to aide me in assessing children with disability
l.	I have received motivational packages e.g time off for studies
m.	I am involved in curriculum development and review activities

38. During the last five years, did you participate in any of the following academic development activities?

S/No	Academic course undertaken	Response	
		Yes	NO
a.	I enrolled for undergraduate degree in special education		
b.	I completed undergraduate degree in general education		
c.	I enrolled for master's degree in special education		
d.	I enrolled for master's degree in general education		
e.	I completed postgraduate course in assessment of children with disability		
f.	I enrolled for PhD in special education		

39. How do feelings about your work interfere with your academic advancement?

.....

.....

.....

40. Did the professional development activities you participated in during the last five years cover the following topics? If so, what positive impact did these have on your ability to assess children with disability?

S/No	Statement	Not at All	Small	Moderate	Very
a.	Knowledge and understanding of				

disability

- b. Assessment competencies
- c. Knowledge on various types of disability
- d. Assessment techniques
Case evaluation and Assessment practices
- e. Application of information and communication (Technology) skills in assessment
- f. Children behaviour and classroom management
- g. School management and administration
- h. Approaches to individualized learning
- i. Teaching learners with disability
- j. Teaching in inclusive setting
- k. Knowledge on legal issues in assessment
- l. Approaches to developing follow up programmes
- m. Approaches to individualized education programme
- n. Student career guidance and counseling
- o.. Development of Assessment tool
- p. Community networking

q. Resource mobilization

42. For the professional development in which you participated in the last five years, how much did you personally have to pay for?

Please mark one choice

S/no	Response
a.	None
b.	Some
c.	All

43. For the professional development in which you participated in the last five years, did you receive any of the following support?

Please mark one choice in each row.

S/No		Yes	No
a.	I received scheduled time off for activities that took place during regular working hours at this centre		
b.	I received some allowance for activities outside working hours		
c.	I received non-monetary support for activities outside working hours (reduced workload, days off, study leave)		

44. For each of the activities listed below, please indicate the extent to which they presented opportunities for promotion.

Please mark one choice in each row

Activity	Not at All	Slight extent	Moderate extent	Large extent	Very large extent
a. Frequent appraisals at work					
b. Competencies in the development of assessment tools					
c. Being in charge of the assessment centre					

- d. Knowledge of the curriculum for children with disability
- e. Knowledge and understanding of best practices in assessment
- f. Attending training on institutional management
- g. Having training in practical assessment skills
- h. Use of ICT (information and communication Technology) skills in assessment
- 9. Guiding teachers on approaches to teach children with disability
- i. Assessing children with multiple disabilities
- j. Conducting some research in matters assessment
- k. Using emerging technologies in assessment
- l. Assessing in multi-disciplinary teams
- m. Guiding and counselling students on career matters
- n. Mentoring/ coaching colleagues in assessment
- o. Mobilizing resource

45. How strongly do you agree or disagree that the following are barriers to your participation in professional development?

S/no	Slightly disagree	Disagree	Neutral	Agree	Strongly agree
------	-------------------	----------	---------	-------	----------------

- a. I do not have the

prerequisite
qualifications

- b. Professional development is too expensive/
Unaffordable
- c. There is a lack of employer support
- d. Professional development conflicts with my work schedules
- e. There is no relevant professional development Offered
- f. I do not have time because of tight work schedules
- g. There are no incentives for participating in such activities
- h. My feelings about my work doesn't allow me to think of professional development.

46. What was your designation on the first appointment in the centre?

.....

47. What is your current designation in the centre?

.....

48. In the last five years, have you been promoted to more senior position?

Yes No

49'. If yes, what new roles have you been assigned?

.....

.....

.....

APPENDIX A3: Teachers' Interview Schedule

1. What are your roles in this assessment centre?
2. Kindly mention some feelings you experience as you interact with the children and their parents/guardians during assessment?
3. How do the feelings you have mentioned affect your views about yourself?
4. What was your initial job designation when you joined this centre?
5. How has the nature of your work influenced your chances for promotion?
6. In what ways has the nature of your work facilitated or interfered with your academic advancement?
7. How have your feelings about your work experience facilitated or hindered you from advancing your academic qualifications?
8. Assessments of children with disability require you to be competent. How do you ensure that you continue to improve your competencies?
9. How has the nature of your work affected your opportunities to get involved in activities to improve your competencies?
10. What strategies do you use to cope with the negative effects of your work?

