LEVELS OF STRESS AMONG THE PUBLIC PRIMARY SCHOOL TEACHERS: A CASE OF PUBLIC PRIMARY SCHOOLS IN NAIVASHA DISTRICT

AJP

Isabel Sadya Omondi and Dr. Dr. M.W. Kariuki

LEVELS OF STRESS AMONG THE PUBLIC PRIMARY SCHOOL TEACHERS: A CASE OF PUBLIC PRIMARY SCHOOLS IN NAIVASHA DISTRICT

1* Isabel Sadya Omondi

[1*]Post graduate student, Moi University

*Corresponding Author's Email: isabel.sadya@gmail.com

2* Dr. M.W. Kariuki

Lecturer, Kenyatta University

ABSTRACT

Purpose: The purpose of the study was to establish the levels of stress among the public primary school teachers: a case of primary schools in Naivasha district.

Methodology: The study used descriptive research design. The target population in this study was 665 public primary school teachers. The sample of the study was 66 public primary school teachers from the four zones in Naivasha district. Primary data was collected through the administration of the questionnaires. A questionnaire is a pre-formulated written set of questions to which the respondents record the answers usually within rather closely delineated alternatives. Responses to the questionnaires were tabulated, coded and processed by use of a computer Statistical Package for Social Science (SPSS) software to analyze the data using descriptive statistics. This generated quantitative reports through tabulations, percentages, and measures of central tendency.

Results: Results from the study revealed that pressures of assessments targets and inspection, changes to pay and benefits, teacher student interaction and excessive workload and level of stress among public primary teachers are positively and significant related.

Unique contribution to theory, practice and policy: The study recommended that the Ministry of education and TSC should develop a policy on stress management to guide the induction; operation and counseling of public primary school teachers in their day to day duties so as to sufficiently support them manage stress and prevent further job performance effects of stress.

Key words: *Stress, teachers, Pressure, Excessive workload*

1.0 INTRODUCTION

1.1 Background of the Study

Stress could simply be defined as an unpleasant emotion, which arises when people worry that they could not cope with excessive pressures or other types of demand placed upon them Kyriacou, (2001). Kyriacou and Sutcliffe (2001) had exhaustively defined teacher stress as a response to negative effect such as anger or depression by a teacher, usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from aspects of the teacher's job, and mediated by the perception that the demands made upon the teacher constitute a threat to his or her self esteem or well being and by coping mechanisms activated to reduce the perceived threat.

Education is an important issue for the development of countries, and teachers are the most significant factor of the education process. Primary education has a crucial role in individuals' improvement. During primary education, children gain the basic knowledge and skills, and teachers are the basic role models for primary school pupils (Baloğlu, 2001; & Ko, 2003).Teachers have a significant role in the development of countries, because they educate new generations. Improving the working conditions in schools may positively affect teachers physiological and psychological well being; that is why there has been an increasing interest in studies about levels of stress among teachers (Lee, 2006).

However, phenomenon of level of stress among teachers has been receiving increased global attention and concern in recent years. Several studies had been undertaken to examine the prevalence, level and major sources of stress among school teachers. The combination of the findings in these studies revealed that the phenomenon of stress problem of teachers was widespread and was not restricted to a particular country. Research conducted in the United States of America (USA), United Kingdom (UK), New Zealand and Australia has identified several key causes of stress commonly associated with teachers. These include inadequate salary, work overload, time constraints, lack of promotion opportunities, lack of regular performance feedback, changing job role, inadequate recognition, inadequate management and participation in management, inadequate resources and funding and student interactions (Blix, Cruise, Mitchel, and Blix, 2004 &Boyd & Wylie, 2004).

Studies conducted in Western countries have shown that one out of every three teachers reported being under stress or even extreme stress (Pithers and Soden, 1998). In studies conducted in Eastern countries it was found that the stress level among teachers was very high and widely prevalent (Kyriacou and Chien, 2004; Meng and Liu, 2008), while those conducted in Arab countries also reported a high level of stress among teachers (Al-Khalefa, 1999; Khaleel, 1999; Mohammed, 2000 in: Al-Mohannadi and Capel, 2007).

In Israel 36.2% of the Israeli teachers reported a very high level of stress mainly due to the stress of overloaded classes, pupil behavioral problems, lack of educational resources, and poor working conditions. The most effective strategies of coping with stress was through conducting a healthy family life, understanding and control in teaching, personal acquaintance with the pupils, and devoting time to self leisure activities. With regard to the coping strategies that should be adopted by the authorities, it was found that the most effective ones were improvement in working conditions, reduction of the number of pupils in a class, and raising teachers' salaries (Zedan, 2012).

