

**PREVALENCE OF OCCUPATIONAL STRESS AND ASSOCIATED
FACTORS AMONG TEACHERS IN SELECTED SECONDARY SCHOOLS
IN UASIN GISHU COUNTY, KENYA**

BY

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**A THESIS SUBMITTED TO THE SCHOOL OF POST-GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE OF MASTER OF SCIENCE IN CLINICAL
PSYCHOLOGY OF MOI UNIVERSITY**

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DECLARATION**Declaration by the Candidate**

This thesis is my original work and has not been presented for the award of a degree or certificate in any other university.

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DEDICATION

This thesis is lovingly dedicated to the cherished memory of my beloved parents. Although you are no longer here to witness this achievement, your love, sacrifices, unwavering faith in me, and the values you instilled in my life have been the foundation upon which this journey was built. You dreamt of my success, encouraged me to pursue education with determination, and taught me to remain strong even in the face of adversity. It breaks my heart that you could not be here to celebrate this moment with me, but I carry your memories with me every day.

There were many moments during this journey when I wished I could share my progress with you, hear your words of encouragement, and see the pride in your eyes. Though your voices are silent, your love continues to guide me, your lessons continue to strengthen me, and your legacy lives on through every milestone I achieve.

This accomplishment is as much yours as it is mine. I hope this work honors the sacrifices you made and reflects the dreams you held for me.

May your souls continue to rest in eternal peace. You will forever remain in my heart, and I will always strive to make you proud.

ABSTRACT

Background: Teachers often encounter a variety of challenges in their profession, such as excessive workloads, demanding administrative responsibilities, disruptive student behavior, insufficient teaching materials, and limited access to support systems. These challenges can result in high levels of work-related stress, which, if left unmanaged, may adversely affect teachers' psychological health, job satisfaction, and general well-being. The issue of occupational stress is particularly significant among secondary school teachers in Uasin Gishu County, Kenya. The primary sources of this stress include overwhelming responsibilities, bureaucratic pressures, difficulties with student discipline, lack of adequate teaching resources, and insufficient institutional support.

Objectives: To determine the prevalence of occupational stress, assess factors associated with occupational stress among teachers, and explore mitigation strategies for stress.

Methodology: This research utilized a mixed-methods cross-sectional design. The target population consisted of 537 secondary school teachers, from which a sample of 253 participants was drawn. A multistage sampling approach was implemented, beginning with the purposive selection of six sub-counties within Uasin Gishu County. From each sub-county, two schools were selected. Participants were then proportionally allocated across the 12 selected schools, followed by the use of consecutive sampling to identify the 253 teachers who took part in the study. Data collection involved the use of structured questionnaires for the teachers and interview guides for the school principals. Both quantitative and qualitative techniques were applied in the analysis of the collected data. Quantitative data were analyzed using descriptive statistics such as means, standard deviations, frequencies, and percentages. Chi-square tests were conducted to explore associations between variables, and findings were presented through tables and figures. For the qualitative data, thematic analysis was employed, with emerging themes identified and organized into categories aligned with the study's research questions.

Results: Summary statistics from a sample of 224 respondents revealed a balanced gender representation (48.2% male, 51.8% female) and a predominantly young workforce, with 62.5% of participants aged 35 years or younger. Most respondents held undergraduate degrees (58.0%) and possessed 6–10 years of professional experience (40.2%). The findings revealed a high prevalence of occupational stress, with 71.4% of teachers reporting moderate (38.8%) to high (32.6%) stress levels. Key stressors identified included heavy workloads (Mean = 4.22), emotional demands (mean = 4.18), and work-life imbalance (mean = 4.17). Disaggregated data analysis indicated a statistically significant association between gender and stress ($p = 0.003$), with female teachers reporting higher levels of moderate stress compared to males. Work experience also showed a significant correlation ($p = 0.020$), with mid-career teachers (6–10 years) being the most affected. Conversely, age, education level, school type, and residence did not show significant associations ($p > 0.05$). Qualitative themes highlighted a lack of clear implementation roadmaps and inadequate training as primary CBE-related stressors.

Conclusions: Educators experience significant stress stemming from numerous job-related issues such as excessive workloads, difficulties in managing students, and pressure from administrative responsibilities. The findings indicate that both personal characteristics and professional conditions contribute to occupational stress among teachers. Additionally, the study found that teachers employ a range of individual and organizational approaches to cope with and reduce work-related stress.

Recommendations: To address the high prevalence of occupational stress among teachers, it is recommended that schools and educational institutions implement comprehensive mental health programs such as Mental Health Awareness and Education Programs, and Stress Management and Resilience Training, to support teachers.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ABSTRACT.....	iv
LIST OF FIGURES	x
LIST OF TABLES	xi
LIST OF PLATES	xii
OPERATIONALIZATION DEFINITION OF TERMS	xiii
LIST OF ABBREVIATIONS AND ACRONYMS	xv
ACKNOWLEDGEMENT	xvi
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of the Study	1
1.3 Statement of Problem.....	5
1.4 Justification of the Study	7
1.5 Research Questions	9
1.6 Research Objectives.....	9
1.6.1 Broad Objective	9
1.6.2 Specific Objectives	10
1.7 Assumptions of the Study	10

1.8 Significance of the Study	11
1.9 Scope of the Study	13
1.9.1 Scope of the Study	13
CHAPTER TWO	14
2.0 LITERATURE REVIEW	14
2.1 Introduction.....	14
2.2 Prevalence of Occupational Stress among Teachers	14
2.3 Factors Associated with Occupational Stress among Teachers	19
2.4 Coping Mechanisms to Occupational Stress among Teachers	23
2.5 Theoretical Framework.....	28
2.5.1 Job Demands-Resources (JD-R) Theory	28
2.6 Conceptual Framework.....	30
CHAPTER THREE	33
3.0 RESEARCH METHODOLOGY.....	33
3.1 Introduction.....	33
3.2 Research Design.....	33
3.3 Study Site	35
3.4 Target Population.....	36
3.4.1 Inclusion Criteria	37
3.4.2 Exclusion Criteria	37
3.5 Sample Size.....	38

3.6 Sampling Procedure	39
3.7 Research Instruments	40
3.7.1 Questionnaire	40
3.7.2 Interview Schedule.....	41
3.8 Reliability and Validity of the Research Instruments	43
3.8.1 Validity of the Research Instruments.....	43
3.8.2 Reliability of the Research Instruments	43
3.9 Data Collection	44
3.10 Data Analysis and Presentation	46
3.10.1 Quantitative Data Analysis	46
3.10.2 Qualitative Data Analysis	46
3.11 Ethical Considerations	47
CHAPTER FOUR.....	49
4.0 DATA ANALYSIS AND DISCUSSION OF FINDINGS.....	49
4.1 Introduction.....	49
4.2 Response Rate	49
4.3 Reliability Test Results	50
4.4 Social - Demographic Information for the Respondents	50
4.5 Prevalence of Occupational Stress among Teachers	52
4.6 Factors associated with occupational stress among teachers	57
4.6.1 Association between Demographic Factors and Occupational Stress	63

4.6.2 Association between Job-Related Factors and Occupational Stress	68
4.7 Mitigation Strategies for Occupational Stress among Teachers	72
CHAPTER FIVE	75
5.0 DISCUSSION OF FINDINGS	75
5.1 Introduction.....	75
5.2 Prevalence of Occupational Stress among Teachers	75
5.3 Factors Associated with Occupational Stress among Teachers	78
5.4 Mitigation Strategies for Occupational Stress among Teachers	87
5.5 Strengths of the Study	91
5.6 Limitations of the Study.....	93
5.7 Expected Outcomes	95
CHAPTER SIX.....	98
6.0 CONCLUSION AND RECOMMENDATION.....	98
6.1 Conclusion	98
6.2 Recommendation	99
6.3 Suggestions for Further Studies	100
REFERENCES	101
APPENDICES	109
APPENDIX I: INTRODUCTORY LETTER.....	109
APPENDIX II: QUESTIONNAIRE.....	110
BACKGROUND INFORMATION	110

SECTION A - Demographic Data (Tick as Appropriate)	110
SECTION B: PREVALENCE OF OCCUPATIONAL STRESS AMONG TEACHERS	111
SECTION C: FACTORS ASSOCIATED WITH OCCUPATIONAL STRESS AMONG TEACHERS	113
SECTION D: MITIGATION STRATEGIES TO OCCUPATIONAL STRESS AMONG TEACHERS	114
APPENDIX III: INTERVIEW SCHEDULE	115
APPENDIX IV: LIST OF SELECTED SECONDARY SCHOOLS	116
APPENDIX V: TARGET POPULATION	117
APPENDIX VI: SAMPLE SIZE AND SAMPLING PROCEDURE	118
APPENDIX VII: IREC LETTER	119
APPENDIX VIII: NACOSTI PERMIT	120
APPENDIX IX: RESEARCH AUTHORIZATION	121
APPENDIX X: PLAGIARISM REPORT	122

LIST OF FIGURES

Figure 1: Conceptual Framework	31
Figure 2: Response Rate	49
Figure 3: Perceived Stress Scale (PSS).....	53

LIST OF TABLES

Table 1: Socio - Demographic Information of the Respondent.....	50
Table 2: Prevalence of Occupational Stress among Teachers	54
Table 3: Factors associated with Occupational Stress among Teachers.....	58
Table 4: Association between Demographic Factors and Occupational Stress.....	64
Table 5: Association between Job-Related Factors and Occupational Stress.....	69
Table 6: Mitigation Strategies for Occupational Stress among Teachers.....	72

LIST OF PLATES

Plate 1: Map of the study area.....	36
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OPERATIONALIZATION DEFINITION OF TERMS

Coping mechanisms: Refers to the strategies, techniques, or actions employed by teachers to manage or reduce occupational stress (Ogalo *et al.*, 2020). This was measured through self-reported questionnaires that assess the frequency and effectiveness of various coping strategies used by teachers.

Emotional stress: Refers to self-reported feelings of sadness, anger, fear, or other negative emotions, as well as observable behaviors such as crying, withdrawal, or outbursts of emotion (Mohamed *et al.*, 2021). This was measured using standardized emotional stress scales and behavioural observations.

Factors leading to occupational stress: Are the specific elements or conditions in the work environment that contribute to the experience of stress among teachers (Eze *et al.*, 2023). These factors were identified and assessed through a combination of questionnaires, interviews, and document analysis, focusing on workload, administrative demands, student behaviour issues, resources, and support systems.

Occupational stress: Refers to the psychological and physical strain experienced by teachers as a result of work-related factors (Mohamed *et al.*, 2021). This was measured using a validated occupational stress questionnaire that includes items on psychological, physical, and emotional symptoms.

Physical strain stress: Refers to self-reported physical symptoms such as headaches, stomach-aches, or muscle tension (Mohamed *et al.*, 2021). This was measured using self-reported questionnaires that ask teachers to indicate the frequency and intensity of these physical symptoms.

Prevalence of occupational stress: Refers to the proportion or percentage of teachers within the selected secondary schools in Uasin Gishu County, Kenya, who experience high levels of stress in their work environment. This was measured by administering a standardized stress assessment questionnaire to a representative sample of teachers (Ogalo *et al.*, 2020). The prevalence was calculated by determining the percentage of teachers who score above a predetermined threshold on the stress assessment.

Psychological stress: Refers to self-reported feelings of tension, anxiety, or worry, as well as cognitive symptoms such as difficulty concentrating, memory problems, or negative thoughts (Eze *et al.*, 2023). This was measured using standardized psychological stress scales.

Psychological capital: This is the positive psychological state of teachers comprising self-efficacy, hope, resilience, and optimism, which enhances teachers ability to cope with occupational stress and maintain psychological well-being in demanding school environments. Measured using a standardized scale such as the Psychological Capital Questionnaire (PCQ).

Selected secondary schools: Are specific educational institutions within Uasin Gishu County, Kenya, chosen for this study (Ogalo *et al.*, 2020). The selection criteria were based on factors such as school size, location, and demographic characteristics of the student and teacher populations.

LIST OF ABBREVIATIONS AND ACRONYMS

BDI	Beck Depression Inventory
DASS	Depression Anxiety Stress Scales
ICT	Information and Communication Technology
ILO	International Labour Organization
NUT	National Union of Teachers
OECD	Organization for Economic Co-operation and Development
OSI	Occupational Stress Index
TALIS	Teaching and Learning International Survey
UIS	Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization

ACKNOWLEDGEMENT

First and foremost, I give all glory and honor to God Almighty for granting me the strength, wisdom, perseverance, and grace throughout this academic journey. His unfailing guidance and provision sustained me through the challenges and triumphs encountered during the completion of this thesis.

I extend my sincere gratitude to my supervisors, Dr. Finson K. Bargoria and Dr. Judith Mangeni, for their invaluable mentorship, scholarly guidance, constructive criticism, and unwavering encouragement throughout this research process. Their expertise, patience, and commitment to academic excellence significantly contributed to the successful completion of this thesis.

I would like to extend my heartfelt appreciation to the staff and faculty of the Department of Mental Health and Behavioral Sciences for their academic support, professional guidance, and encouragement during my training and research journey. Special thanks go to the School of Medicine, whose conducive academic environment, resources, and commitment to excellence provided a strong foundation for this study. I am grateful for the knowledge, skills, and opportunities that I received during my postgraduate training. I also wish to acknowledge the school principals and teachers who willingly took part in this study. Their cooperation and valuable contributions made this research possible.

My heartfelt appreciation goes to my beloved parents, whose love, sacrifices, values, prayers, and unwavering support laid the foundation for all my achievements. Although they did not live to witness the completion of this journey, their legacy continues to inspire and guide me every day. This accomplishment is a testament to the enduring impact they have had on my life. I am equally grateful to my siblings for their constant

encouragement, understanding, and support throughout my studies. Their belief in my abilities and their presence during both challenging and rewarding moments provided me with strength and motivation to persevere. Special thanks go to my son for his patience, understanding, and unconditional love as I balanced family responsibilities with the demands of graduate studies. His support and sacrifices made this journey more meaningful and worthwhile.

I also extend my appreciation to my classmates, whose determination and healthy competition motivated me to remain focused and committed to achieving my academic goals. The shared experiences, encouragement, and friendships developed throughout this journey have been invaluable. To all who have played a part whether directly or indirectly in my personal and scholarly growth, I extend my heartfelt thanks for your encouragement, support, and belief in my potential.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This study sought to determine the prevalence of occupational stress and associated factors among teachers in selected secondary schools in Uasin Gishu County, Kenya. This chapter presents the background of the study, statement of the problem, justification of the study, research objectives, research questions, scope of the study, and significance of the study.

1.2 Background of the Study

Occupational stress describes the physical, emotional, and psychological pressure that teachers experience as a result of demands associated with their professional responsibilities (Mohamed et al., 2021). Excessive workloads, strict deadlines, inadequate teaching resources, administrative responsibilities, learner discipline challenges, and increasing academic performance expectations are among the major contributors to teachers' work-related stress (Arico, 2023). The effects of prolonged occupational stress are far-reaching, contributing to poor physical and psychological health, emotional fatigue, burnout, and reduced satisfaction with the teaching profession. It also compromises instructional effectiveness and is associated with increased teacher absenteeism as well as higher staff turnover rates (Eze et al., 2023).

Addressing occupational stress among teachers requires a multi-faceted approach. Creating supportive work environments, providing adequate resources and support systems, offering professional development opportunities, and promoting work-life balance are crucial strategies (Arico, 2023). By addressing occupational stress, educational institutions can enhance teacher satisfaction, retention, and ultimately

improve student outcomes. It is important to conduct research and develop interventions tailored to the local context to effectively support teachers and improve the overall education system (Eze *et al.*, 2023).