THANK YOU

APPENDIX A5: Research Authorization from Nacosti



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Website : www.nacosti.go.ke

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/18/67512/20342**

Date: **21st November 2018**

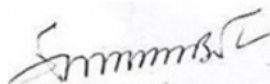
Solomon Musembi Wambua
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Emotional effects of vicarious trauma on professional development among teachers in educational assessment and resource centres in Kenya, ”* I am pleased to inform you that you have been authorized to undertake research in **all counties in Kenya** for the period ending **21st November, 2019**.

You are advised to report to **County Commissioners and County Directors of Education in the counties** before embarking on the research project.

Kindly note that as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall submit a copy of the final research to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

All County Commissioners
Kenya

All County Directors of Education
Kenya

APPENDIX A6: Extension Letter

**KENYATTA UNIVERSITY
ETHICS REVIEW COMMITTEE**

Email: chairman.kuerc@ku.ac.ke

P. O. Box 43844 - 00100 Nairobi
Tel: 8710901/12
Fax: 8711242/8711575
Website: www.ku.ac.ke

Our Ref: KU/KUERC/EXT VOL.1 (1)

Date: 3rd December, 2021

Solomon Wambua
Kenyatta University
P.O Box 43844 - 00100
NAIROBI

Dear Mr Wambua,

RENEWAL OF APPROVAL FOR PKU/916 /1976 "EMOTIONAL EFFECTS OF VICARIOUS TRAUMA ON PROFESSIONAL DEVELOPMENT AMONG TEACHERS IN EDUCATION ASSESSMENT AND RESOURCED CENTRES IN KENYA"

1. IDENTIFICATION OF PROTOCOL

The application before the committee is with a research topic, "**Emotional Effects Of Vicarious Trauma On Professional Development Among Teachers In Education Assessment And Resourced Centres In Kenya**" dated 27th September, 2018 and discussed on 20th November, 2018.

2. DECISION

Kenyatta University Ethics Review Committee has **RENEWED THE APPROVAL**, and that the research may proceed for one year from December, 2021 to December, 2022 as per the request and NACOSTI approval.

3. ADVICE/CONDITIONS

- i. Progress reports are submitted to the KU-ERC every six months and a full report is submitted at the end of the study.
- ii. Serious and unexpected adverse events related to the conduct of the study are reported to this board immediately they occur.
- iii. Notify the Kenyatta University Ethics Committee of any amendments to the protocol.
- iv. Submit an electronic copy of the protocol to KUERC.

When replying, kindly quote the application number above.



PROF. JUDITH KIMIYWE

DIRECTOR- KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE.

APPENDIX A7: Table 4.6: Extent of Vicarious Trauma among Assessment Teachers

	Statement	SD	D	SLD	AS	A	SA	Mean	SD
1	Because of my work, I realize that the world is not as safe as other people think it is.	10(9.3)	23(21.5)	10(9.3)	16(15.0)	29(27.1)	19(17.8)	3.82	1.664
2	I often experience exhaustion after or during work	10(9.3)	6(5.6)	2(1.9)	13(12.1)	47(43.9)	29(27.1)	4.57	1.518
3	When people ask me what I do for my job, I want to tell them I do something else for a living. (dissatisfied)	17(15.9)	49(45.8)	5(4.7)	11(10.3)	20(18.7)	5(4.7)	2.84	1.537
4	My work negatively impacts how I function in my personal life.	15(14.0)	31(29.0)	10(9.3)	19(17.8)	27(25.2)	5(4.7)	3.25	1.555
5	listening to distressful stories from parents makes me feel hopeless	14(13.1)	23(21.5)	14(13.1)	22(20.6)	20(18.7)	14(13.1)	3.50	1.627
6	The presence of disabled children sometimes creates distressing images in my mind	10(9.3)	23(21.5)	10(9.3)	16(15.0)	29(27.1)	19(17.8)	3.82	1.664
7	constant interaction with persons with disabilities creates fear in me	25(23.4)	28(26.2)	12(11.2)	21(19.6)	15(14.0)	6(5.6)	2.92	1.573
8	I feel that my work makes it difficult for me to intimate with people (solitude).	15(14.0)	31(29.0)	10(9.3)	19(17.8)	27(25.2)	5(4.7)	3.25	1.555
9	The sight of a child who has hydrocephalus or with cerebral palsy, causes me to have weird dreams.	24(22.4)	31(29.0)	11(10.3)	15(14.0)	18(16.8)	8(7.5)	2.96	1.642
	Because of my work, I realize that	10(9.3)	23(21.5)	10(9.3)	16(15.0)	29(27.1)	19(17.8)	3.82	1.664