In Kenya, level of stress among teachers is compounded by developments like the implementation of the Free Primary Education (FPE) whose implementation started from January 2003 and continues to date that saw primary school enrollment rise to unprecedented levels thus placing a serious strain on all education related resources. One major aspect of the teachers' job affected by these changes is the teacher-pupil ratio which has in many cases exceeded the 1:40 prescribed by UNESCO (2000) by far. Consequently, education planners have had to contend with the human resource deficit, and more so in public primary schools. Inevitably, this translates into stress among the classroom teachers having increased work load, Concurring with these sentiments other factors associated with teacher stress have been identified by Ng'eno (2007) and Kitenga (2009) as poor remuneration, heavy work load which leads to burn out as well as lack of promotion opportunities. These are factors that complicate the situation as they may lead to poor morale among the already overstretched teachers. The UWEZO Kenya (2012) report shows that teacher-pupil ration has in many cases exceeded the 1:40 prescribed by UNESCO (1990, 2000) by far and it is even worse in Naivasha District. This study focused on public primary schools in Naivasha district. Naivasha district has 55 public primary schools. It has a pupil's population of 44,224, with 22761 boys and 21,463 girls. The total numbers of teachers are 665.

1.2 Problem Statement

Primary school is probably the most difficult level to teach because student-teacher interactions are more difficult during this time, and this kind of difficulty in teacher-student interactions is a major source of stress for teachers at this level (McIntyre, 2003). For students it's a time of adolescence and many changes developmentally, and that is going to affect the dynamics of learning, as well as the social relationships and climate in the classroom. It's going to affect the teachers as well.

Naivasha district has 55 public primary schools. It has a pupil's population of 44,224, with 22761 boys and 21,463 girls. The total numbers of teachers are 665. The student teacher ratio is therefore 1:67 (Karanja, 2009). This clearly indicates that there are inadequate teachers as compared to the number of students in the district. This has greatly resulted to increase in teachers' workload and hence this may greatly contribute to high level of stress (Karanja, 2009).

1.3 Objectives of the study

The general objective of the study was to establish the levels of stress among the public primary school teachers: a case of primary schools in Naivasha district.

1.3.1 Specific Objectives

The specific objectives were:

i. To establish the impact of pressures of assessment targets and inspections on levels of stress among public primary school teachers in Naivasha District.
ii. To determine the effect of Changes to pay and benefits on levels of stress among public primary school teachers in Naivasha District
iii. To establish the effects of teacher-student interaction on levels of stress among public primary school teachers in Naivasha District.
iv. To determine the effects of excessive workload on levels of stress among public primary school teachers in Naivasha District.

2.0 LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Maslow's need hierarchy theory

Abraham Maslow (1943) argued that humans are motivated by five essential needs. He formed a pyramid demonstrating these needs which he called the 'hierarchy of needs': At the bottom of the pyramid are basic needs, those that motivate people to work –food and shelter. Once these needs are met through pay, individuals want safety and security through, for example, good job conditions. Social needs refer to the need to belong, to be part of a group. Self-esteem may arise from a promotion. Right at the top is Self fulfillment - the area for creativity, challenge and interest. Maslow suggested that achieving one level motivates us to achieve the next. Therefore, the researcher is of the opinion that this theoretical model would help in establish the levels of stress among the public primary school teachers: a case of primary schools in Naivasha district.

2.1.2 Herzberg's theory of motivators

Frederick Herzberg (1959) developed the Herzberg's theory of motivators. He constructed a two-dimensional paradigm of factors affecting people's attitudes about work. He concluded that such factors as company policy, supervision, interpersonal relations, working conditions, and salary are hygiene factors rather than motivators. According to the theory, the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction.

In contrast, he determined from the data that the motivators were elements that enriched a person's job; he found five factors in particular that were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. These motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors (dissatisfiers) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level.

In summary, satisfiers describe a person's relationship with what she or he does, many related to the tasks being performed. Dissatisfiers, on the other hand, have to do with a person's relationship to the context or environment in which she or he performs the job. The satisfiers relate to what a person does while the dissatisfiers relate to the situation in which the person does what he or she does. This theory informs the dependent variable. For there to be good performance there is need for job satisfaction.