Globally, occupational stress has become a major concern affecting the teaching profession. Elevated stress levels among teachers have implications for their overall well-being, professional satisfaction, and the effectiveness of educational delivery. Findings from the OECD's TALIS survey indicate that approximately 46% of teachers in participating countries report experiencing considerable levels of work-related stress. There is limited research specifically focusing on occupational stress among teachers that has been conducted, although studies from neighbouring countries and regions indicate high levels of stress (Asaloei, Wolomasi & Werang, 2020). Research conducted in various countries has consistently found high levels of stress among teachers. For example, a study in the United States by Bottiani *et al.*, (2019) revealed that 46% of teachers reported high levels of daily stress.

Evidence from African countries suggests that occupational stress is a common challenge among teachers and has attracted growing research attention in recent years (Eze *et al.*, 2023). Studies conducted in different educational settings across the continent have identified factors such as heavy workloads, inadequate teaching resources, and limited institutional support as major contributors to teacher stress. For instance, Mutete (2020) reported that teachers in Rwanda experienced considerable occupational stress associated with these workplace challenges. Similarly, studies from other African nations echo these findings. In Nigeria, Eze *et al.* (2023) discovered that 86.2% of teachers reported experiencing moderate to high levels of work-related stress.

In Uganda, Ssenyonga *et al.* (2020) found that 94% of teachers were affected by moderate to severe stress levels.

Occupational stress among teachers is increasingly recognized as a major factor affecting their overall well-being, job satisfaction, and effectiveness in delivering quality education in Kenya. Existing studies conducted in different parts of the country have reported substantial levels of work-related stress among teachers, often associated with heavy workloads, large class sizes, inadequate resources, administrative demands, and challenges in implementing educational reforms (Wangui, 2018; Muthomi & Mbugua, 2020; Kiprop, 2022). These findings suggest that occupational stress remains a significant concern within the teaching profession and may negatively affect both teacher performance and educational outcomes. Teachers face multiple challenges that strain their psychological and physical health, thereby affecting their performance and the broader educational outcomes of learners. Systemic factors are among the most significant contributors to teacher stress. These include policy changes as outlined in the Basic Education Act 2013 such as the introduction of the Competency Based Education (CBE), which has demanded new pedagogical approaches without adequate training and resources. Administrative pressures, including heavy workloads, arbitrary transfers, limited institutional support, and inadequate infrastructure, further compound stress levels. For example, Ogalo *et al.* (2020) found that school leaders face persistent stress due to limited financial resources, personnel management challenges, and pressure from stakeholders to produce results under constrained conditions.

Student-related issues also play a critical role in heightening occupational stress. Teachers frequently grapple with indiscipline, absenteeism, and poor student motivation, which disrupt classroom management and teaching effectiveness. Large

student-to-teacher ratios further exacerbate these challenges, limiting teachers' ability to provide individualized attention and creating an environment that fosters frustration and burnout. Chepkorir *et al.* (2023), in their study on stress management among teachers, highlighted how coping strategies such as reflective and proactive coping can mitigate stress but emphasized that persistent student and workload-related pressures remain significant sources of strain.

In Uasin Gishu County, limited empirical evidence exists regarding the prevalence and effects of occupational stress among secondary school teachers. Considering the varied school contexts within the county and the increasing professional responsibilities assigned to teachers, there is a critical need to investigate the magnitude of stress, the factors contributing to it, and effective approaches for its management. Context-specific findings will provide a better understanding of the problem while guiding the development of appropriate interventions aimed at improving teachers' well-being and enhancing educational outcomes across the county.

The Basic Education Act 2013 (No. 14 of 2013) is a crucial piece of legislation at the policy level that regulates provision of basic education in the country. The Act must facilitate the creation of a safe, supportive and enabling environment in public schools for learners and educators. It puts the emphasis on the role of education systems and on government in ensuring the wellbeing of teachers, equality of access to resources, and quality provision of education. From this perspective, the high levels of occupational stress among teachers are not only detrimental to their personal well-being, but also have a negative impact on the achievement of the broader aims of the Act of quality and inclusive education. Even with these measures, implementation of the policy intent

into concrete supports to teachers' mental health and psychosocial well-being is still underdeveloped at the county level.

In Kenya, studies have started to emerge to document how teachers are affected by occupational stress in the country. Wangui (2018) found that there was a high prevalence of work-related stress among the secondary school teachers in Nairobi County as a result of the high workloads, high pupils' ratio, and poor institutional supports. This is in line with a study by Muthomi and Mbugua (2020) who found high levels of stress among teachers in Kenya, due to administration and working conditions. Kiprop (2022) also pointed out that the implementation of the Competency Based Curriculum (CBC) in the country added new stressors, especially in the context of retraining needs and shortages in resources. Chepkorir et al. (2023) conducted a study on teachers in Mathare Sub-County of Nairobi and concluded that the constant workload and related stressors to the learners had a significant influence on teacher well-being, hence, the need of some adaptation to cope with the stressors in the Kenyan school system.

1.3 Statement of Problem

Teachers in Kenya face numerous occupational challenges, including excessive workloads, administrative pressures, student indiscipline, inadequate teaching resources, and insufficient institutional support unlike how it was stated in the Basic Education Act 2013 . These workplace challenges are progressively exposing educators to elevated levels of occupational stress, producing adverse effects on their psychological health, professional effectiveness, and overall quality of life. The Teachers Service Commission (TSC) 2021/2022 annual report highlighted mental health as a growing concern within the profession, indicating that one in every four

teachers seeking outpatient medical care exhibited symptoms of stress-related mental illness. Similarly, healthcare facilities in Uasin Gishu County have reported a rise in stress-related health cases, including suicide, underscoring the seriousness of the issue at the local level. The government and education authorities must ensure that all people involved in education have access to a safe learning and working environment as enshrined in the Basic Education Act, 2013 (No. 14 of 2013). It is, therefore, a direct threat for the realisation of these statutory obligations for teachers to suffer from persistent occupational stress, and this is a matter of urgent empirical research and evidence-based action in policy.

In Uasin Gishu County, secondary school teachers, particularly in national and extra-county schools, face unique stressors linked to remedial lessons, extended teaching hours that often stretch late into the evening, and inadequate housing facilities that force many to commute under unsafe conditions (Kimayo Report, 2022). These conditions expose teachers to burnout, depression, and anxiety while compromising their ability to effectively deliver the curriculum. The effects are far-reaching, including declining teacher performance, reduced job satisfaction, high turnover, and compromised student learning outcomes.

Although these challenges are widely acknowledged, empirical evidence on the prevalence and determinants of occupational stress among secondary school teachers in Uasin Gishu County remains insufficient. Most Kenyan studies have examined teacher stress from a broader perspective, with limited attention to the county-specific conditions and distinctive workplace demands experienced by teachers in this setting. Consequently, the absence of detailed, context-based evidence constrains the design

and implementation of targeted interventions that effectively respond to the needs of teachers within the county.

An optimal teaching environment is characterized by reasonable workloads, sufficient instructional resources, supportive working conditions, and readily available psychosocial support for teachers. In contrast, evidence from Uasin Gishu County suggests increasing concerns regarding teachers' well-being and the long-term maintenance of quality educational outcomes. Accordingly, this study aimed to establish the prevalence of occupational stress, identify the factors associated with it, and investigate potential mitigation strategies among secondary school teachers in the county to generate evidence for informing policy formulation and appropriate intervention initiatives.

1.4 Justification of the Study

Occupational stress can significantly influence teachers' psychological health and overall well-being. Owing to the nature of their profession, teachers frequently encounter demanding workloads, tight schedules, student discipline challenges, and inadequate teaching resources. Continued exposure to these workplace demands may result in burnout, emotional fatigue, lower job satisfaction, and psychological conditions such as anxiety and depression. Understanding the prevalence of occupational stress among teachers within the context of Uasin Gishu County, Kenya, is therefore essential because it establishes the scale of the problem and informs the development of suitable interventions that promote teachers' mental well-being. By examining the prevalence of occupational stress, psychologists and other stakeholders can better appreciate the extent of the challenge and support the adoption of evidence-based measures aimed at reducing work-related stress among teachers.

Additionally, by understanding these factors, psychologists can target specific areas for intervention and develop strategies to address them effectively. For example, if heavy workload and lack of support from administration are identified as significant stressors, interventions can focus on workload management techniques and improving communication and support systems within schools. Furthermore, exploring the coping mechanisms employed by teachers to manage occupational stress helps identify adaptive coping strategies that can be fostered and encouraged among teachers. By promoting effective coping mechanisms, psychologists can enhance teachers' resilience, reduce the negative impact of stress, and improve overall well-being.

Teacher stress is another factor that has implications on the education sector. Stressed teachers can suffer from reduced motivation, lower job commitment, absenteeism, and lower effectiveness in preparing lessons, and in dealing with classroom management. This can have a negative impact on teaching quality, pupil achievement, pupil discipline, and the overall achievement of the school. Teacher stress can also lead to high turnover rates and thus school instability and learning disruptions.

Occupational stress from a health perspective may lead to psychological and physical health issues. Chronic stress can lead to a higher prevalence of anxiety and depression, sleep disturbances, hypertension, cardiovascular diseases, fatigue, and impaired immune function among teachers. These health issues have a detrimental impact on teacher health, but also on the cost of health care and the productivity of the workplace.

The impact of occupational stress is not limited to the workplace; it may have repercussions for society. The teacher is indeed a very crucial person in the development of human resources therefore, any decrease in teachers competence due to stress impact can impact negatively human capital development and quality of

education provided to the society. If a stressed teaching staff is not able to achieve its goals, then the community's efforts toward educational goals and socio-economic development may also be negatively affected.

On the family level, a teacher may not be able to engage in healthy relationships and perform family duties due to occupational stress. High stress levels can make teachers emotionally withdrawn, irritable or less involved in family activities, resulting in conflict in the family, lack of familial bonding and low overall family wellness. Therefore, the prevention of occupational stress among teachers is not only important for their own welfare but also for the overall welfare of their families, the education system and the society in general.

1.5 Research Questions

- i. What is the prevalence of occupational stress among teachers in selected secondary schools in Uasin Gishu County?
- ii. What are the factors associated with occupational stress among teachers in selected secondary schools in Uasin Gishu County?
- iii. What are the mitigation strategies for stress among teachers in selected secondary schools in Uasin Gishu County?

1.6 Research Objectives

The study was guided by both broad and specific objectives

1.6.1 Broad Objective

To examine the prevalence of occupational stress and associated factors among teachers in selected secondary schools in Uasin Gishu County, Kenya.

1.6.2 Specific Objectives

This study was guided by the following specific objectives.

- i. To determine the prevalence of occupational stress among teachers in selected secondary schools in Uasin Gishu County.
- ii. To assess the factors associated with occupational stress among teachers in selected secondary schools in Uasin Gishu County.
- iii. To explore mitigation strategies for stress among teachers in selected secondary schools in Uasin Gishu County.

1.7 Assumptions of the Study

This study was guided by several key assumptions.

First, it was assumed that the sampled secondary schools in Uasin Gishu County provided a representative picture of the wider population of schools within the county.

Second, the researcher assumed that participating teachers provided honest and accurate responses to the questionnaires and interviews, thereby reflecting their actual experiences of occupational stress.

Third, it was presumed that the information collected was reliable and valid because the research instruments and data collection procedures were carefully developed and consistently implemented.

In addition, the study assumed that the identified determinants of occupational stress and the coping mechanisms reported by participants were appropriate and reflective of the prevailing teaching environment in Uasin Gishu County.

Finally, it was expected that the findings would generate valuable knowledge regarding the prevalence and characteristics of occupational stress among teachers and could be applied, with reasonable caution, to similar educational settings elsewhere in Kenya.

1.8 Significance of the Study

This study offers numerous benefits and holds important implications for a wide range of stakeholders, including educational institutions, individual teachers, the wider community, and the nation at large. It provides critical insights for schools and educational authorities concerning the mental and emotional well-being of teaching personnel. The research identifies key areas where targeted interventions are necessary to combat occupational stress and enhance teachers' working environments. By identifying the major sources of occupational stress, educational institutions can develop targeted interventions that foster healthier working environments, enhance teacher satisfaction, and reduce staff attrition. Such evidence also supports the formulation of policies and institutional frameworks that prioritize teacher well-being, thereby contributing to improved teaching effectiveness and better learner achievement.

At the individual level, the findings increase teachers' understanding of the prevalence and possible consequences of occupational stress on their psychological health and general well-being. This improved awareness encourages teachers to recognize signs of work-related stress and pursue appropriate assistance whenever necessary.. By outlining the coping strategies commonly used by teachers, the study serves as a resource for empowering individuals with practical tools to manage and alleviate stress. When teachers experience improved well-being, their professional performance, job satisfaction, and general quality of life are positively affected.

In a broader context, teachers play a vital role in shaping the educational and personal development of future generations. By addressing the issue of occupational stress, the study contributes to the overall effectiveness and well-being of educators, which directly influences the quality of education students receive. A reduction in teacher stress fosters a more nurturing and encouraging learning environment, which leads to enhanced student engagement, better academic achievement, and increased motivation. Furthermore, a content and mentally healthy teaching workforce can serve as influential role models, fostering awareness of mental health and resilience within the community.

Education plays a crucial role in a country's development, and the health and well-being of teachers significantly affect the quality of instruction delivered. Tackling occupational stress among educators helps strengthen the overall education system at the national level. Research that explores the extent and underlying causes of stress among teachers provides valuable information for guiding policy formulation and effective allocation of resources. This ensures the implementation of proper support structures and targeted interventions aimed at safeguarding teachers' mental health. Focusing on educators' psychological well-being helps lower the risk of burnout, improves teacher retention, and makes the profession more appealing to new entrants. These outcomes contribute to building a stronger education sector, which is essential for advancing national development.

1.9 Scope of the Study

The section described on scope of the study

1.9.1 Scope of the Study

This study aimed to determine the prevalence of occupational stress among teachers working in selected secondary schools within Uasin Gishu County, Kenya. Information was collected using standardized questionnaires developed to measure teachers' levels of work-related stress. In addition, the study explored the principal factors associated with occupational stress and assessed the coping mechanisms adopted by teachers to deal with workplace challenges. Conducted in selected secondary schools across Uasin Gishu County, the research included both male and female teachers drawn from different subject disciplines and varying levels of teaching experience.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a detailed review of literature relevant to the study objectives. It synthesizes previous studies on the prevalence of occupational stress among teachers in selected secondary schools, reviews the major factors associated with teacher stress, and examines the coping approaches employed to address these workplace challenges. The chapter further discusses the theoretical foundation informing the study and describes the conceptual framework that guided the overall research process.

2.2 Prevalence of Occupational Stress among Teachers

Numerous studies have explored the issue of occupational stress among teachers, indicating that it is a widespread concern. Research consistently shows that educators often face elevated stress levels due to various job-related challenges. Contributing factors include heavy workloads, tight deadlines, and administrative obligations (Fadare *et al.*, 2024). Additional stressors such as job insecurity, limited professional autonomy, and difficulties maintaining a healthy work-life balance have also been cited as significant sources of strain among teachers (Khawand & Zargar, 2022).

Khalifa *et al.* investigated the prevalence of occupational stress and depressive symptoms among school teachers. The study collected participants' socio-demographic characteristics together with occupational and medical histories using the Arabic versions of the Occupational Stress Index (OSI) and the Beck Depression Inventory (BDI), both administered as self-report questionnaires. Results showed that every teacher who participated experienced some degree of occupational stress, with 55.7% reporting moderate stress levels, while 19.8% exhibited symptoms of depression. The

most commonly reported workplace stressors were excessive role demands, conflicting job responsibilities, and organizational or political pressures. Teachers employed in private schools mainly identified responsibility for others as the greatest source of stress, whereas those in public schools more frequently reported inadequate authority, poor collegial relationships, limited opportunities for job enrichment, and low occupational status as their principal stressors. The study also established a positive correlation between occupational stressors and symptoms of depression. Teachers who scored higher on both the OSI and BDI also reported more frequent physical health complaints. These findings underscored the importance of early psychological support and a collaborative effort across education sectors to safeguard teacher well-being and performance.