	the world is not as safe as other people think it is.								
10	I often experience headache after working with special needs children	16(15.0)	22(20.6)	20(18.7)	25(23.4)	18(16.8)	6(5.6)	3.23	1.477
11	When I am not at work, I find myself thinking about work.	4(3.7)	4(3.7)	4(3.7)	20(18.7)	47(43.9)	28(26.2)	4.74	1.216
12	When I am not at work, I have trouble paying attention to what my partner/friend/loved ones are saying.	15(14.0)	26(24.3)	18(16.8)	24(22.4)	20(18.7)	4(3.7)	3.19	1.448
13	I have trouble putting myself before my clients (children with disability).	36(33.6)	35(32.7)	8(7.5)	12(11.2)	13(12.1)	3(2.1)	2.44	1.493
14	My work has a negative effect on me spiritually.	45(42.1)	35(32.7)	8(7.5)	8(7.5)	7(6.5)	4(3.7)	2.15	1.406
15	I feel like vomiting when I see learners with uncontrolled behaviour in class.	53(49.5)	30(28.0)	8(7.5)	7(6.5)	7(6.5)	2(1.9)	1.98	1.317
16	Due to the nature of my job, I often feel confused about what is going on in the world today.	2(1.9)	4(3.7)	3(2.8)	8(7.5)	28(26.2)	65(57.9)	3.60	1.535
17	As part of my job, I am exposed to images that are traumatic or disturbing in nature.	12(11.2)	13(12.1)	11(10.3)	11(10.3)	36(33.6)	24(22.4)	4.10	1.688
18	I observe my colleagues being negatively impacted by the disturbing (distressing) nature of this work.	4(3.7)	15(14.0)	17(15.9)	23(21.5)	35(32.7)	13(12.1)	4.02	1.373
19	My work leaves me feeling emotionally numb.	14(13.1)	30(28.0)	12(11.2)	9(8.4)	30(28.0)	12(11.2)	3.44	1.689
20	My work leaves me feeling	3(2.8)	21(19.6)	10(9.3)	18(16.8)	37(34.6)	18(16.8)	4.11	1.469

21	physically drained. My work leaves me feeling helpless.	17(15.9)	26(24.3)	15(14.0)	23(21.5)	19(17.8)	7(6.5)	3.21	1.540
22	My work affects the way I think about other aspects of my life.	10(9.3)	14(13.1)	14(13.1)	16(15.0)	30(28.0)	23(21.5)	4.04	1.631
23	I have flashbacks or disturbing dreams about the children with disability I see at my workplace.	18(16.2)	17(15.9)	20(18.7)	19(17.8)	20(18.7)	13(12.1)	3.42	1.643
24	Due to the traumatic nature of my job, I have less compassion for the children with disability or their parents/guardians I see at work.	34(31.8)	41(38.3)	7(6.5)	11(10.3)	10(9.3)	4(3.7)	2.38	1.451
25	The nature of my work has led me to make poor decisions in my personal life.	40(37.4)	27(25.2)	12(11.2)	10(9.3)	14(13.1)	4(3.7)	2.47	1.562
26	The nature of my work has led me to make poor work related decisions.	41(38.3)	38(35.5)	7(6.5)	5(4.7)	10(9.3)	6(5.6)	2.28	1.522
27	Due to the nature of my work, I am less likely to trust others.	20(18.7)	31(29.0)	9(8.4)	24(22.4)	17(15.9)	6(5.6)	3.05	1.556
28	Due to the nature of my work, I am less likely to be patient with my co-workers.	31(29.0)	27(25.2)	10(9.3)	8(7.5)	20(18.7)	11(10.3)	2.93	1.784
29	Due to the nature of my work, I am easily angered by my loved ones.	29(27.1)	24(22.4)	16(15.0)	15(14.0)	17(15.9)	6(5.6)	2.86	1.610
30	As a result of my work, when I am out in public, I tend to notice life threatening conditions almost everywhere.	10(9.3)	17(15.9)	5(4.7)	17(15.9)	30(28.0)	28(26.2)	4.16	1.689
31	Most people wonder how I can do this work.	4(3.7)	10(9.3)	4(3.7)	16(15.0)	41(38.3)	32(29.9)	4.64	1.389
32	I feel uncomfortable admitting to	38(35.5)	27(25.2)	10(9.3)	14(13.1)	7(6.5)	11(10.3)	2.61	1.692