2.2 Empirical Review

Popham (2001) argued that staff claimed they were being put under more pressure to manipulate test scores, re-write pupils' homework and help them complete coursework projects. Figures show that more than a third of teachers admitted using tactics that could undermine their "integrity". Many teachers said they were increasingly required to drop parts of the curriculum to concentrate on exam practice, stage after school coaching sessions and offer rewards in an attempt to bribe pupils into getting better results. The study by the Association of Teachers and Lecturers found that more than a quarter of teachers had been required to attend seminars run by examination boards to get vital tips on passing KCPE and A-levels. One told how examiners hosting one event "strongly hinted which topics would come up" in the test. The disclosure comes after an investigation by the Telegraph found evidence of examiners advising teachers at

£230-a-day sessions about the exact wording that pupils should use and which questions they could expect.

Galton and Fogelman (1998) found that teachers resent the use of this additional time because they feel that the personal costs involved do not produce corresponding benefits for their pupils. In particular, the present rigid structure of the National Curriculum, particularly the pressure to meet curriculum targets, the excessive levels of testing (over a third of KS2 teachers now test mathematics once a week) and the preparations required for OFSTED inspections were singled out. Not only do these activities generate considerable amounts of paperwork but also, more importantly, they call into question the teacher's professional competence in managing their pupils learning. Not feeling in control of their work is a major cause of stress. Another reason was the pressure for schools to score well in the school performance tables of National Curriculum Key Stage tests which meant that most of the discretionary time was devoted to additional English and mathematics. The time allocated to these two subjects was, typically, between five and six hours per week against the notional time available of 4.7 hours. Teachers reported that they 'felt pressurized all the time' and that they were particularly anxious about the slower learning children who because of the pressure to get through the curriculum were 'rushed all the time' and found that it was 'extremely difficult to finish off pieces of work' (Galton and Fogelman 1998).

Haberman (2005) conducted a study on teacher burnout in black and white. The study found low salaries as a cause of stress is frequently expressed by teachers as resulting from preparing their students for colleges they cannot afford to send their own children to, or from being forced to moonlight. Teachers who moonlight work ten or more hours per week and believe that extra jobs take a toll on their energy and morale (Henderson 1997). Safety concerns are cited as a cause of stress and low morale by over 62 percent of teachers in middle and high schools. So too is the need for teachers to annually spend almost $600.

Bindhu and Sudheeshkumar (2006) conducted a study on Job Satisfaction and Stress Coping Skills of Primary School Teachers. The study found out that teachers are more prone to stress because dealing with students and causing for their better performance throughout the day is itself a stressful situation. School is considered to be a major source of stress in the lives of both students and teachers. Teachers work daily with students; cope with numerous interruptions, student absenteeism, and student with special needs, insufficient funding and lack of personal support. Moreover, teachers have to perform a lot of work after they reached home like preparation, reference, correcting the note books, valuation etc. All these indicate stress is always present with the teacher. So teacher has to cope with this stress by adopting certain coping skills. The general principle of coping involves change, feedback, rehearsal, developing sensible belief, learning to use leisure time sensibly.

Smith, & Bourke, (1992) conducted a study on Teacher stress: Examining a model based on context, workload, and satisfaction. Perceived levels of work-related stress, workload, and job satisfaction were measured for 204 secondary teachers in the Hunter Region of New South Wales, Australia, using self-report questionnaires. A causal model was developed hypothesizing relationships between teacher characteristics; aspects of the teaching context; perceived workload; satisfaction with teaching; and four aspects of teacher stress: stress from staff tensions and conflict, time pressure, students and classroom conditions, and lack of rewards and recognition. Teaching context, workload, and satisfaction were found to affect stress directly.

The importance of workload and job satisfaction was demonstrated by indirect effects between teaching context and stress outcomes.

3.0 RESEARCH METHODOLOGY

The study used descriptive research design. The target population in this study was 665 public primary school teachers. The sample of the study was 66 public primary school teachers from the four zones in Naivasha district. Primary data was collected through the administration of the questionnaires. A questionnaire is a pre-formulated written set of questions to which the respondents record the answers usually within rather closely delineated alternatives. Responses to the questionnaires were tabulated, coded and processed by use of a computer Statistical Package for Social Science (SPSS) software to analyze the data using descriptive statistics. This generated quantitative reports through tabulations, percentages, and measures of central tendency.