Desouky and Allam (2017) conducted a cross-sectional investigation to examine occupational stress, anxiety, and depression among 568 Egyptian teachers. Participants supplied socio-demographic information and completed the Arabic versions of the Occupational Stress Index (OSI), the Taylor Manifest Anxiety Scale, and the Beck Depression Inventory. Findings indicated that every participant reported experiencing occupational stress, whereas anxiety and depression were identified in 67.5% and 23.2% of the teachers, respectively. Elevated levels of stress, anxiety, and depression were more common among teachers aged above 40 years, females, primary school teachers, those earning lower incomes, individuals with longer teaching experience, higher educational qualifications, and greater workload demands. In addition, the researchers found a weak but statistically positive association between occupational stress scores and symptoms of anxiety and depression. Based on these findings, the study recommended further investigation into the factors driving occupational stress and mental health problems among teachers, together with regular health assessments

and the provision of appropriate psychological and medical support for affected educators.

Agbesi *et al.* (2023) investigated the prevalence and determinants of occupational stress among senior high school teachers in Ghana. Guided by a positivist paradigm, the study adopted a quantitative design and a deductive approach, collecting data from 179 teachers in four senior high schools through self-administered questionnaires. The research instruments incorporated the Workplace Stress Scale alongside measures assessing various workplace stressors to evaluate stress levels and identify the major contributing factors. The findings indicated that participants generally experienced moderate occupational stress, with 43.5% recording scores within the moderate range. Multiple regression analysis showed that workload, the work environment, student-related challenges, and interpersonal relationships significantly predicted occupational stress, jointly accounting for 37% of the observed variation. Among these predictors, interpersonal relationships had the strongest influence, whereas stress management strategies demonstrated a weak and statistically insignificant effect. The study therefore enhanced understanding of teacher occupational stress within the Ghanaian context and underscored the importance of interventions aimed at improving workplace relationships to reduce stress among teachers.

Ozamiz-Etxebarria *et al.* (2021) carried out a rapid systematic review and meta-analysis that synthesized evidence from studies conducted in several countries, including China, India, Spain, Brazil, Jordan, and the United States, to assess the prevalence of anxiety, depression, and stress among teachers during the COVID-19 pandemic. The review incorporated eight studies and found that the overall prevalence rates among teachers were 17% for anxiety, 19% for depression, and 30% for stress. Results showed that

anxiety was more pronounced in Asian countries compared to other regions. Additionally, school teachers exhibited higher levels of anxiety than university lecturers, whereas stress levels were more elevated among university faculty. No significant gender or age differences were observed in terms of symptom prevalence. The review concluded that the pandemic had a notable psychological impact on teachers across various education levels, with differences in anxiety observed between countries. The authors emphasized the need for further global research to better understand how the pandemic has affected teachers' mental health.

Othman and Sivasubramaniam (2019) investigated the prevalence of psychological distress, including depression, anxiety, and stress, among secondary school teachers in the Klang region of Malaysia. The study involved 356 teachers who were randomly selected from six secondary schools. To assess participants' mental health status, the researchers administered the Malay version of the Depression Anxiety Stress Scales (DASS). The results indicated that psychological distress was common among the respondents, with 43.0% reporting symptoms of depression, 68.0% experiencing anxiety, and 32.3% exhibiting stress. In addition, severe to extremely severe forms of depression, anxiety, and stress were observed in 9.9%, 23.3%, and 7.0% of the teachers, respectively. The prevalence of mental health symptoms was notably higher among specific demographic groups, particularly women, those with lower educational attainment, teachers with 1–3 children, individuals living with extended family, those residing near their schools or in high-rise buildings, and homeowners. The study called attention to the urgent need to address the mental well-being of secondary school teachers to support quality teaching and learning.

Li *et al.* (2020) investigated the extent and contributing factors of burnout among preschool teachers in Tianjin, China. The research found that 53.2% of the teachers reported experiencing burnout. Interestingly, teachers classified as overweight or obese reported significantly lower levels of burnout compared to those with a normal body mass index (BMI). The study also identified several variables that were significantly related to burnout, including the type of school teachers worked in, satisfaction with income, symptoms of depression, and perceived stress. These results highlighted the widespread nature of burnout in early childhood education and underscored the influence of psychological and socio-economic factors on teachers' occupational well-being.

In Kenya, and elsewhere, there are a number of studies that have reported on the prevalence and nature of occupational stress in teachers that can inform the Kenyan context. Wangui (2018) studied the secondary school teachers in Nairobi County and concluded that teachers faced a lot of stress related to the school, which was mainly due to the heavy workload, high class sizes, and inadequate institutional support. The study showed that majority of affected teachers had symptoms of teacher burnout, such as emotional exhaustion and depersonalization, which indicated a need for specific psychological interventions in Kenyan schools. The study by Muthomi and Mbugua (2020) further revealed that teachers in different counties of Kenya had high levels of stress related to lack of adequate professional support structures and administrative overload. They found that teachers who did not have access to peer supervision and mental health services were much more likely to report chronic stress, and a decrease in job satisfaction. Kiprop (2022) conducted a study on occupational stress related to the implementation of the Competency Based Curriculum (CBC) in education, and the study revealed that the increased demands brought by retraining and curriculum

adaptation among in-service teachers caused high level of stress especially for those with less exposure to learner-centred pedagogies. These Kenya-based studies show that occupational stress among teachers is not only a psychological problem, but has systemic, policy and institutional roots, and thus needs multi-level solutions.

2.3 Factors Associated with Occupational Stress among Teachers

Numerous factors contribute to occupational stress among teachers. These factors can be categorized into individual, organizational, and environmental factors. Individual factors include personal characteristics, such as age, gender, and teaching experience, which can influence the perception of stress (Carroll, et al,2022). Organizational factors encompass aspects like workload, job demands, lack of resources, and inadequate support from school administration (Yin *et al.*, 2020). Environmental factors involve external pressures, such as societal expectations, educational policies, and the socio-economic context (Teles et al., 2020).

In a study conducted by Hongal and Kinange (2020) on performance management and working conditions in India, it was found that excessive workload at employees' desks resulted in overwork stress, which negatively impacted productivity. However, the study also suggested that employees' attitudes towards overwork stress varied. While the study identified excessive workload as a significant contributor to work stress, it overlooked other types of work-related stress, which was addressed in this study. It is important to note that the study was conducted in India, and therefore, the results cannot be generalized to Kenya.

Tran *et al.* (2020) examined how working conditions influence conflict-related stress among managers. Their findings revealed that individuals who were unable to manage conflict stress effectively often exhibited lower performance levels. Similarly, research

by Wood, Daniels, and Ogbonnaya (2020) emphasized that stress arising from workplace conflicts such as office politics, the level of support from colleagues and supervisors, and different management approaches can greatly affect employee well-being. Their study further pointed out that operating within rigid and bureaucratic organizational structures tends to elevate stress levels. Nonetheless, it is worth mentioning that this research was limited to analysing conflicts between supervisors and subordinates using a regression model, without addressing other forms of occupational stress.

Kabito and Wami (2020) conducted a cross-sectional study in Gondar City, Ethiopia, to investigate the perceived work-related stress among public secondary school teachers and the factors contributing to it. Their findings indicated that 58.2% of the respondents experienced significant work-related stress. The reasons were low experience of being teacher less than 5 years, BSc/BEd, high job demands, and bad interpersonal relationships. Occupational stress is likely to be greater for teachers with less than 5 years of experience because they have less familiarity with classroom management skills, less exposure to diverse learner needs and, less mastery of institutional routines and expectations. Early-career teachers are also more likely to experience problems with workload, lesson planning, and dealing with administrative pressure, leading to higher levels of emotional exhaustion and role overload.

Moreover, teachers with a BSc/BEd degree can also go through stress due to mismatch of subject specialization and workload expectation. For example, BSc teachers in extra county and national secondary schools may be under pressure if they are not well trained in pedagogical skills or classroom dynamics and have to teach content that is pedagogical intensive but has not been prepared. This may result in teachers losing

confidence in their teaching, anxiety about student achievement, and struggle to put theory into practice.

The researchers recommended several interventions to mitigate these stressors, including aligning job demands with experience levels, offering further education opportunities for teachers, and fostering healthier workplace relationships to help reduce the impact of stress on educators.

In another study, Greenglass *et al.* (2020) explored how social support influenced burnout levels among teachers over time. The research identified several burnout triggers, such as unmet expectations, restricted involvement in decision-making, role conflicts, lack of autonomy, and the absence of support networks. A notable finding was the importance of family support, which was highlighted as a critical yet often overlooked factor in burnout research. Utilizing a process model, the study found that perceptions of workplace stress were directly linked to levels of burnout, thereby offering deeper insight into how social support and job conditions jointly influence long-term teacher well-being.

Steiner and Woo (2021) examined the effects of work-related stress on teachers, with particular attention to the challenges experienced during the COVID-19 pandemic. The study found that teachers experienced considerably greater levels of occupational stress and depressive symptoms than the general adult population. The primary sources of stress were changes in instructional delivery and concerns about personal health and safety. Furthermore, nearly one-third of the participants were simultaneously managing teaching responsibilities and parenting roles. The findings also demonstrated that difficulties associated with remote instruction, particularly technological challenges, increased the likelihood of stress, depression, and burnout among teachers. These

findings underscored the need for targeted interventions to support teachers and address pandemic-related stressors that could impact recruitment and retention in the profession.

Faisal *et al.* (2020) employed a mixed-methods approach to assess workplace stress among university faculty in Pakistan. Data were gathered in two stages from five public and private universities. During the qualitative phase, interviews with 10 faculty members revealed several sources of stress: excessive workloads, unclear roles, management inefficiency, lack of recognition, unsupportive colleagues, and limited career growth. In the quantitative phase, 350 university teachers completed questionnaires, which showed that junior faculty, particularly newly hired lecturers, experienced more stress than senior staff. The study identified workload and role conflict as primary contributors and recommended improved managerial practices, supportive work environments, and clear career advancement pathways to enhance faculty satisfaction and reduce stress.

In Turkey, Durak and Saritepeci (2023) explored occupational burnout and the phenomenon of cyberloafing among a sample of 194 teachers from various disciplines. Using hierarchical linear multiple regression, the study found that demographic factors significantly influenced burnout levels, while frequent use of information and communication technology (ICT) was the strongest predictor of cyberloafing behaviour. The research suggested that efforts to manage teacher stress should consider personal demographics, occupational roles, technology usage, and individual personality traits to maintain a healthy and productive teaching environment.

Alson (2019) examined stress factors affecting public school teachers and found that hazardous work environments, limited teaching resources, excessive supervision,

conflicting directives, and emotional exhaustion were key contributors. Stress was reported across all age groups and genders, with teachers employing various cognitive strategies to cope with their challenging work conditions.

Katsantonis (2020) investigated the relationship between stress and cultural diversity in schools using an experimental design in 15 counties including Australia, England and France. Teachers were presented with scenarios involving fictitious schools with varying degrees of cultural diversity. Results showed that educators associated with highly diverse school settings experienced greater stress and burnout and had lower levels of self-efficacy in managing cultural responsiveness. The study also revealed that the school's demographic composition had varying impacts on primary and secondary school teachers, suggesting that cultural diversity plays a significant role in shaping educators' stress experiences and perceptions of effectiveness.

2.4 Coping Mechanisms to Occupational Stress among Teachers

Teachers adopt different approaches to manage occupational stress in their professional lives. Based on the transactional model proposed by Lazarus and Folkman (1984), coping strategies are generally grouped into two categories: problem-focused coping and emotion-focused coping (Wu et al., 2023). Problem-focused coping consists of actions intended to eliminate or reduce the source of stress, while emotion-focused coping is directed at managing the emotional reactions triggered by stressful experiences. For teachers, problem-focused approaches may involve effective time planning, setting work priorities, consulting professional support services, and working collaboratively with colleagues to resolve workplace difficulties. Emotion-focused coping may include engaging in relaxation exercises, adopting positive thinking, obtaining emotional support from relatives and friends, and participating in leisure

activities to reduce emotional strain (Skaalvik & Skaalvik, 2020). Similarly, Yin et al. (2020) noted that emotion-focused coping emphasizes regulating stress-related emotions through strategies such as mindfulness, relaxation practices, and support from trusted individuals. Existing research further emphasizes the importance of self-care practices and sustaining a healthy balance between professional and personal life. Activities like engaging in leisure pursuits, regular physical activity, and clearly separating work responsibilities from personal time have been shown to effectively reduce stress levels among teachers (McCarthy *et al.*, 2020).

Bidi *et al.* (2024) investigated how psychological capital, occupational stress, coping mechanisms, and burnout interact among teachers. The study sampled 386 primary and secondary school educators in China who completed structured questionnaires. Utilizing structural equation modelling, the researchers established that psychological capital which is an individual's positive psychological state of development defined by four core resources known as the HERO within: Hope, Efficacy, Resilience, and Optimism served as a buffer against burnout, while occupational stress was a contributing risk factor. Furthermore, the findings indicated that positive coping strategies acted as a mediator in the association between psychological resources and burnout, while negative coping strategies mediated the link between occupational stress and burnout. The study also observed that the mediating influence of positive coping strategies was more pronounced among teachers with more than ten years of teaching experience than among their less experienced counterparts, suggesting that prolonged professional experience strengthened the effective use of adaptive coping mechanisms. These findings stress the relevance of promoting adaptive coping strategies to combat burnout and suggest that educational leaders should prioritize stress reduction and support positive coping behaviours among teachers.

Pogere *et al.* (2020) explored how job-related stressors, coping responses, emotional exhaustion, and autonomy support affect teachers. The study used structural equation modeling to evaluate how stressors such as concern for student welfare and excessive workload influenced coping approaches namely problem-focused and emotion-focused strategies and emotional fatigue. The findings indicated that educators who were more concerned about their students were inclined to use problem-focused coping, experienced less emotional exhaustion, and offered greater autonomy support to learners. In contrast, teachers overwhelmed by workload relied more on emotion-focused strategies and faced higher levels of emotional exhaustion. Coping mechanisms were found to mediate the link between stressors and exhaustion. Educators with fewer workload pressures and higher concern for students tended to experience reduced emotional fatigue due to their use of more constructive coping techniques.

Klapproth *et al.* (2020) examined how teachers responded to stress and utilized coping mechanisms during the abrupt transition to remote teaching caused by the COVID-19 pandemic. The study involved 380 teachers from different school types and found that most participants experienced moderate to high levels of stress during the transition, with more than half spending over four hours per day conducting online lessons. The secondary grammar school teachers also were more likely to report stress and longer working hours than those teaching in special education settings. This could be because of the more rigorous education requirements, examination stress and the higher expectations for student achievement that are generally associated with grammar schools, which probably added to the teachers' workload during remote learning. The study also revealed that many teachers encountered technological challenges while adapting to online teaching. Despite these difficulties, most respondents reported feeling capable of coping with stress. Female teachers reported higher stress levels than

their male counterparts, possibly because they often faced additional responsibilities related to household management, childcare, and family caregiving during the pandemic, alongside their professional obligations. However, female teachers also demonstrated a greater tendency to employ effective coping strategies. Furthermore, teachers who anticipated external challenges were more likely to adopt functional coping approaches to manage occupational stress effectively. The researchers recommended strengthening digital literacy among educators and improving access to essential digital tools. Additionally, the study emphasized the importance of examining psychological variables that affect teachers' readiness to embrace technology in both current and future educational contexts.