	other people that I work with children with disability.								
33	Most people wouldn't do the work I do (assessing children with disability).	12(11.2)	11(10.3)	9(8.4)	14(13.1)	30(28.0)	31(29.0)	4.23	1.708
34	My own distressing life experiences are a concern to me in the work place.	15(14.0)	20(18.7)	16(15.0)	24(22.4)	20(18.7)	12(11.2)	3.47	1.592

Source: Field data (2018)

KEY; **SD** – strongly disagree, **D** – Disagree, **SLD** – Slightly disagree, **AS** – Agree Slightly, **A** – Agree, **SA** – Strongly agree, **SD** – Standard deviation

APPENDIX A8: Opportunities for Promotion

S/No.	Opportunities for Promotion	NAA f (%)	SE f (%)	ME f (%)	LE f (%)	VLE f (%)	Mean	SD
1	Frequent appraisals at work	19(17.8)	55(51.4)	22(20.6)	1(0.9)	10(9.3)	2.33	1.080
2	I am in charge of the assessment centre	17(15.9)	43(40.2)	33(30.8)	5(4.7)	9(8.4)	2.50	1.085
3	Competencies in the development of assessment tools	10(9.3)	44(41.1)	36(33.6)	10(9.3)	7(6.5)	2.63	1.005
4	Knowledge of the curriculum for children with disability	18(16.8)	38(35.5)	24(22.4)	16(15.0)	11(10.3)	2.66	1.220
5	Knowledge and understanding of best practices in assessment	10(9.3)	24(22.4)	29(27.1)	22(20.6)	22(20.6)	3.21	1.264
6	I attended training on institutional management	4(3.8)	18(16.8)	28(26.2)	39(36.4)	18(16.8)	3.46	1.075
7	I have trained in practical assessment skills	11(10.3)	16(15.0)	35(32.7)	17(15.9)	28(26.2)	3.33	1.294
8	Use of ICT (information and communication Technology) skills in assessment	7(6.5)	9(8.4)	25(23.4)	33(30.8)	33(30.8)	3.71	1.182
9	I guide teachers on approaches to teach children with disability	10(9.3)	15(14.0)	25(23.4)	22(20.6)	35(32.7)	3.53	1.327
10	Capacity to assess children with multiple disabilities	7(6.5)	10(9.3)	25(23.4)	38(35.5)	27(25.2)	3.64	1.152

11	I have conducted some research in matters assessment	3(2.8)	17(15.9)	25(23.4)	33(30.8)	29(27.1)	3.64	1.128
12	Experience to assess in multi-disciplinary teams	6(5.6)	11(10.3)	31(29.0)	32(29.9)	27(25.2)	3.59	1.141
13	Capacity to use emerging technologies in assessment	11(10.3)	14(13.1)	24(22.4)	35(32.7)	23(21.5)	3.42	1.252
14	I guide and counsel students on career matters	10(9.3)	11(10.3)	25(23.4)	26(24.3)	35(32.7)	3.61	1.294
15	I mentor/ coach colleagues in assessment	5(4.7)	19(17.8)	24(22.4)	27(25.2)	32(29.9)	3.58	1.221
16	Capacity for resource mobilization	12(11.2)	14(13.1)	26(24.3)	26(24.3)	29(27.1)	3.43	1.318

Source Field Data (2018)

KEY; **NAA**– Not at all, **SE** – Slight extent, **ME** – Moderate extent, **LE** – Large extent, **VLE**- Very large extent, **M**-Mean **SD** – Standard deviation