4.0 ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Demographic Characteristics

4.1.1 Gender of the respondents

The respondents were asked to indicate their gender. Majority of the respondents were female who represented 55% of the sample while 45% were female. This implies that most of the teachers working in public schools in Naivasha district are female.
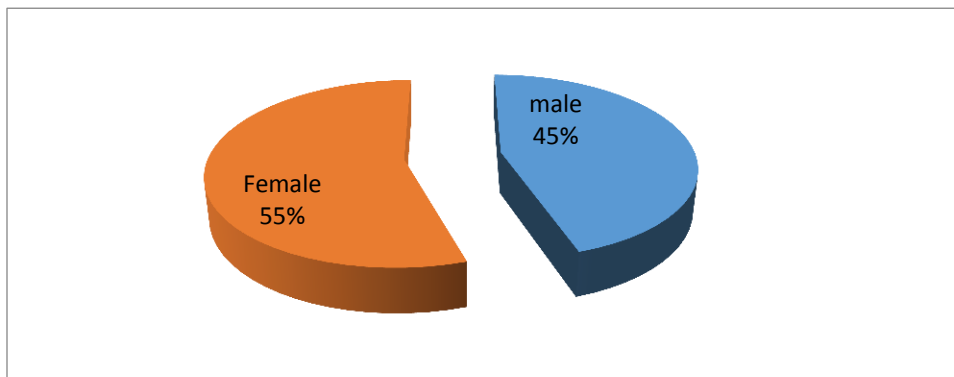

Figure 1: Gender

4.1.2 Age of the respondents

Respondents were requested to indicate their age brackets. Majority of the respondents who were 51% were on age bracket of 36-45 years.27% were on age bracket of 26-35 years, 12% were less than 25 years while only 10% were above 46 years old. This implies that majority of the teachers were elderly.
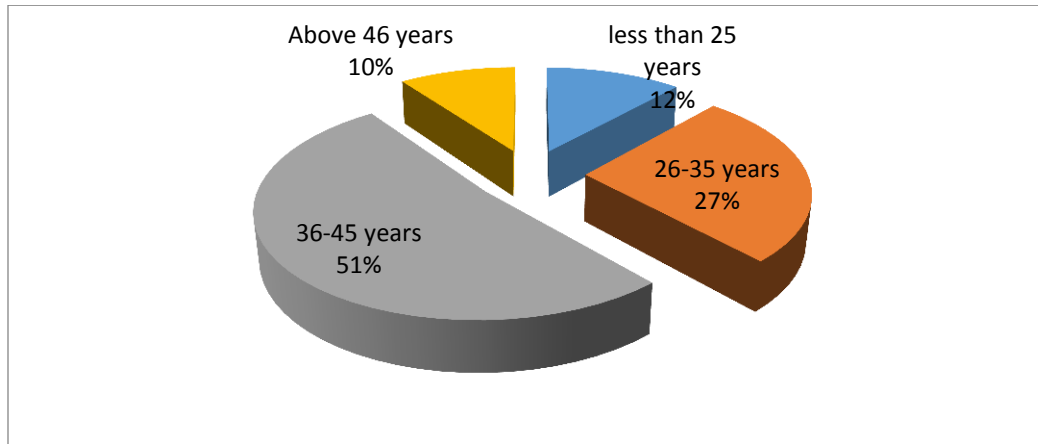
Figure 2: Age of the respondents

4.2.3 Highest Level of Education

The respondents were asked to indicate their highest level of education. Results in figure 4.3 show that 55% of the respondents had their highest level of education being diploma, 28% had certificate qualification, 12% had bachelors qualification while only 5% had postgraduate qualification. This implies that majority of the teachers had the required qualifications for primary school teachers.
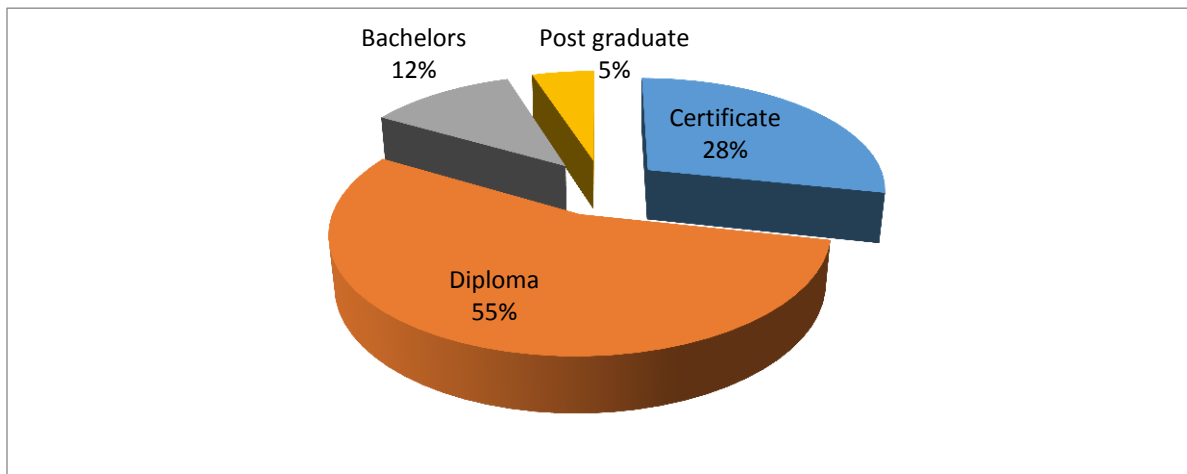
Figure 3: Highest level of education