Gustems-Carnicer *et al.* (2020) conducted research focused on stress, coping strategies, and academic performance among students enrolled in teacher training programs. The objectives were to profile stress levels and coping styles, investigate the connection between stress, coping, and academic success, and determine whether age influenced how stress impacted academic outcomes. The study surveyed 334 university students and identified several key findings. A notable portion of the participants reported elevated stress and a tendency to resort to avoidance-based coping strategies. Those experiencing lower stress levels and who applied problem-solving coping methods achieved better academic results, whereas students with high stress underperformed academically. The study also revealed that age had a moderating influence; older students were less adversely affected by stress in terms of academic performance. These insights underline the importance of recognizing and mitigating stress among student teachers. The researchers emphasized the value of promoting proactive coping methods to support student well-being and academic achievement. Furthermore, the protective effect of age suggests that maturity may buffer some of the negative consequences of

stress. Educational institutions and training programs are encouraged to provide structured support for stress management to ensure long-term personal and professional growth in future educators.

McCarthy (2021) conducted a study in the United States examining teacher occupational stress and the importance of maintaining a balance between workplace demands and available resources. The study noted that high levels of stress continue to affect the teaching profession, contributing to burnout and prompting many educators to leave their positions. According to McCarthy, stress develops from teachers' perceptions of whether the demands placed upon them exceed the resources available to meet those expectations. Recognizing this imbalance provides an opportunity to design interventions that support the estimated 20–25% of teachers who are particularly vulnerable to occupational stress. Suggested interventions include school-level organizational changes that better match workplace demands with teachers' capabilities, together with focused support programmes for educators identified as being at the greatest risk of stress.

Mahfouz (2020) explored occupational stress among school principals in the United States and the coping mechanisms they employed to manage workplace pressures. Using a qualitative research design, the study examined the different sources of stress encountered by school leaders and the approaches they adopted to cope with them. The findings indicated that the wide range of stressors experienced by principals adversely affected both their professional performance and personal well-being. Participants identified work-related responsibilities, interpersonal relationships, and time management demands as the three major categories of stress. They also reported emotional reactions including guilt, loneliness, disappointment, and feelings of unfair

treatment. To manage these pressures, principals commonly relied on spending meaningful time with family and friends and participating in non-work-related activities as effective ways of relieving stress.

2.5 Theoretical Framework

This section presents the theory that was used to anchor the study. The study was based on Job Demands-Resources (JD-R) theory as discussed below.

2.5.1 Job Demands-Resources (JD-R) Theory

This study was guided by the Job Demands-Resources (JD-R) Theory. The JD-R framework was introduced by Arnold B. Bakker and Evangelia Demerouti in the early 2000s and has since become one of the most influential models for explaining employee well-being and occupational stress (Bakker et al., 2023). A landmark publication describing the framework, *The Job Demands-Resources Model: State of the Art*, appeared in the *Journal of Managerial Psychology* in 2007. Since then, the theory has been extensively applied within occupational psychology to explain workplace stress, motivation, and well-being across different professions, including teaching (Koroglu & Ozmen, 2022).

According to the JD-R theory, workplace characteristics are organized into two broad categories: job demands and job resources. Job demands refer to the physical, cognitive, emotional, or organizational aspects of work that require sustained effort and may eventually result in physical or psychological strain. Within the teaching profession, these demands include excessive workloads, demanding schedules, learner discipline problems, and numerous administrative responsibilities.

By contrast, job resources comprise the physical, psychological, social, or organizational conditions that enable employees to accomplish their work objectives,

lessen the impact of job demands, and promote learning, professional competence, and personal growth. For teachers, important resources may include supportive colleagues and school leadership, professional autonomy, opportunities for training and career development, and recognition for good performance (Radic et al., 2020).

Occupational stress may be explained through three interrelated dimensions—physiological, psychological, and behavioural—which complement the JD-R theory in describing teachers' workplace experiences. Physiologically, prolonged exposure to demanding workloads, extended working hours, and administrative obligations may produce symptoms such as persistent fatigue, headaches, and sleep-related difficulties, particularly when adequate job resources are lacking. From a psychological perspective, occupational stress may manifest through feelings of anxiety, frustration, emotional exhaustion, or helplessness arising from student misconduct, inadequate recognition, or performance expectations, although supportive relationships and workplace autonomy can reduce these effects. Behaviourally, stress may be expressed through absenteeism, reduced classroom participation, irritability, diminished work commitment, or unhealthy coping behaviours, whereas mentorship, counselling services, and professional development opportunities encourage more adaptive responses. Collectively, these perspectives offer a comprehensive and clinically informed explanation of how occupational stress develops and can be effectively managed among teachers (Koroglu & Ozmen, 2022).

Within the present study, the JD-R theory provides an appropriate framework for examining how job demands, including excessive workload and student discipline challenges, influence occupational stress among secondary school teachers. The theory also facilitates an assessment of how job resources, such as collegial support and

opportunities for professional development, can lessen the adverse effects of workplace stress. By emphasizing the interaction between job demands and available resources, the JD-R framework offers a comprehensive basis for explaining the determinants of occupational stress among teachers while informing interventions aimed at strengthening well-being and reducing work-related stress.

2.6 Conceptual Framework

The conceptual framework for this study illustrates the relationships among the prevalence of occupational stress among teachers, the factors associated with occupational stress, and the coping strategies adopted to manage work-related stress. It demonstrates how the factors contributing to occupational stress affect the occurrence of stress among teachers and how the coping strategies employed by teachers may reduce or moderate the adverse effects of occupational stress.

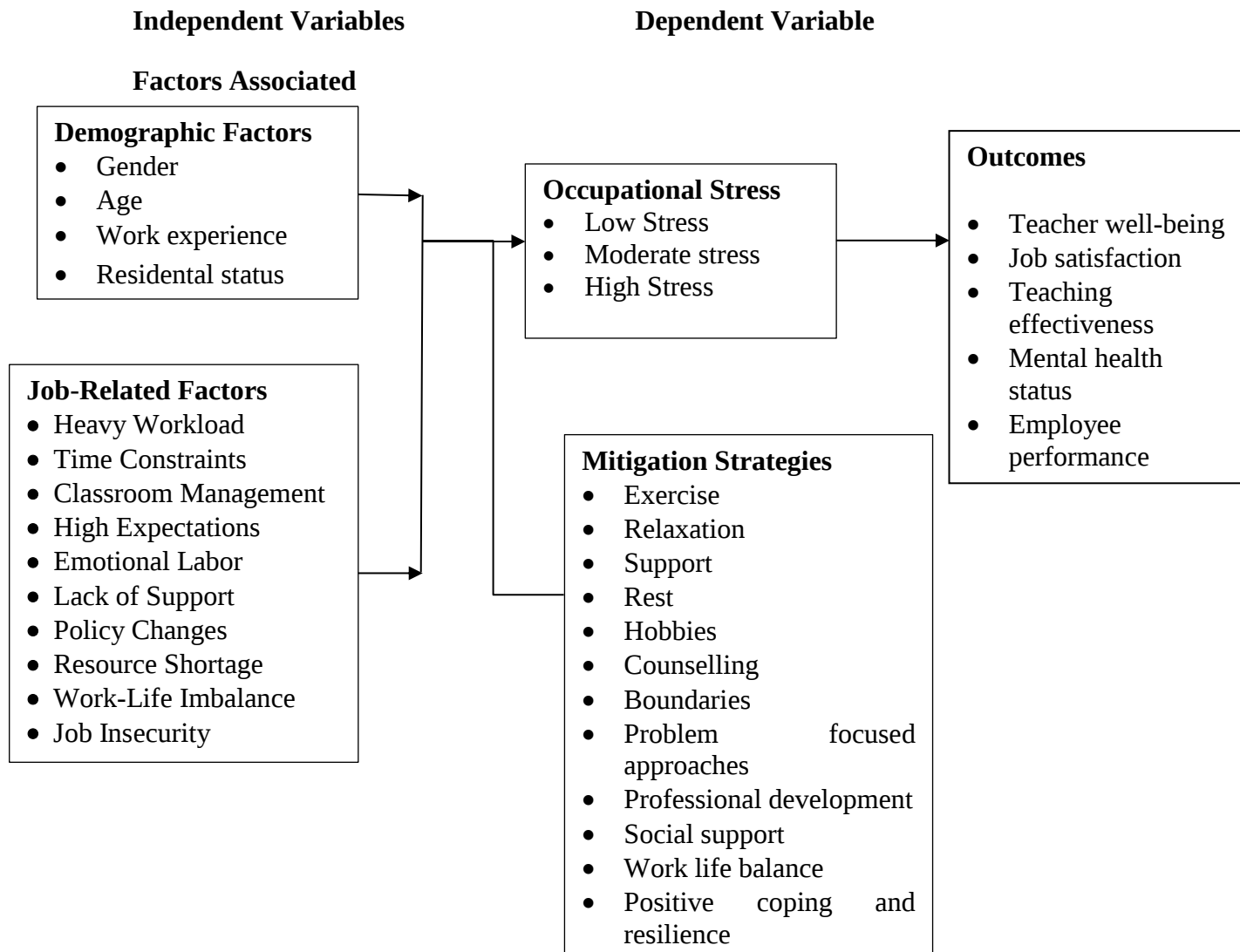


Figure 1: Conceptual Framework

The conceptual framework of this study delineates the interaction between the prevalence of occupational stress among teachers, the factors leading to this stress, and the coping mechanisms employed to manage it. Demographic factors such as gender, age, work experience and residential status shape how teachers cope with stress, with younger or less experienced teachers potentially struggling more due to higher job demands, while older teachers may face health challenges that exacerbate stress. Job-related factors, including high job demands, excessive workloads, and insufficient resources, are key contributors to stress, with these pressures leading to psychological, emotional, and physical strain. Occupational stress may manifest as anxiety, frustration,

burnout, emotional exhaustion, and physical symptoms such as headaches and fatigue. These stressors can negatively affect teachers' health, contributing to issues such as hypertension, ulcers, and depression conditions that are multifactorial in origin, but for which chronic occupational stress is recognised as a contributing risk factor as well as to work-related impacts such as increased absenteeism, off days taken, and irregular attendance. However, mitigation strategies such as self-care, work-life balance, social support, and problem-solving act as intervening variables, potentially moderating the effects of stress. By implementing effective coping mechanisms, teachers may reduce the intensity of stress and mitigate its negative consequences on health and job performance.

The dependent variable is the main concept or phenomenon that the research seeks to explain or predict. It is what is influenced or affected by the independent variables (causes). In this case, the dependent variable is occupational stress among teachers. This variable encompasses the psychological, emotional, and physical manifestations of stress due to the influence of demographic and job-related factors. Outcomes refer to the consequences or results that stem from changes in the dependent variable. These are the tangible effects that occur when the dependent variable reaches certain levels. In the study, outcomes are the health and work-related consequences of occupational stress, such as hypertension, ulcers, absenteeism, and irregular attendance. The occupational stress (dependent variable) is treated as a contributing factor leading to outcomes such as physical health problems and performance-related issues, while acknowledging that conditions such as hypertension and ulcers also have other, non-occupational causes.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology employed in conducting the study. It details the research design, the geographical location of the study, the population targeted, the determination of sample size, the sampling techniques used, the tools and instruments for data collection, procedures for ensuring the reliability and validity of these instruments, the methods for collecting and analysing data, how the findings are presented, and the ethical guidelines followed throughout the research process.

3.2 Research Design

A research design provides the overall framework that directs how data are collected and analysed in order to answer specific research questions or address a research problem (Ghanad, 2023). This study employed a mixed-methods cross-sectional research design. According to Patton (2022), a cross-sectional design involves collecting information from participants at one specific point in time, thereby providing a snapshot of existing conditions. As an observational design, it examines a defined population within a limited period without following participants longitudinally. This approach is particularly appropriate for estimating the prevalence of occupational stress and examining its associated effects among teachers (Ghasemi, 2025).

The study utilized a mixed-methods cross-sectional design consisting of a descriptive cross-sectional survey for the quantitative strand and a phenomenological design for the qualitative strand. The quantitative component was used to establish the prevalence of occupational stress and identify factors associated with it among teachers, whereas the qualitative component provided an opportunity to explore the lived experiences,

perceptions, and coping strategies of teachers and principals in relation to occupational stress.

The descriptive cross-sectional survey design facilitated the collection of quantitative data from teachers at a single point in time through structured questionnaires. This design enabled the researcher to estimate the prevalence of occupational stress and examine the factors associated with stress among teachers in selected secondary schools in Uasin Gishu County. It was considered appropriate because it supported data collection from a relatively large sample and allowed statistical analysis of relationships among the study variables.

For the qualitative strand, a phenomenological research design was adopted to gain a deeper understanding of the lived experiences, perceptions, and coping mechanisms of teachers and principals regarding occupational stress.

Both quantitative and qualitative data were collected during the study. Quantitative data addressing the first and second study objectives were obtained using standardized questionnaires that measured occupational stress levels and the factors contributing to stress among teachers in Uasin Gishu County. The collected data were analysed statistically to establish the prevalence of occupational stress. To address the remaining objective, qualitative data were gathered to explore possible strategies for reducing occupational stress. This component involved interviews with school principals and open-ended questionnaire items for teachers to generate detailed insights into their experiences, perceptions, and approaches to coping with occupational stress.

The study adopted a mixed-methods cross-sectional design, consistent with clinical psychology research that often combines quantitative symptom measurement with qualitative exploration of lived experiences. Quantitative methods allowed for the

measurement of stress prevalence using standardized instruments, which aligns with the clinical psychology practice of using validated tools for assessment. Qualitative methods, through interviews and open-ended questions, facilitated the exploration of subjective experiences of stress, coping behaviours, and perceptions of support systems. This combination reflects a biopsychosocial approach, enabling a comprehensive understanding of how occupational stress manifests both statistically and experientially among teachers. The use of mixed methods was justified as it provided clinical-level insights into prevalence rates, risk factors, and psychosocial coping strategies - information essential for designing mental health interventions for teachers.

3.3 Study Site

The study was carried out in selected secondary schools in Uasin Gishu County, Kenya as shown in the map of the study area plate 1. Uasin Gishu County was therefore chosen because of its strategic importance as an educational hub in the North Rift region, the increasing reports of teacher stress and mental health concerns from local institutions, and the diversity of its school settings that provide a comprehensive picture of the problem.