4.2.4 Duration in the teaching profession

The respondents were asked to indicate the number of years they have been in teaching profession. Majority of the respondents who were 43% indicated that they had been in teaching profession for 16 to 25 years, 35% of the respondents indicated that they had been in teaching profession for 6-15 years, 12% indicated that they had been in teaching profession for less than 5 years while only 10% indicated that they had been in teaching profession for more than 25 years. This implies that the respondents had good knowledge about the level of stress among the teachers since they had been in they had been in teaching profession for a good period.

Figure 4: Duration of teaching profession

4.2 Descriptive Statistics

4.2.1 Pressures of assessment targets and inspections

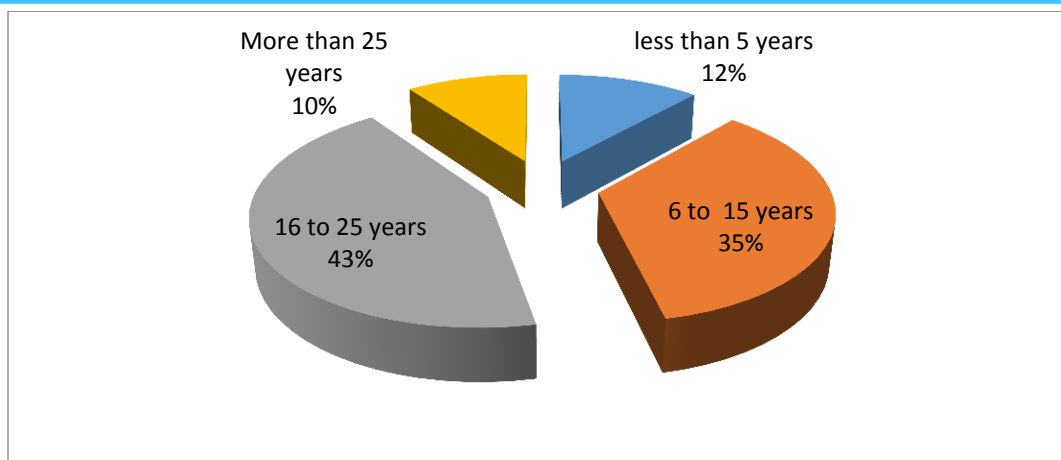The first objective of the study was to establish the impact of pressures of assessment targets and inspections on levels of stress among public primary school teachers in Naivasha District. The respondents were asked to respond to the statements on pressures of assessment targets and inspections. Results in table 1 revealed that majority of the respondents who were 68.3%(60.00%+18.30%) agreed with the statement that teachers are being put under pressure to manipulate test scores, re-write pupils' homework and help them complete coursework projects. The results also showed that majority of the respondents who were 66.6% agreed with the statement that teachers are been required to attend seminars run by examination boards to get vital tips on passing KCPE. The results also showed that majority of the respondents who were 91.7% agreed with the statement that teachers are under pressure to meet curriculum targets and the excessive levels of testing. The results also revealed that majority of the respondents who were 75% agreed with the statement that the organization insists on the consistency of effectiveness which causes high level of stress among the teachers. The results also revealed that majority of the respondents who were 75% agreed with the statement that preparation of professional records (scheme of work, lesson plan and pupils progress record) put teachers under pressure.

On a five point scale, the average mean of the responses was 3.71 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.05.

Table 1: Pressures of assessment targets and inspections

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std.Dev
Teachers are being put under pressure to manipulate test scores, re-write pupils' homework and help them	10.00%	6.70%	5.00%	60.00%	18.30%	3.70	1.15

American Journal of Education and Practice
ISSN xxxx-xxxx (Paper) ISSN XXXX-XXX (Online)
Vol.1, Issue 1 No.1, pp 59 - 76, 2016

www.ajpojournals.org

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std.Dev
complete coursework projects Teachers are been required to attend seminars run by examination boards to get vital tips on passing KCPE	8.30%	8.30%	16.70%	58.30%	8.30%	3.50	1.05
Teachers are under pressure to meet curriculum targets and the excessive levels of testing	8.30%	0.00%	0.00%	75.00%	16.70%	3.92	0.96
The organization insists on the consistency of effectiveness which causes high level of stress among the teachers	16.70%	0.00%	8.30%	58.30%	16.70%	3.58	1.27
Preparation of professional records (scheme of work, lesson plan and pupils progress record) put teachers under pressure	0.00%	8.30%	16.70%	58.30%	16.70%	3.83	0.81
Average						**3.71**	**1.05**

4.2.2 Changes to pay and benefits

The second objective of the study was to determine the effect of Changes to pay and benefits on levels of stress among public primary school teachers in Naivasha District. The respondents were asked to respond to the statements on Changes to pay and benefits. Results in table 4.3 revealed that majority of the respondents who were 60% (43.30%+16.70%) agreed with the statement that the salary paid to teachers is inadequate. The results also showed that majority of the respondents who were 58.3% agreed with the statement that there are salary delays especially when one is newly employed. The results also showed that majority of the respondents who were 40.1% agreed with the statement that the changes to teachers pay and benefits causes stress among teachers. The results also revealed that majority of the respondents who were 75.1% agreed with the statement that the changes to teachers pay and benefits causes stress among teachers. The results also revealed that majority of the respondents who were 78.3% agreed with the statement that teachers lack good rewards and recognition in their work.

On a five point scale, the average mean of the responses was 3.48 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.24.

Table 2: Changes to pay and benefits

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std.Dev
The salary paid to teachers is inadequate	16.70%	8.30%	15.00%	43.30%	16.70%	3.35	1.33
There is uncertainty in	16.70%	8.30%	16.70%	50.00%	8.30%	3.25	1.24

American Journal of Education and Practice
ISSN xxxx-xxxx (Paper) ISSN XXXX-XXX (Online)
Vol.1, Issue 1 No.1, pp 59 - 76, 2016

www.ajpojournals.org

promotion							
There are salary delays especially when one is newly employed	18.30%	16.70%	25.00%	23.30%	16.70%	3.03	1.35
The changes to teachers pay and benefits causes stress among teachers	8.30%	8.30%	8.30%	41.70%	33.30%	3.83	1.22
Teachers lack good rewards and recognition in their work	6.70%	0.00%	15.00%	48.30%	30.00%	3.95	1.03
Average						**3.48**	**1.24**

4.2.3 Teacher student interaction.

The third objective of the study was to establish the effects of teacher-student interaction on levels of stress among public primary school teachers in Naivasha District. The respondents were asked to respond to the statements on teacher student interaction. Results in table 4.4 revealed that majority of the respondents who were 70% (50%+20%) agreed with the statement that assessment and driven behavior is the most stressful element of the student teacher experience. The results also revealed that majority of the respondents who were 66.7% agreed with the statement that management bullying among students causes stress among the teachers. The results also revealed that majority of the respondents who were 75% agreed with the statement that teachers feel less appreciated by students. The results also showed that majority of the respondents who were 58.3% agreed with the statement that there is lack of respect for teachers by the students in their school. The results also showed that majority of the respondents who were 58.3% agreed with the statement that indiscipline is the prime obstacle to securing teachers job satisfaction.

On a five point scale, the average mean of the responses was 3.63 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.14.

Table 3: Teacher student interaction

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std.Dev
Assessment and driven behavior is the most stressful element of the student teacher experience	8.30%	8.30%	8.30%	50.00%	25.00%	3.75	1.174
Management bullying among students causes stress among the teachers	8.30%	8.30%	16.70%	50.00%	16.70%	3.58	1.124
Teachers feel less appreciated by students	0.00%	8.30%	16.70%	58.30%	16.70%	3.83	0.806

There is lack of respect for teachers by the students in our school	8.30%	16.70%	16.70%	33.30%	25.00%	3.5	1.269
Indiscipline is the prime obstacle to securing teachers job satisfaction	15.00%	8.30%	8.30%	50.00%	18.30%	3.48	1.308
Average						**3.63**	**1.14**

4.2.4 Excessive workload

The fourth objective of the study was to determine the effects of excessive workload on levels of stress among public primary school teachers in Naivasha District. The respondents were asked to respond to the statements on excessive workload. Results in table 4.5 revealed that majority of the respondents who were 68.4% (41.7%+26.7%) agreed with the statement that high expectation to complete syllabus on time which is sometimes not possible. The results also showed that majority of the respondents who were 66.6% agreed with the statement that they had too many lessons beyond the teachers' capability. The results also showed that majority of the respondents who were 78.3% agreed with the statement that preparation on evaluation of pupils work is stressful. The results also showed that majority of the respondents who were 70% agreed with the statement that teachers have to take work assignments home with them. The results also revealed that majority of the respondents who were 40% agreed with the statement that the classes are overloaded in their school.