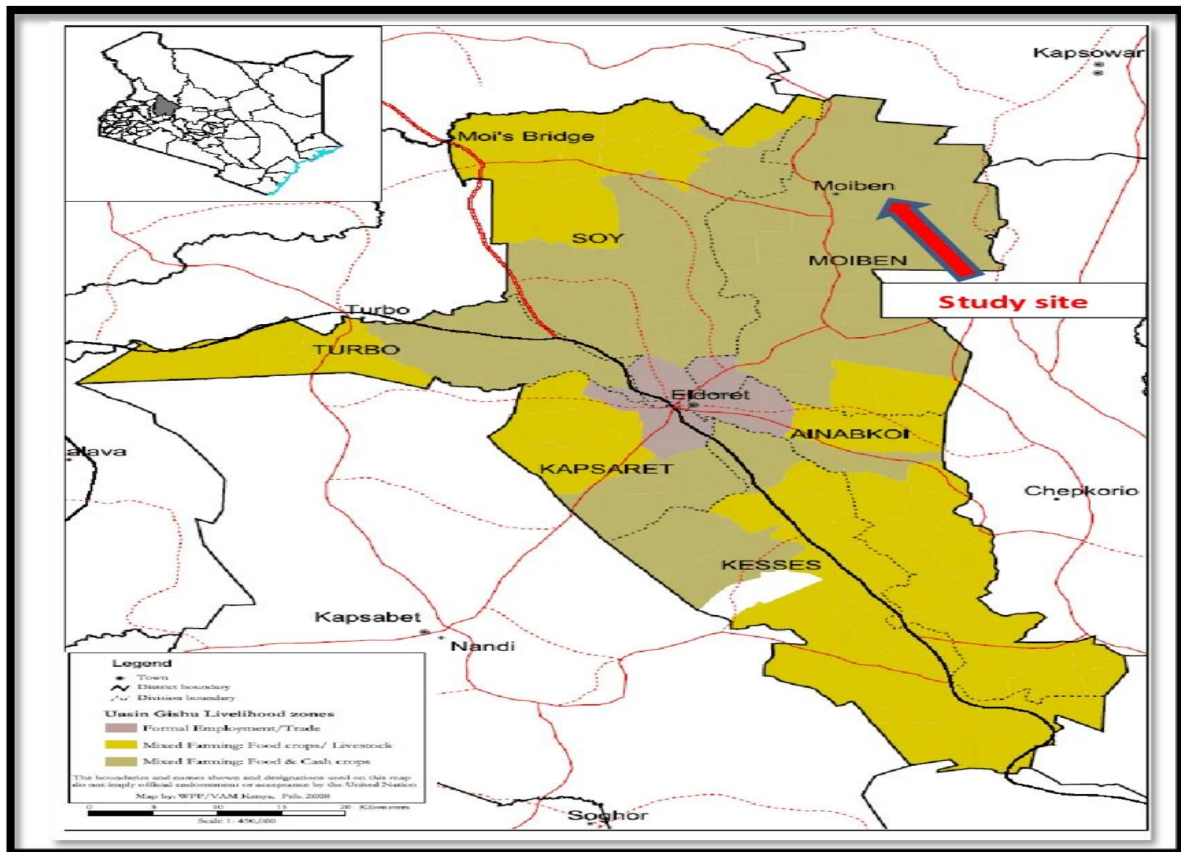


Plate 1: Map of the Study Area

3.4 Target Population

The target population for this study comprised selected secondary schools located in Uasin Gishu County, Kenya. Specifically, the research focused on national and extra-county secondary schools, including both boys' and girls' boarding institutions. These categories of schools often conduct remedial lessons, with some teachers working until as late as 9.00 p.m. before travelling home because staff housing is unavailable within the school compounds (Kimayo Report, 2022). Such demanding working conditions may contribute to occupational stress, which has been associated with adverse outcomes including depression, anxiety, insomnia, reduced teaching effectiveness, increased staff turnover, and compromised curriculum implementation. Uasin Gishu County has 25 national and extra-county secondary schools (Appendix VI). From these, the study selected two schools from each of the county's six sub-counties, resulting in

a total sample of 12 schools. In the second stage, two schools were selected from each of the six sub-counties to ensure geographical representation across Uasin Gishu County while maintaining a manageable number of study sites within the available time and resources. Selecting two schools per sub-county enabled the study to capture variations in teachers' experiences across different educational settings while ensuring that each sub-county was adequately represented in the sample. The target population was 537 teachers in the 12 selected schools (Appendix VII).

3.4.1 Inclusion Criteria

- i. Teachers working in national and extra-county secondary schools in Uasin Gishu County, Kenya.
- ii. Full-time or part-time teachers who have been employed for at least one year to ensure they have sufficient experience in the teaching profession. A minimum of one year of teaching experience was considered sufficient because it allowed teachers adequate exposure to the school environment, administrative demands, workload expectations, student interactions, and other occupational factors that may contribute to work-related stress. Teachers with less than one year of experience may not have had sufficient exposure to these factors to provide informed responses regarding occupational stress.

3.4.2 Exclusion Criteria

- i. Teachers who were on leave or absent during the data collection period.
- ii. Teachers who had recently joined the profession (less than six months) to ensure a minimum level of experience.
- iii. Teachers who were unwilling to participate or unable to provide informed consent due to illness or any other condition that limited their ability to

understand the study information and make an informed decision regarding participation were excluded from the study.

3.5 Sample Size

Due to wide variability in calculating sample size in reported occupational stress prevalence among teachers, from approximately 55% in Egypt and Ethiopia to over 80% in Sri Lanka and lacking precise local data for Uasin Gishu County, a conservative estimate of 20.8% was used to avoid overestimation of the required sample size and to ensure methodological rigor (Desouky & Allam, 2017; Khalifa *et al.*, 2022). Fischer's formula is widely applied to determine the appropriate sample size for studies involving a finite population. It offers a systematic approach to ensure that the selected sample accurately reflects the characteristics of the entire population (Adam, 2020).

The available literature reporting stress among teachers was used to calculate the prevalence estimate of 20.8% and a conservative estimate was taken as there was limited prevalence data available on occupational stress among teachers at county level in Uasin Gishu County. The value was chosen in order to have a sample size that was statistically sufficient without being too large.

The researcher used the single proportion formula using an estimated prevalence rate of 20.8% for occupational stress among teachers in Uasin Gishu County, Kenya. The prevalence of 20.8% was used in the sample size calculation, which was derived from a previous study which reported the prevalence of occupational stress to be 20.8% among teachers. The estimate was deemed to be suitable because it was based on a population with similar characteristics to the population of the present study. The calculation of sample size is given by the following formula:

$$n = (Z^2 * p * (1 - p)) / E^2$$

Where:

n = required sample size

Z = Z-score corresponding to the desired confidence level (e.g., for a 95% confidence level, $Z \approx 1.96$)

p = estimated prevalence or proportion of the characteristic in the population

E = desired margin of error or sampling error

Substituting the values into the formula:

$$n = (1.96^2 * 0.208 * (1 - 0.208)) / (0.05^2)$$

Simplifying the equation:

$$n = (3.8416 * 0.208 * 0.792) / 0.0025$$

$$n \approx 0.6330 / 0.0025$$

$$n \approx 253.2$$

Therefore, the calculated sample size using the single proportion formula, with an estimated prevalence of 20.8% and a desired margin of error of 0.05, is approximately 253 respondents (Appendix VIII).

3.6 Sampling Procedure

The study primarily utilized a multistage sampling technique, which involves selecting samples through a series of steps or stages from a larger population. In this case, multistage sampling was applied to identify teachers from secondary schools within Uasin Gishu County. The county includes 4 national and 21 extra-county secondary schools (refer to Appendix VI).

In the first stage, the researcher purposively selected all six sub-counties within Uasin Gishu County. The second stage involved choosing two schools from each sub-county to ensure diverse representation in terms of school categories.

Table 3.1 Sampling Procedure for the Study

Stage	Method Used	Sample
Stage 1: Sub-county selection	Purposive sampling	6
Stage 2: School selection	Purposive sampling	2 schools
Stage 3: Teacher allocation	Proportionate sampling	253 teachers
Stage 4: Teacher selection	Consecutive sampling	253

Following the selection of schools, the researcher used proportionate sampling to determine how many teachers to select from each of the 12 schools. Proportionate sampling ensures that each subgroup contributes to the sample in proportion to its size in the overall population. This method is particularly useful in surveys where there are variations in group sizes or characteristics that need to be reflected in the sample.

A total of 253 teachers were targeted for the study. After establishing the required sample size, consecutive sampling was used to select and stratify individual teachers from the identified schools. This technique enhances the representativeness and minimizes selection bias in terms of gender.

3.7 Research Instruments

The study used a structured questionnaire for teachers and interview schedule for principals to collect data.

3.7.1 Questionnaire

A questionnaire is a widely applied data collection instrument comprising a series of structured questions or statements developed to obtain information from respondents (Srivastava, 2024). It is especially suitable for collecting data from large study populations. In most cases, questionnaires contain systematically arranged questions presented across one or more pages in a predetermined order. For this study, the

researcher personally administered the questionnaires to the participants, who were required to read, interpret, and respond to each item independently by recording their answers in the spaces provided. All questionnaires were completed by the respondents without external assistance.

The main benefit of using a questionnaire lies in its affordability and efficiency. It allows for the rapid collection of data with minimal effort and cost (Srivastava, 2024). Questionnaires also save time for the respondents by giving them an opportunity to consider their responses carefully. Another advantage is the ability to administer the questionnaire to many individuals at once, which helps ensure uniformity in responses. This standardization enhances objectivity, making questionnaires generally more reliable than interviews.

In this study, quantitative data were collected using a structured questionnaire, which was divided into several sections: Section A focused on demographic and background information; Section B explored the prevalence of occupational stress; Section C examined the contributing factors to stress and Section D covered strategies used to mitigate stress.

3.7.2 Interview Schedule

The study employed an interview schedule to gather qualitative information from school principals. An interview schedule consists of a predetermined set of structured questions developed to direct the interview process and ensure systematic data collection (Roberts, 2020). Using the same interview guide for all participants promoted consistency and enabled the researcher to obtain comparable information from different respondents. The interview schedule was specifically developed to generate detailed insights into school principals' experiences, perceptions, and views concerning

occupational stress among teachers. Principals were chosen as key informants because they hold leadership and administrative roles within the school and thus have a wider knowledge of the factors that impact teachers' well-being and performance. Principals are directly responsible for the supervision of teachers and monitoring of their daily activities. Because of this, they can see teacher-related issues like workload pressures, absenteeism, burn out, low performance and many more that are indicators of occupational stress among teachers.

Furthermore, principals are acting in the implementation of educational policies and in the management of school resources. They therefore also have important information about the factors within the organization that could be responsible for stress such as staffing, administrative workload, resource shortages, challenges in implementing the curriculum and systems of support in the institution. Principals are also at the heart of teachers' welfare and support. They may be asked to work on strategies to deal with staff issues such as counselling referrals, mentoring, workload distribution and conflict resolution. Their views were therefore important in order to be able to identify existing and possible mitigation strategies for occupational stress. Lastly, data triangulation was provided by interviewing principals. Personal experiences of occupational stress were provided by teachers while principals gave an institutional and managerial perspective. These two perspectives increased the credibility, depth, and validity of the results in a way that enabled the researcher to compare and validate information from various sources. The Clinical Psychology standpoint was that this helped to present a more holistic picture of occupational stress on both an individual and an organisational level.

The researcher conducted face-to-face, semi-structured interviews, which provided the flexibility to probe further into responses while maintaining consistency in the core questions asked.

3.8 Reliability and Validity of the Research Instruments

3.8.1 Validity of the Research Instruments

Validity refers to the extent to which research findings accurately and meaningfully represent what they are intended to measure (Khoa et al., 2023). It indicates how well the outcomes of data analysis correspond to the actual concept or issue under investigation. To enhance the validity of the study, the researcher ensured that the research instrument adequately reflected the specific objectives of the investigation. The questionnaire was subjected to content validation through expert evaluation by submitting it to the university supervisor for review and comments. The suggestions and feedback provided by the supervisor were subsequently incorporated to revise and strengthen the content of the research instrument.

3.8.2 Reliability of the Research Instruments

According to Ginting and Sembiring (2020), reliability refers to the extent to which a research instrument generates stable and consistent results when administered repeatedly under similar conditions. In the present study, the reliability of the data collection instrument was assessed through a pilot test conducted in Nandi County using approximately 10% of the proposed sample, as recommended by Nyakundi et al. (2022). The pilot involved 25 teachers selected from three national and three extra-county secondary schools in Nandi County, representing about 10% of the expected study sample in accordance with Nyakundi et al. (2022). Nandi County was considered appropriate because it possesses educational and socio-demographic characteristics

comparable to those of Uasin Gishu County, while being geographically outside the study area, thereby reducing the likelihood of contaminating the main study sample.

The pilot study served to evaluate the clarity, relevance, and reliability of the research instruments before the main data collection exercise. Results showed that the majority of the questionnaire items were clearly understood by respondents and were considered appropriate for the intended purpose. Nevertheless, a small number of items were revised to improve wording and promote consistent interpretation of questions relating to occupational stress. Internal consistency of the questionnaire was assessed by calculating Cronbach's alpha coefficient, with a value of 0.70 or higher regarded as acceptable. The reliability analysis produced a Cronbach's alpha coefficient of 0.82, demonstrating good internal consistency among the questionnaire items. This finding confirmed that the instrument was sufficiently reliable for assessing occupational stress and its associated factors among teachers.

Following completion of the pilot study, the questionnaire was refined by modifying unclear items, reorganizing the sequence of sections, and eliminating repetitive questions to improve clarity and strengthen the validity of the instrument before the main survey. In addition, the test-retest method was employed to further evaluate the reliability of the data collection instrument.

3.9 Data Collection

The researcher undertook a structured approach to secure the required authorizations and approvals for conducting the study. First, an introductory letter was obtained from the Department of Mental Health and Behavioral Sciences at Moi University. This letter formally introduced the researcher and outlined the study's objectives, serving as an official endorsement from the institution. Next, the researcher submitted an

application to the National Council for Science, Technology and Innovation (NACOSTI) to obtain a research permit, ensuring the study complied with national research standards and regulations.

Following this, the researcher sought approval from the County or Sub-County Education Officer, requesting permission to carry out the study in schools under their supervision. This step confirmed that the research activities conformed to local education guidelines and protocols. After receiving the necessary clearances, the researcher scheduled visits with the principals of the selected schools. During these visits, the purpose and scope of the research were clearly communicated, and authorization was requested to proceed with data collection at their institutions. Once approval was granted, the researcher distributed the questionnaires to the teaching staff. These questionnaires were tailored to gather essential data relevant to the study. Additionally, the researcher conducted interviews with principals from the selected secondary schools to further enrich the data collected.

3.10 Data Analysis and Presentation

In this study, the researcher collected both qualitative and quantitative data.

3.10.1 Quantitative Data Analysis

Quantitative data obtained during the study were analysed using both descriptive and inferential statistical techniques. Descriptive analysis involved the computation of means, standard deviations, frequencies, and percentages to summarize the data. All quantitative data were coded and processed using the Statistical Package for the Social Sciences (SPSS) version 28.0. The chi-square test was applied to examine associations between the study variables. The findings from the statistical analyses were presented in tabular form to facilitate interpretation.

3.10.2 Qualitative Data Analysis

Qualitative data gathered from open-ended questions was examined through thematic analysis. This involved identifying dominant themes and organizing them into categories aligned with the research question. Interview responses from teachers in selected secondary schools were transcribed by the researcher. An open coding process was then undertaken, where significant pieces of information related to stress mitigation strategies were identified and labelled. Codes were developed to reflect key ideas, patterns, or themes emerging from the data. The researcher used highlighting techniques to organize these codes within the transcripts and subsequently reviewed the coded content to identify recurring themes associated with approaches teachers use to manage stress. Similar codes were grouped together to develop preliminary themes that represent the strategies for stress reduction. These themes were then refined and revised as more transcripts were analysed, ensuring they accurately represented the data.

The researcher created categories or subtopics that encompass related themes and logically organized them; grouped themes that share common characteristics or are conceptually linked. Lastly, the researcher condensed the data by summarizing the information under each theme or category; looked for patterns, connections, and variations within and across themes to understand the mitigation strategies for stress identified by the participants, and interpret the data by providing explanations for the identified strategies based on the participants' responses.

To enhance the validity and reliability of the findings, the study employed triangulation by integrating quantitative and qualitative data during analysis. Quantitative results provided measurable evidence on the prevalence and factors associated with occupational stress, while qualitative findings offered deeper insights into teachers' lived experiences and coping strategies. By comparing, contrasting, and merging the two sets of results, the study ensured a more comprehensive understanding of the phenomenon. This process allowed the strengths of one method to complement the limitations of the other, ultimately producing richer, more credible conclusions that reflect both statistical trends and personal perspectives of teachers

3.11 Ethical Considerations

Ethical considerations formed an integral component of this study. The researcher first obtained approval from the Department of Mental Health and Behavioral Sciences at Moi University. This approval facilitated the application for authorization to undertake the study through the Moi University School of Medicine. Thereafter, the research proposal was submitted to the Institutional Research and Ethics Committee (IREC) for ethical review to ensure adherence to established research standards and ethical requirements. Compliance with all prescribed research procedures was confirmed

through the relevant institutional approval process. Upon completion of these requirements, the finalized study was submitted to the National Commission for Science, Technology and Innovation (NACOSTI) to secure official authorization for conducting the research and collecting data in accordance with the regulatory requirements of Kenya.