On a five point scale, the average mean of the responses was 3.54 which mean that majority of the respondents were agreeing with most of the statements; however the answers were varied as shown by a standard deviation of 1.29.

Table 4: Excessive workload

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Dev
High expectation to complete syllabus on time which is sometimes not possible	8.30%	15.00%	8.30%	41.70%	26.70%	3.63	1.26
Too many lessons beyond the teachers capability	13.30%	11.70%	8.30%	38.30%	28.30%	3.57	1.37
Preparation on evaluation of pupils work is stressful	13.30%	0.00%	8.30%	50.00%	28.30%	3.80	1.25
Teachers have to take work assignments home with them	10.00%	8.30%	11.70%	43.30%	26.70%	3.68	1.24
The classes are overloaded in our school	18.30%	16.70%	25.00%	23.30%	16.70%	3.03	1.35
Average						**3.54**	**1.29**

4.3 Inferential Statistics

Inferential analysis was conducted to generate correlation results, model of fitness, and analysis of the variance and regression coefficients.

4.3.1 Correlation Analysis

Table 5 below presents the results of the correlation analysis. The results revealed that pressures of assessments targets and inspection and level of stress among public primary teachers are positively and significant related (r=0.317, p=0.014). The table further indicated that changes to pay and benefits and level of stress among public primary teachers are positively and significantly related (r=0.373, p=0.003). It was further established that teacher student interaction and level of stress among public primary teachers were positively and significantly related (r=0.306, p=0.018). Similarly, results showed that excessive workload and level of stress among public primary teachers were positively and significantly related (r=0.325, p=0.011). This implies that an increase in any unit of the variables leads to rise in the level of stress among public primary teachers.

Table 5: Correlation matrix

		Average stress	Average pressure	Average pay and benefits	Average teacher	Average Workload
Average stress	Pearson Correlation	1.000				
	Sig. (2-tailed)					
Average pressure	Pearson Correlation	.317*	1.000			
	Sig. (2-tailed)	**0.014**				
Average pay and benefits	Pearson Correlation	.373**	0.003	1.000		
	Sig. (2-tailed)	**0.003**	0.983			
Average teacher	Pearson Correlation	.306*	0.164	0.146	1.000	
	Sig. (2-tailed)	**0.018**	0.211	0.267		
Average Workload	Pearson Correlation	.325*	0.194	.284*	0.119	1.000
	Sig. (2-tailed)	**0.011**	0.137	0.028	0.365	
* Correlation is significant at the 0.05 level (2-tailed).						
** Correlation is significant at the 0.01 level (2-tailed).						

4.3.2 Regression Analysis

The results presented in table 6 present the fitness of model used of the regression model in explaining the study phenomena. Pressures of assessment targets and inspections, changes to pay and benefits, teacher student interaction and excessive workload were found to be satisfactory variables in level of stress among public primary teachers. This is supported by coefficient of determination also known as the R square of 30.6%. This means that pressures of assessment targets and inspections, changes to pay and benefits, teacher student interaction and excessive workload explain 30.6% of the variations in the dependent variable which is level of stress among public primary teachers. This results further means that the model applied to link the relationship of the variables was satisfactory.

Table 6: Model Fitness

Indicator	Coefficient
R	0.553
R Square	0.306
Adjusted R Square	0.255
Std. Error of the Estimate	0.33699

In statistics significance testing the p-value indicates the level of relation of the independent variable to the dependent variable. If the significance number found is less than the critical value also known as the probability value (p) which is statistically set at 0.05, then the conclusion would be that the model is significant in explaining the relationship; else the model would be regarded as non-significant.

Table 7 provides the results on the analysis of the variance (ANOVA). The results indicate that the overall model was statistically significant. Further, the results imply that the independent variables are good predictors' level of stress among public primary teachers. This was supported by an F statistic of 6.057 and the reported p value (0.000) which was less than the conventional probability of 0.05significance level.