Respect for Human Dignity: Participants were granted full autonomy to decide whether or not to participate in the study, with no risk of negative consequences for refusal or withdrawal. They were also encouraged to ask questions and seek clarifications regarding the research. Comprehensive information about the study was shared with participants to support informed and voluntary decision-making. A detailed consent form outlined participants' rights, which they acknowledged by signing prior to participating. The study adhered to the four fundamental requirements of informed consent by ensuring that participants received adequate information about the study, participated voluntarily, clearly understood the research procedures, and retained the freedom to withdraw from the study at any point without any adverse consequences. To uphold the principle of fairness, every participant who consented to take part in the study was treated equally and without discrimination. Participant anonymity was maintained by using identification codes or initials rather than personal names on the questionnaires, thereby ensuring unbiased selection and handling of respondents. Confidentiality was protected by omitting personally identifiable information from the research data, with access limited exclusively to the research team. The completed research report was submitted only to Moi University. Furthermore, appropriate measures were implemented to prevent plagiarism and ensure that the similarity index remained below the acceptable limit of 15%.

CHAPTER FOUR

4.0 DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter outlines the study's results, along with discussions and interpretations of the findings. The research focused on assessing the extent of occupational stress and identifying related factors among teachers in selected secondary schools within Uasin Gishu County, Kenya. It covers respondents' demographic profiles, descriptive data on how widespread occupational stress is, the contributing factors, and the strategies employed by teachers to manage stress. Furthermore, the chapter presents outcomes from chi square analyses conducted during the study.

4.2 Response Rate

The study distributed questionnaires to a total of 253 participants, with 224 successfully completing and returning them, resulting in a response rate of 88.5%. According to Sataloff and Vontela (2021), a response rate exceeding 75% is considered adequate for conducting data analysis, thereby supporting the reliability of the collected data.

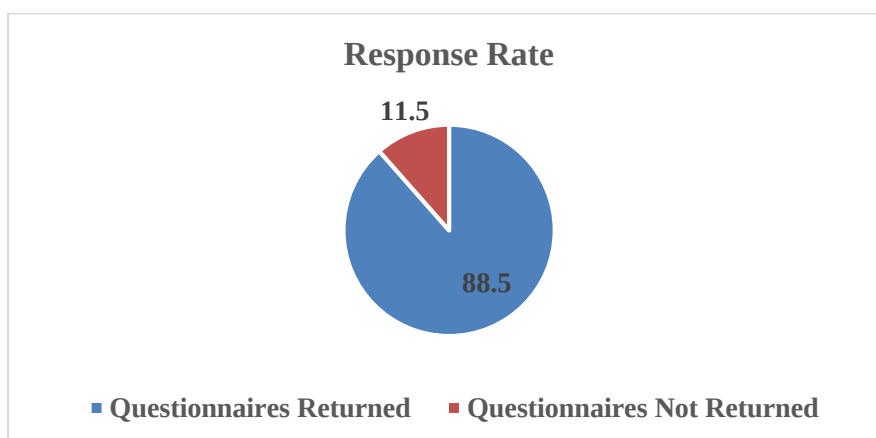


Figure 2: Response Rate

Source: Field Data (2025)

4.3 Reliability Test Results

The questionnaire tool was subjected to a pilot study to determine its reliability. The pilot results were as follows;

Table 4.2 Reliability Results

Objective	Number of items	Alpha value
Factors leading to occupational stress	10	0.723
Mitigation strategies	7	0.792

Source: Field Data (2025)

The pilot study results showed that the reliability coefficient for the factors contributing to occupational stress was 0.723, as measured using Cronbach's alpha. The reliability score for mitigation strategies was 0.792. Given that all the variables recorded alpha values above the acceptable threshold of 0.70, the items were deemed reliable and suitable for use in data analysis.

4.4 Social - Demographic Information for the Respondents

The study sought to determine the teachers' gender, age, level of education and work experience among other demographic information. The study results were as follows:

Table 1: Socio - Demographic Information of the Respondent

Demographic Characteristic	Frequency	Percentage (%)
Gender		
Male	108	48.2
Female	116	51.8
Age		
22-25 years	52	23.2
25-35 years	88	39.3
36-45 years	56	25.0
46-55 years	28	12.5
Highest Level of Education		

Undergraduate degree	130	58.0
Postgraduate degree	78	34.8
Others	16	7.1
Work Experience		
1-5 years	68	30.3
6-10 years	90	40.2
11-15 years	46	20.5
16 years and above	20	8.9
Type of School		
Boys boarding	134	59.8
Girl's boarding	90	40.2
Subjects Taught		
Mathematics	58	25.9
Languages	62	27.7
Humanities	54	24.1
Sciences	50	22.3
Residential Status		
Staff quarters	68	30.4
Rented house	104	46.4
Own house	52	23.2
Total	224	100

Source: Field Data (2025)

The stratified study revealed a balanced gender representation, with 48.2% male and 51.8% female respondents. A large proportion of respondents (39.3%) were aged 25-35 years, with 25.0% aged 36-45 years, 23.2% under 25, and 12.5% aged 46-55 years. The age distribution suggests that the majority of teachers are young professionals, particularly within the 25-35 age group. The majority of respondents (58.0%) held undergraduate degrees, 34.8% had postgraduate degrees, and 7.1% had other qualifications. Most respondents (40.2%) had 6-10 years of experience, with 19.6% having 1-5 years, 20.5% having 11-15 years. Only 8.9% had over 16 years of experience. A plurality of the respondents (59.8%) taught in boys' boarding schools,

40.2% in girls' boarding schools. Teachers were well distributed across various subjects, with 25.9% teaching mathematics, 27.7% teaching languages, 24.1% teaching humanities, and 22.3% teaching sciences. Most respondents (46.4%) resided in rented houses, 30.4% lived in staff quarters, and 23.2% owned homes.

4.5 Prevalence of Occupational Stress among Teachers

To determine the overall stress levels of the respondents, the Perceived Stress Scale (PSS) data were scored by first summing the responses to the six selected items for each participant. Each item was scored on a five-point Likert scale ranging from Never (0) to Very Often (4). The total possible score for each respondent therefore ranged from 0 to 24.

After computing the total scores, the respondents were classified into three stress categories based on proportional cutoffs adapted from the standard 10-item PSS. Specifically, scores between 0 and 8 were classified as indicating low stress, scores between 9 and 16 as moderate stress, and scores between 17 and 24 as high stress. These thresholds ensured that the categorization remained consistent with the standard PSS interpretative ranges while accommodating the shorter six-item version used in this study. The results are presented in Table 4.4.

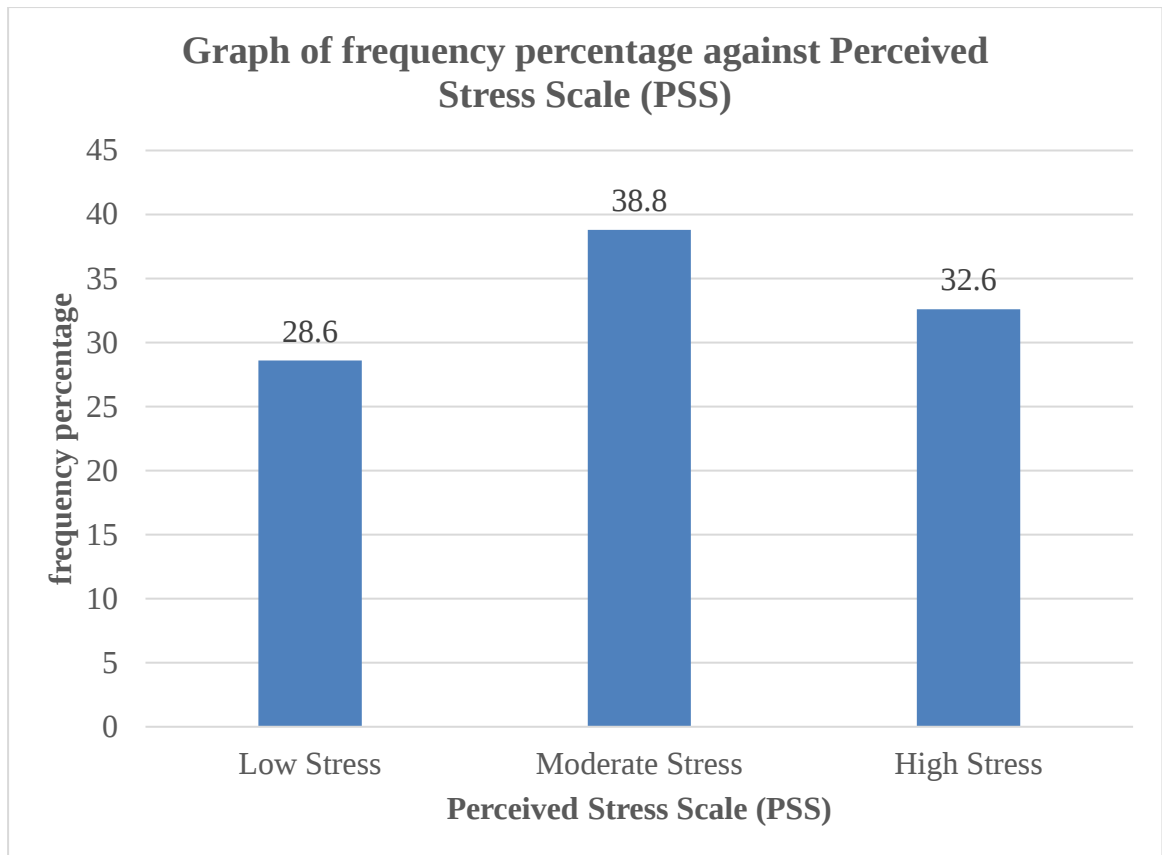


Figure 3: Perceived Stress Scale (PSS)

Source: Field Data (2025)

The results in Table 4.4 revealed significant levels of occupational stress among teachers, with the majority experiencing either moderate or high stress. Out of 224 respondents, 38.8% reported moderate stress and 32.6% reported high stress, totalling 71.4% under some form of stress. Only 28.6% of the teachers reported low stress levels. The PSS uses six key questions that assess feelings of control, coping ability, confidence, and irritability. Each statement is rated on a scale from 0 (Never) to 4 (Very often), providing insights into how stress manifests among teachers.

Table 2: Prevalence of Occupational Stress among Teachers

PSS Category		Never	Almo st never	Som etim es	Fairl y ofte n	Very often	Total
1. In the past month, I felt that I was unable to control the important things in my life.	F	12	44	40	88	40	224
	%	5.4	19.6	17.9	39.3	17.9	100
2. In the past month, I felt confident about my ability to handle my personal problems.	F	64	0	0	96	64	224
	%	28.6	0.0	0.0	42.9	28.6	100
3. In the past month, I felt that things were going my way	F	0	64	96	64	0	224
	%	0.0	28.6	42.9	28.6	0.0	100
4. In the past month, I found that I could not cope with all the things I had to do	F	0	64	96	64	0	224
	%	0.0	28.6	42.9	28.6	0.0	100
5. In the past month, I was able to control irritations in my life	F	0	64	64	96	0	224
	%	0.0	28.6	28.6	42.9	0.0	100
6. In the past month, I felt that I was on top of things	F	0	64	0	96	64	224
	%	0.0	28.6	0.0	42.9	28.6	100

Source: Field Data (2025)

The study findings in Table 4.5 revealed that a total of 57.2% (% fairly often + % very often) of teachers reported frequently feeling that they were unable to control important aspects of their lives, with 39.3% responding “Fairly Often” and 17.9% “Very Often.” Only 5.4% indicated that they never experienced this loss of control.

The response pattern to the statement regarding confidence in handling personal problems reveals a split in coping efficacy. While 28.6% of teachers reported never feeling confident, an equal proportion indicated they felt confident “Very Often,” and 42.9% chose “Fairly Often.” No participants selected “Almost Never” or “Sometimes.”

In response to the statement about things going their way, 42.9% selected “Sometimes,” while 28.6% selected “Almost Never” and another 28.6% chose “Fairly Often.” No participants indicated “Never” or “Very Often.”

In response to the statement on being unable to cope with all the things they had to do, 42.9% of teachers selected “Sometimes,” while 28.6% selected “Almost Never” and another 28.6% chose “Fairly Often.” No participants indicated “Never” or “Very Often.” This distribution mirrors the pattern observed for the item on things going their way, pointing to a similarly moderate and inconsistent strain in managing day-to-day responsibilities.

Regarding the ability to control irritations, 42.9% selected “Fairly Often,” 28.6% “Sometimes,” and 28.6% “Almost Never.” These data establish that a considerable number of teachers experience ongoing challenges in emotional regulation. No responses fell in the “Never” or “Very Often” categories.

For the item stating, “I felt that I was on top of things,” 71.5% of respondents selected either “Fairly Often” or “Very Often,” while the remaining 28.6% selected “Almost Never.” The absence of “Never” or “Sometimes” responses establishes a clear contrast between teachers who maintain a sense of mastery and those who do not.

The open-ended responses and interviews data shows that teachers in the sampled schools are generally experiencing occupational stress. The researchers found a consistent theme from the teachers, namely that the daily lives of teachers are very demanding, emotionally depleting and poorly supported. The high proportion of teachers reporting moderate stress (38.8%) and high stress (32.6%) levels corresponds with many teachers feeling "constantly under pressure" to achieve academic targets, to have high class sizes, and to deal with discipline.

Some respondents identified that the emotional aspect of teaching was a difficult experience, including challenges related to coping with disruptive behaviour from students, parents' expectations, and managing emotions in situations that were

challenging. For instance, one teacher commented, “I get emotionally drained dealing with conflicts and behavioral issues among students day after day.” It is one such story that highlights the significance of emotional labor as an aspect of occupational stressors in this regard.

In addition, teachers noted that their uncertainty and frustrations are associated with the frequent change of curriculum and policy. This lack of clear implementation guidelines and inadequate training adds to their stress. One teacher said, “We are frequently expected to implement new policies without any support which increases our workload and anxiety.

In remote and under-resourced schools, teachers indicated more stress when faced with the problems of infrastructure such as lack of teaching equipment, transportation problems and bad housing conditions. These situational factors add to the other time and emotional pressures, which make it difficult for them to function effectively.

There were also gender-specific narratives, with female teachers describing a further burden on them associated with having to balance professional and family work. Some common experiences were of being "overwhelmed" by the two worlds and by the lack of institutional support to effectively manage both worlds.

To sum up, the qualitative data corroborates the quantitative data, showing that occupational stress among teachers stems from its various dimensions: workload, emotional demands, policy fluctuation, lack of resources and context. The stories underline the pressing need for systemic measures to tackle this workload, as well as the emotional and infrastructural needs of teachers, in order to foster their well-being and enhance the quality of teaching.

Further the study findings from interviews revealed that occupational stress is widely recognized as one of the most significant challenges affecting teachers' well-being and performance in schools worldwide. Understanding its prevalence within specific local contexts is crucial for developing evidence-based interventions. Three major themes emerged from the interviews that is stress as a common challenge, observable indicators of stress and patterns and examples of widespread stress.

The first theme highlights that principals perceive occupational stress as widespread and persistent in their schools. Many teachers struggle silently with stressors that affect their daily performance as illustrated below:

"I would say stress is very common. At least every week, I encounter one or two teachers expressing frustration or exhaustion due to their workload or personal issues." (Principal 6)

The second theme demonstrates how principals identify stress through behavioural and physical signs in teachers, which reflect the widespread nature of occupational stress as illustrated below:

"It is not rare at all actually, I believe the majority of our teachers are silently struggling, and some cases even manifest in absenteeism or reduced performance." (Principal 2).

A third pattern emerged highlighting specific examples and patterns that principals use to judge how prevalent stress is among teachers show noted by the principal.

"Sometimes you can just tell from their mood or when they start taking sick leave frequently. These are signs we can't ignore." (Principal 9).

4.6 Factors associated with occupational stress among teachers

The second objective of this study was to determine the factors associated with occupational stress among teachers in Uasin Gishu County, Kenya. Respondents were asked to express the extent of their agreement with a number of statements using a five-point Likert scale ranging from Strongly Disagree (SD) to Strongly Agree (SA). A summary of the results is presented in Table 4.6.

Table 3: Factors associated with Occupational Stress among Teachers

Statements	SD	D	N	A	SA	Total	Mean	Std.Dev
1. Teachers often face heavy workloads due to lesson planning, grading papers, and meeting administrative requirements.	6	10	20	80	108	224	4.22	0.187
	2.7	4.5	9.0	35.7	48.2	100		
2. Teachers have limited time to complete their tasks effectively.	9	11	16	93	95	224	4.13	0.204
	4.0	4.9	7.1	41.5	42.4	100		
3. Maintaining discipline and managing disruptive behaviour in the classroom can be challenging for teachers.	8	12	24	89	91	224	4.10	0.219
	3.6	5.4	10.7	39.7	40.6	100		
4. Teachers often face high expectations from various stakeholders, including parents, administrators, and policymakers.	7	13	21	85	98	224	4.15	0.192
	3.1	5.8	9.4	37.9	43.8	100		
5. Teachers frequently deal with emotionally demanding situations, including student behaviour issues and personal problems.	5	10	23	95	91	224	4.18	0.174
	2.2	4.5	10.3	42.4	40.6	100		
6. Inadequate support from school administration, lack of professional development opportunities, and limited collaboration can increase stress levels among teachers.	12	15	20	77	100	224	4.08	0.229
	5.4	6.7	9.0	34.4	44.6	100		
7. Frequent changes in educational policies and reforms can create additional stress for teachers.	14	17	27	70	96	224	4.04	0.261
	6.2	7.6	12.1	31.3	42.9	100		
8. Insufficient resources, such as teaching materials, technological tools, and classroom space, can create additional stress for teachers.	10	13	30	78	93	224	4.09	0.205
	4.5	5.8	13.4	34.8	41.5	100		
9. Balancing the demands of teaching with personal life can be challenging for teachers.	8	15	18	79	104	224	4.17	0.182
	3.6	6.7	8.0	35.3	46.4	100		
10. Teachers experience stress due to concerns about job security, contract renewals, or layoffs.	14	19	22	74	95	224	4.05	0.246
	6.2	8.5	9.8	33.0	42.4	100		

Source: Field Data (2025)

SD – Strongly Disagree, D – Disagree, N – Neutral, A – Agree, SA – Strongly Agree.

The findings in Table 4.6 revealed that there are several significant factors contributing to occupational stress among teachers. One of the most prominent stressors identified was the heavy workload, with 84.4% of respondents agreeing that tasks such as lesson planning, grading, and fulfilling administrative requirements contribute to their stress (Mean = 4.22, Std. Dev = 0.187). Time constraints emerged as another key factor, with 82.6% of teachers reporting that they have limited time to complete their tasks effectively (Mean = 4.13, Std. Dev = 0.204). Related to this is the challenge of classroom management, as 82.0% of teachers found maintaining discipline and managing disruptive behaviour to be stress-inducing (Mean = 4.10, Std. Dev = 0.219).

Another source of stress identified by 83.0% of respondents was high expectations from various stakeholders - parents, administrators, and policymakers - who demand high performance from teachers (Mean = 4.15, Std. Dev = 0.192). Similarly, emotional demands play a significant role in elevating stress levels, with 83.6% of teachers indicating that they frequently deal with emotionally taxing situations such as student behaviour issues and conflicts (Mean = 4.18, Std. Dev = 0.174). In terms of institutional support, 81.6% of teachers felt that inadequate support from school administration, along with limited opportunities for professional development, exacerbates their stress (Mean = 4.08, Std. Dev = 0.229).

Additionally, frequent policy changes were another stressor, with 80.8% of respondents agreeing that the constant shifts in educational reforms add to their stress (Mean = 4.04, Std. Dev = 0.261). A lack of sufficient resources, such as teaching materials and technological tools, was identified by 81.8% of teachers as a contributing factor to stress (Mean = 4.09, Std. Dev = 0.205). Moreover, balancing the demands of teaching with their personal lives proved challenging for 83.4% of respondents (Mean = 4.17, Std.

Dev = 0.182), indicating that work-life balance is a significant issue for educators. Finally, concerns over job security - including fears of contract non-renewals and layoffs - added to the stress of 81.0% of respondents (Mean = 4.05, Std. Dev = 0.246).

The findings from interviews confirmed that heavy workloads, time constraints, student discipline issues, resource shortages, high stakeholder expectations, and contextual variations are the primary factors driving occupational stress among teachers in Uasin Gishu County. These insights expand on the quantitative data, highlighting how stress emerges from a mix of structural, interpersonal, and contextual factors that require targeted policy and administrative responses.

A key factor raised by principals was the heavy workload resulting from multiple teaching and non-teaching duties.

“What stresses teachers the most here is being overloaded with both teaching and administrative duties they are expected to do too much with too little time.” (Principal 3)

Principals described time pressure as another major stressor, emphasizing its impact on teachers' ability to balance professional and personal life.

“Teachers here have very little time to prepare lessons properly or rest between classes. They often carry work home, which affects their family time.” (Principal 5).

Principals emphasized that student misbehaviour and the challenges of maintaining discipline contribute significantly to stress.

“When there are student discipline issues or unrealistic academic targets, the pressure becomes unbearable.” (Principal 11).

Another critical factor is the shortage of teaching resources and inadequate institutional support.

“There’s a lack of teaching materials and sometimes even proper housing, especially for teachers in extra-county schools.” (Principal 1).

Principals noted that unrealistic expectations from parents, administrators, and policymakers place teachers under constant pressure.

“Parents, administrators, and policymakers all want high grades and good discipline, but they rarely give the support needed.” (Principal 4)

Finally, principals observed that stress levels vary depending on teachers’ experience, gender, and type of school.

“Newer teachers get stressed faster because they’re still adjusting. Female teachers sometimes struggle more because they balance home duties too. Also, remote schools have more stress due to housing and transport.” (Principal 10)

Further, from the interviews several major themes emerged regarding how the CBE system has introduced new challenges that heighten occupational stress among teachers.

One of the most recurrent themes was the lack of a clearly defined implementation roadmap for the CBE system. School leaders expressed concern that the transition from the 8-4-4 system to the CBE framework was not accompanied by detailed plans, timelines, or guidelines. This lack of structure has left many teachers feeling overwhelmed and unsure about what is expected of them.

“There is no clear direction from the Ministry. One day we’re told to integrate certain competencies, then the next week the focus shifts. Teachers are left guessing what to do.” (Principal 2)

A significant number of interviewees noted that while the CBE system demands innovative, learner-centered teaching approaches, many teachers have not been

adequately trained in the methodologies required. This skill gap generates anxiety, especially among older teachers who were trained under more traditional pedagogical models.

“Our teachers are trained in the old methods. Now they are expected to teach using new learner-driven approaches without proper training. It’s very stressful for them.” (Principal 5)

The CBE curriculum is resource-intensive, requiring diverse teaching aids, digital content, and student-friendly learning environments. However, most schools lack the necessary infrastructure and materials to support this transformation. Teachers are forced to improvise or use outdated tools, increasing frustration and workload.

“You cannot talk of CBE and then deny us resources. No textbooks, no charts, no lab kits yet teachers are expected to deliver competency-based content.” (Principal 3)

The lack of structured orientation programs for teachers during the rollout of the CBE system was a major theme. Many principals reported that most teachers received little or no formal training before being asked to implement new curriculum demands.

“There were no proper workshops, just brief meetings. Many teachers don’t understand the philosophy behind CBE, let alone how to deliver it.” (Principal 6)

A further theme concerned the frequency of educational reforms and policy changes. Principals expressed that the constant adjustments made by the Ministry of Education were not accompanied by clear, actionable guidelines.

“Policies keep changing, but implementation plans are never shared. We hear things on the news before they reach us officially. This makes planning almost impossible.” (Principal 8)

4.6.1 Association between Demographic Factors and Occupational Stress

The study determined the association between various demographic factors and the prevalence of occupational stress among teachers in selected secondary schools in Uasin Gishu County, Kenya. Occupational stress levels were categorized as low, moderate, and high, as measured by the Perceived Stress Scale (PSS). The factors analysed included gender, age, education, work experience, type of school, subjects taught, and residence. The study results are presented in Table 4.7.

Table 4: Association between Demographic Factors and Occupational Stress

		Perceived Stress Scale (PSS)			χ^2	df	P-value
		Low Stress	Moderate Stress	High Stress			
Gender	Male	43(19.2%)	34(15.2%)	35(15.6%)	11.835	2	.003
	Female	21(9.4%)	53(23.7%)	38(17.0%)			
Age	22-25 years	24(10.7%)	26(11.6%)	12(5.4%)	10.620	6	.101
	25-35 years	20(8.9%)	35(15.6%)	28(12.5%)			
	36-45 years	11(4.9%)	18(8.0%)	22(9.8%)			
	46-55 years	9(4.0%)	8(3.6%)	11(4.9%)			
Education	Undergraduate degree	37(16.5%)	47(21.0%)	46(20.5%)	1.452	4	.835
	Postgraduate degree	22(9.8%)	33(14.7%)	23(10.3%)			
	Others	5(2.2%)	7(3.1%)	4(1.8%)			
Work Experience	Less than 1 year	14(6.3%)	4(1.8%)	5(2.2%)	15.032	6	.020
	1-5 years	7(3.1%)	14(6.3%)	8(3.6%)			
	6-10 years	33(14.7%)	58(25.9%)	49(21.9%)			
	11-15 years	10(4.5%)	11(4.9%)	11(4.9%)			
Type of School	Boys boarding	41(18.3%)	63(28.1%)	46(20.5%)	1.927	2	.382
	Girl's boarding	23(10.3%)	24(10.7%)	27(12.1%)			
Subjects Taught	Mathematics	16(7.1%)	27(12.1%)	14(6.3%)	3.738	6	.712
	Languages	21(9.4%)	26(11.6%)	22(9.8%)			
	Humanities	13(5.8%)	16(7.1%)	19(8.5%)			
	Sciences	14(6.3%)	18(8.0%)	18(8.0%)			
Residence	Staff quarters	31(13.8%)	28(12.5%)	20(8.9%)	7.715	4	.103
	Rented house	19(8.5%)	37(16.5%)	30(13.4%)			
	Own house	14(6.3%)	22(9.8%)	23(10.3%)			

Source: Field Data (2025)

The study findings in Table 4.7 revealed a statistically significant association between gender and occupational stress among teachers in Uasin Gishu County, as indicated by the chi-square value (11.835) and the p-value of 0.003. This suggests that the distribution of stress levels between male and female teachers is not due to random

chance. A closer examination of the data reveals that male teachers experience a higher proportion of high stress (15.6%) compared to moderate stress (15.2%) and low stress (19.2%). On the other hand, female teachers exhibit a considerably higher proportion of moderate stress (23.7%) than both low stress (9.4%) and high stress (17.0%). These findings suggest that gender may play a role in how stress manifests among teachers, potentially due to differing roles, expectations, or support systems between male and female educators. The higher proportion of moderate stress among females warrants further investigation into possible contributing factors, such as workload, family responsibilities, or institutional support for female teachers.

The relationship between age and occupational stress, as analysed in this study, was not found to be statistically significant, with a chi-square value of 10.620 and a p-value of 0.101. This suggests that age does not play a significant role in the distribution of stress levels among teachers. The data shows that teachers aged 25-35 years report the highest levels of high stress (12.5%) and moderate stress (15.6%). Conversely, teachers in the 22-25 years age group reported a relatively lower proportion of high stress (5.4%) but still experienced moderate stress (11.6%). Teachers in the older age brackets (36-45 and 46-55 years) also reported moderate stress, although to a lesser extent than their younger counterparts. These findings imply that while age may influence the perception of stress, it is not a decisive factor in determining the overall stress levels in the teaching profession. This lack of a statistically significant relationship may indicate that other factors, such as workload or job satisfaction, may be more influential in determining stress than age alone.

The analysis of education level and its association with occupational stress indicates no significant relationship, as evidenced by a chi-square value of 1.452 and a p-value of

0.835. Teachers with undergraduate degrees experienced moderate stress (21.0%) and high stress (20.5%) at similar proportions, while those with postgraduate degrees and other educational qualifications reported slightly lower levels of stress. Despite these differences in stress distribution, the absence of statistical significance suggests that the level of formal education may not be a determining factor in teachers' stress levels. It is possible that other professional attributes, such as teaching experience, support structures, or workload, may have a more pronounced impact on stress than educational qualifications alone. This result aligns with the idea that while education can influence teaching efficacy and career advancement, it does not necessarily correlate with stress levels in the context of the teaching profession.

A significant relationship between work experience and occupational stress was observed in this study, with a chi-square value of 15.032 and a p-value of 0.020, suggesting that work experience plays a crucial role in determining stress levels among teachers. Teachers with 6-10 years of experience reported the highest levels of both moderate stress (25.9%) and high stress (21.9%). This suggests that teachers with a moderate amount of experience may be experiencing the highest levels of stress, potentially due to the increased expectations and responsibilities that come with several years of teaching. These teachers may face challenges such as classroom management, curriculum demands, or navigating the complexities of the education system, which could contribute to elevated stress. The findings indicate that while teachers in the early years of their career may face adjustment stress, those with moderate experience may face burnout or job-related challenges that lead to heightened stress.

The type of school, whether boys' or girls' boarding schools, was not found to have a statistically significant impact on occupational stress, with a chi-square value of 1.927

and a p-value of 0.382. Although teachers in boys' boarding schools reported slightly higher levels of high stress (20.5%) compared to their counterparts in girls' boarding schools (12.1%), the absence of statistical significance suggests that the type of school is not a major contributor to occupational stress. Other factors, such as school culture, student behaviour, and institutional support, may outweigh the influence of school type on stress levels. The results suggest that the specific challenges teachers face in boarding schools, whether boys' or girls', may be less impactful than broader factors such as workload, work-life balance, or administrative support.

The analysis of the subjects taught by teachers did not reveal any statistically significant association with occupational stress, with a chi-square value of 3.738 and a p-value of 0.712. Teachers of mathematics, languages, humanities, and sciences experienced varying levels of stress, but no clear pattern emerged across subject areas. The proportions of teachers reporting low, moderate, or high stress were relatively evenly distributed across the subjects, suggesting that the subject area taught does not play a significant role in determining occupational stress levels. This finding highlights that stress may not be intrinsically tied to the subject matter but may be more strongly related to other factors such as teaching methods, student engagement, or subject-related workload.

Finally, the type of residence was not found to have a statistically significant association with occupational stress, as indicated by the chi-square value of 7.715 and a p-value of 0.103. Teachers residing in rented houses reported the highest levels of moderate stress (16.5%) and high stress (13.4%), while those in staff quarters and their own houses experienced somewhat lower levels of stress. However, the absence of statistical significance suggests that where teachers live does not substantially influence their

stress levels. It is possible that other factors related to living conditions, such as proximity to work or social support, could be influencing stress but were not captured in this analysis. Thus, while housing conditions might impact overall well-being, they do not appear to be a primary determinant of occupational stress among teachers in this context.

The results indicate that some demographic characteristics, particularly gender and length of teaching experience, were significantly related to occupational stress among teachers in Uasin Gishu County. Although variables such as age, educational attainment, school category, and place of residence were not significantly associated with occupational stress, their possible influence cannot be completely ruled out. Additional studies are therefore needed to examine other factors that may affect occupational stress within the teaching profession, including institutional support, workload, and challenges associated with student behaviour.