Table 7: Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.751	4	0.688	6.057	**0.000**
Residual	6.246	55	0.114		
Total	8.997	59			

Regression of coefficients results in table 4.9 shows that pressures of assessment targets and inspections and level of stress among public primary teachers are positively and significant related (r=0.17, p=0.041). The table further indicates that changes to pay and benefits and level of stress among public primary teachers are positively and significant related (r=0.153, p=0.027). It was further established that teacher student interaction and level of stress among public primary teachers were positively and insignificantly related (r=0.141, p=0.044) while excessive workload and level of stress among public primary teachers were also positively and significantly related (r=0.197, p=0.018)

American Journal of Education and Practice
ISSN xxxx-xxxx (Paper) ISSN XXXX-XXX (Online)
Vol.1, Issue 1 No.1, pp 59 - 76, 2016

www.ajpojournals.org

Table 8: Regression of coefficient

	B	Std. Error	t	Sig.
(Constant)	1.297	0.428	3.029	0.004
Pressure	0.17	0.081	2.097	**0.041**
Pay and benefits	0.153	0.067	2.278	**0.027**
Teacher	0.141	0.068	2.061	**0.044**
Workload	0.197	0.081	2.43	**0.018**

Thus, the optimal model for the study is;

Level of stress among public primary teachers = 1.297 + 0.17 pressures of assessment targets and inspections + 0.153 changes to pay and benefits + 0.141 teacher student interaction + 0.197 excessive workload.

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the findings above the study concluded that pressures of assessment targets and inspections, changes to pay and benefits, teacher student interaction and excessive workload influence the level of stress among the public primary teachers.

The study also concluded that teacher work overload is related to paper work, time budgets and excessive deadlines. In addition the teaching profession has become increasingly stressful as teachers have to meet many almost impossible deadlines and many responsibilities not to mention the excessive amount of time they spend on work related tasks. Many a time teachers have to take school work home often, teach 44 more classes of different level per week and are heavily involved in extra-curriculum activities weekly.

In addition the study concluded that inadequate salary, handling over crowded classes and heavy work load are the main causes of stress and have more effect on teachers performance in public primary schools in Naivasha district.

5.2 Recommendations

Based on the findings of the study, the following recommendations are made:

The study recommends that the Ministry of education and TSC should develop a policy on stress management to guide the induction; operation and counseling of public primary school teachers in their day to day duties so as to sufficiently support them manage stress and prevent further job performance effects of stress.

Stress affects the efficiency of teachers. So, there is a need to provide proper conducive environment and support to teachers to maintain individual stress at their station. Teachers should be positive in facing their challenges, which will help them in improving their functional skills and reduce occupational stress, so that their performance is not affected.

It is also recommended that regular assessment of stress level should be conducted for preventive measures. Direct physiological measures of stress like diagnostic tests and consultation should be conducted by the individuals' schools guidance and counseling departments. The government through TSC should recruit more teachers to counteract the high enrolment rate because of the

free primary education, so that reduce understaffing and hence reduce the overload on the teacher's side which have caused occupational stress. Terms and conditions of service including teachers' salaries, housing allowance, medical allowances and commuter allowances among others should be improved by the teachers service commission to create job satisfaction and hence reduce possible stress factors associated with employer among teacher.

REFERENCES

Kyriacou C, Chien PY(2004). Teacher stress in Tai wanese primary schools. J. Edu. Enq. 5(2):86 – 104.

Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational review*, *53*(1), 27-35.

Baloğlu, N. (2001). EtkiliSınıfYönetimi. (Effective Class Management). Ankara: *Baran Printing*.

Pithers R., Soden R. (1998). Teacher Stress and Strain. Br. J. Edu. Psychol. 68(4):269-281.

Karanja, W. M. T. (2009). The Impact of Free Primary Education on Participation of Girls in Public Primary Schools. A Case Study of Naivasha District (Doctoral dissertation).

Ng'eno, G. (2007). Causes of Burnout among Primary School Teachers within Kericho Municipality, Kenya. Journal of Technology and Education in Nigeria Vol. 12 (2) 2007: pp(9-18).

Lee, M. (2006).What makes a difference between two schools? Teacher job satisfaction and educational outcomes, *International Education Journal*, 7, 5, 642-650.

Lee, Y.T.,& Antonakis J.(2007). Moderating effect of national culture on person environment fit: A comparative study in Asian and European Countries. Working paper 060 Geneva: Institute of Research in Management.

Blix, A.G., Cruise, R.J.,Mitchell., B.M., and Blix, G.G. (2004). "Occupational stress among University Teachers". *Educational Research*, 36(2), 157-169.

Bindhu, C. M., & Sudheeshkumar, P. K. (2006). Job Satisfaction and Stress Coping Skills of Primary School Teachers. *Online Submission*.

Smith, M., & Bourke, S. (1992). Teacher stress: Examining a model based on context, workload, and satisfaction. *Teaching and Teacher Education*, *8*(1), 31-46.