4.6.2 Association between Job-Related Factors and Occupational Stress

The study examined the association between various job-related factors and occupational stress among teachers in Uasin Gishu County, Kenya. The factors analyzed included heavy workload, time constraints, classroom management, high expectations, emotional labour (the effort required to manage and display appropriate emotions when interacting with students, parents, and colleagues), lack of support, policy changes, resource shortage, work-life imbalance, and job insecurity. Occupational stress was categorized into low, moderate, and high stress levels, and the chi-square (χ^2) test was used to determine the statistical significance of each job-related factor. A p-value of less than 0.05 indicated a statistically significant relationship

between the job-related factor and occupational stress. The study findings are presented in Table 4.8.

Table 5: Association between Job-Related Factors and Occupational Stress

		Low Stress	Moderate Stress	High Stress	χ^2	df	P-value
Heavy Workload	Disagree	10(4.5%)	19(8.5%)	9(4.0%)	3.170 ^a	4	.530
	Neutral	15(6.7%)	19(8.5%)	21(9.4%)			
	Agree	39(17.4%)	49(21.9%)	43(19.2%)			
Time Constraints	Disagree	10(4.5%)	9(4.0%)	18(8.0%)	15.098 ^a	4	.005
	Neutral	3(1.3%)	14(6.3%)	2(0.9%)			
	Agree	51(22.8%)	64(28.6%)	53(23.7%)			
Classroom Management	Disagree	15(6.7%)	9(4.0%)	14(6.3%)	7.223 ^a	4	.125
	Neutral	6(2.7%)	18(8.0%)	13(5.8%)			
	Agree	43(19.2%)	60(26.8%)	46(20.5%)			
High Expectations	Disagree	24(10.7%)	28(12.5%)	23(10.3%)	2.799 ^a	4	.592
	Neutral	18(8.0%)	18(8.0%)	19(8.5%)			
	Agree	22(9.8%)	41(18.3%)	31(13.8%)			
Emotional Labor	Disagree	3(1.3%)	14(6.3%)	2(0.9%)	11.186 ^a	4	.025
	Neutral	17(7.6%)	22(9.8%)	18(8.0%)			
	Agree	44(19.6%)	51(22.8%)	53(23.7%)			
Lack of Support	Disagree	12(5.4%)	11(4.9%)	14(6.3%)	8.538 ^a	4	.074
	Neutral	34(15.2%)	37(16.5%)	41(18.3%)			
	Agree	18(8.0%)	39(17.4%)	18(8.0%)			
Policy Changes	Disagree	7(3.1%)	23(10.3%)	7(3.1%)	17.949 ^a	4	.001
	Neutral	7(3.1%)	10(4.5%)	20(8.9%)			
	Agree	50(22.3%)	54(24.1%)	46(20.5%)			
Resource Shortage	Disagree	15(6.7%)	18(8.0%)	23(10.3%)	12.234 ^a	4	.016
	Neutral	3(1.3%)	14(6.3%)	2(0.9%)			
	Agree	46(20.5%)	55(24.7%)	48(21.4%)			
Work Life Imbalance	Disagree	23(10.3%)	40(17.9%)	22(9.8%)	7.035 ^a	4	.134
	Neutral	11(4.9%)	18(8.0%)	12(5.4%)			
	Agree	30(13.4%)	29(12.9%)	39(17.4%)			
Job Insecurity	Disagree	19(8.5%)	27(12.1%)	11(4.9%)	6.351 ^a	4	.174
	Neutral	16(7.1%)	19(8.5%)	21(9.4%)			
	Agree	29(12.9%)	41(18.3%)	41(18.3%)			

Source: Field Data (2025)

The analysis revealed no significant association between heavy workload and occupational stress ($p = 0.530$). Although a higher proportion of teachers who agreed with the statement about heavy workload reported experiencing moderate (21.9%) and

high (19.2%) stress, the lack of statistical significance indicates that workload may not be the primary contributor to stress in this context. Teachers in Uasin Gishu County, despite acknowledging a heavy workload, did not show a clear statistical link between this factor and their stress levels.

Time constraints demonstrated a statistically significant relationship with occupational stress ($p = 0.005$). Teachers who agreed with the statement regarding time constraints (28.6% moderate stress, 23.7% high stress) reported higher stress levels. This indicates that time pressures related to lesson preparation, deadlines, and administrative duties are significant stressors for teachers in Uasin Gishu County.

Classroom management did not show a statistically significant relationship with occupational stress ($p = 0.125$). Despite a higher percentage of teachers who agreed with the classroom management challenges reporting moderate and high stress levels, the lack of significance suggests that classroom management may not be a predominant stressor compared to other job-related factors.

The relationship between high expectations and occupational stress was not significant ($p = 0.592$). While some teachers reported moderate and high stress due to high expectations, this factor did not emerge as a statistically significant stressor, suggesting that expectations may be more manageable or realistic in Uasin Gishu County compared to other environments where high expectations may overwhelm teachers.

Emotional labour showed a significant association with occupational stress ($p = 0.025$). Teachers who agreed with the emotional labour statement (22.8% moderate stress, 23.7% high stress) reported elevated stress levels. This indicates that the emotional demands of teaching, such as managing students' emotions and maintaining a positive classroom environment, contribute significantly to occupational stress.

Lack of support did not show a significant association with occupational stress ($p = 0.074$). While a proportion of teachers who agreed with the lack of support statement reported moderate stress, the lack of statistical significance suggests that support from colleagues, administration, or family may not be as influential as other stressors in Uasin Gishu County.

Policy changes were significantly associated with occupational stress ($p = 0.001$). Teachers who agreed with the statement about policy changes (24.1% moderate stress, 20.5% high stress) reported higher levels of stress. This highlights that frequent changes in educational policies, which disrupt teaching practices and create uncertainty, are significant stressors for teachers.

Resource shortage showed a significant relationship with occupational stress ($p = 0.016$). Teachers who agreed with the resource shortage statement (24.7% moderate stress, 21.4% high stress) reported higher stress levels. This suggests that insufficient resources, such as teaching materials and infrastructure, contribute to stress by increasing workload and reducing effectiveness in the classroom.

Work-life imbalance did not show a statistically significant relationship with occupational stress ($p = 0.134$). Although a considerable number of teachers reported high stress due to work-life imbalance, the lack of statistical significance suggests that other factors, such as workload and time constraints, may play a more prominent role in determining stress levels.

Job insecurity did not show a significant relationship with occupational stress ($p = 0.174$). Despite some teachers reporting high stress related to job insecurity, the lack of statistical significance suggests that teachers in Uasin Gishu County may not perceive their jobs as insecure, or other factors overshadow job insecurity as a source of stress.

4.7 Mitigation Strategies for Occupational Stress among Teachers

In the third objective, the study sought to determine the effectiveness of various mitigation strategies in reducing occupational stress among teachers. The responses are summarized in Table 4.9.

Table 6: Mitigation Strategies for Occupational Stress among Teachers

Statements	SD	D	N	A	SA	Total	Mean	Std. Dev
1. Engaging in regular physical exercise	9	7	27	84	97	224	4.16	0.249
	4	3.3	11.7	37.5	43.5	100		
2. Practicing relaxation techniques (deep breathing, meditation)	11	10	30	83	90	224	4.05	0.263
	5	4.4	13.4	37.1	40.1	100		
3. Seeking social support from colleagues, friends, or family	7	7	23	88	99	224	4.22	0.221
	3.3	3	10	39.6	44.1	100		
4. Taking regular breaks and time off from work	6	5	27	82	104	224	4.22	0.214
	2.7	2.3	12	36.5	46.5	100		
5. Pursuing hobbies or activities outside of teaching	10	8	28	85	93	224	4.13	0.244
	4.4	3.7	12.4	38	41.5	100		
6. Seeking professional counselling or mental health support when needed	9	11	32	81	91	224	3.94	0.252
	4	4.7	14.7	36.1	40.5	100		
7. Setting boundaries and prioritizing self-directed activities	6	7	24	87	100	224	4.16	0.249
	2.7	3	10.7	38.8	44.8	100		

Source: Field Data (2025)

The study results on mitigation strategies for occupational stress indicate that the most commonly adopted strategies include seeking social support from colleagues, friends, or family, and setting boundaries and prioritizing self-care, both with a mean of 4.22

and a standard deviation of 0.221. Around 83.6% of teachers concurred that these strategies are effective in managing stress. Additionally, taking regular breaks and time off from work emerged as another crucial strategy, with 83.0% of respondents agreeing (Mean = 4.22, Std. Dev = 0.214) that this helps alleviate stress. Similarly, engaging in regular physical exercise was also identified by 81.0% of teachers (Mean = 4.16, Std. Dev = 0.249) as a beneficial stress relief activity. Teachers also reported the effectiveness of pursuing hobbies or activities outside of teaching, with 80.0% (Mean = 4.13, Std. Dev = 0.244) agreeing that engaging in leisure activities reduces stress. Practicing relaxation techniques such as deep breathing and meditation was recognized by 77.2% of respondents (Mean = 4.05, Std. Dev = 0.263) as a helpful strategy. Lastly, seeking professional counselling or mental health support was cited by 78.8% of teachers (Mean = 4.08, Std. Dev = 0.252), demonstrating the value of accessing professional help when necessary to manage occupational stress.

The qualitative data gathered through interviews and open-ended questions offer significant information to add to the quantitative data. The vast majority of the teachers emphasized the role of gender in affecting their level of stress, with the female teachers being particularly stressed about balancing both their work and family life. Some of the teachers also explained that gender norms and roles in society make them experience greater emotional labor, which is why they may be affected by stress to a larger extent.

The teachers who have been teaching for 6-10 years indicated that they were going through a difficult period of time in their careers due to having more responsibility and being involved in mentoring other teachers and dealing with difficult groups. On the other hand, the teachers with less than a year of experience admitted to experiencing stress because of the difficulty of adjustment to new curriculum and new school

environment, however, the strong peer support they were receiving helped them reduce their stress. The teachers who worked in remote or resource-poor schools stated that lack of adequate infrastructure, including poor housing and transportation conditions, and the scarcity of materials made the workplace more stressful.

The study findings revealed that illustrates how teachers primarily rely on individual efforts and informal personal activities to manage work-related stress. These coping actions occur outside formal institutional frameworks and are self-initiated.

“Some teachers go for evening walks or join local church fellowships anything to help them unwind after a long day.” (Principal 8)

A major concern raised by principals was the lack of formal structures or consistent programs to address teachers’ occupational stress. This theme captures the gap between individual coping efforts and the organizational responsibility to support staff well-being.

“We don’t have any structured program for stress management what exists are just ad hoc staff meetings, and those are not enough.” (Principal 4).

Beyond identifying current coping strategies and gaps, principals offered practical suggestions for strengthening how schools address occupational stress, pointing to the need for systemic, sustainable interventions.

“I would suggest the county provides school-based counsellors and stress management workshops.” (Principal 11)

CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS

5.1 Introduction

This section presents a detailed interpretation of the study's findings. The data, drawn from both quantitative survey responses and qualitative interviews with school principals, provide a comprehensive view of how teachers manage stress in the absence or presence of institutional support systems. By comparing the current findings with previous studies, the discussion highlights not only the most commonly used and effective coping strategies, but also the systemic gaps that persist in educational environments. Each major finding is examined individually, followed by a critical analysis of how it aligns with or differs from prior research. This approach allows for a nuanced understanding of both the personal and organizational dimensions of occupational stress management within the teaching profession.

5.2 Prevalence of Occupational Stress among Teachers

The first major finding of this study is the high prevalence of occupational stress among teachers. A substantial proportion of respondents reported experiencing moderate to high levels of stress. The study findings revealed that 71.4% of teachers were under stress where 38.8% had moderate stress and 32.6% had high stress, whereas 28.6% reported low stress. This clearly demonstrates that occupational stress is a widespread issue in the teaching profession. These findings are consistent with those of Khalifa *et al.* (2022), who reported that all teachers in their study experienced some level of stress, with a significant portion falling into the moderate range. Similarly, Desouky and Allam (2021) found occupational stress to be universally present among Egyptian teachers, while Agbesi *et al.* (2023) observed a notable proportion of Ghanaian high school teachers experiencing moderate stress levels. Alignment with Othman and

Sivasubramaniam's (2020) findings on stress among Malaysian secondary teachers further confirms the global nature of the issue.

The second finding reveals that majority of teachers (57.2%) reported a frequent perceived loss of control over important life domains, indicating elevated psychosocial strain and constrained decision latitude core markers of occupational stress linked to emotional exhaustion and diminished efficacy. Notably, only 5.4% endorsed "never," suggesting the experience is widespread rather than incidental. This perceived lack of control is a critical marker of occupational stress and reflects the pressures and limited autonomy teachers face in their work. This finding accords with Khalifa *et al.* (2022), who identified powerlessness as a salient stressor, particularly for government school teachers. It also supports Skaalvik and Skaalvik (2022), who emphasize that reduced autonomy and decision-making latitude contribute substantially to teacher stress and emotional exhaustion.

The third finding indicates that a majority of teachers (71.5%) reported frequent confidence ($\geq$ "fairly often") in handling personal problems, suggesting a polarized distribution with high-confidence and low-confidence subgroups and minimal mid-range endorsement. While a segment reported never feeling confident, an equal proportion reported feeling confident very often. This marked contrast suggests the presence of two psychological subgroups within the profession those who cope effectively and those who struggle substantially. This bifurcation may itself be contributing to the overall stress profile observed in the study, as the low-confidence subgroup could be disproportionately driving the moderate-to-high stress levels reported, although the cross-sectional design of this study does not allow this possibility to be confirmed. While the current study shows that there is a difference between high

and low confidence groups that relates to stress, Desouky and Allam (2021) reported a more continuous variation in stress attributable to demographic considerations.

The fourth finding indicates that majority (42.9%) of teachers experience inconsistency in positive life outcomes and in coping with responsibilities. These distributions suggest chronic, moderate strain that may not fully incapacitate performance yet progressively undermines well-being. This pattern is consistent with Agbesi *et al.* (2023), who identified workload and daily task demands as key predictors of stress, and with Othman and Sivasubramaniam (2021), who documented productivity declines associated with psychological strain.

Another important finding is the difficulty teachers face in managing irritability. A majority of teachers (42.9%) reported being able to control irritations “fairly often,” indicating mid-range emotional regulation rather than consistent mastery. This distribution reflects ongoing challenges in emotional regulation, a well-established correlate of occupational stress. The result accords with Desouky and Allam (2021), who found associations between heightened stress and emotional symptoms, and with McCarthy *et al.* (2021), who linked irritability and burnout to excessive workload and insufficient institutional support.

The sixth finding highlights a disparity in teachers’ sense of mastery. Overall, 71.5% reported feeling “on top of things” fairly often (42.9%) or very often (28.6%), while 28.6% selected “almost never,” with 0% endorsing “never” or “sometimes.” This pattern suggests the coexistence of higher-functioning and lower-functioning groups within the profession. It aligns with Li *et al.* (2020), who found burnout to be associated with perceived stress and diminished satisfaction, and with Ozamiz-Etxebarria *et al.*

(2021), who reported variation in stress symptoms across teacher demographics and settings.

The interview findings corroborate the visibility and severity of occupational stress from the perspective of school principals. Themes indicated that stress is a common challenge, frequently observable through mood changes, absenteeism, and reduced performance. Principals reported encountering stressed teachers weekly, believing that “the majority” struggle, and noting increased sick leave. This qualitative evidence strongly supports the quantitative results and aligns with prior research. Desouky and Allam (2021) documented physical and behavioral manifestations of stress; Othman and Sivasubramaniam (2020) emphasized its relationship with compromised teacher performance; and McCarthy *et al.* (2021) attributed stress-related dysfunction to excessive workload and inadequate institutional scaffolding. Overall, convergent evidence indicates that approximately seven in ten teachers experience meaningful stress, roughly one in three experience high stress, and loss of control and irritability emerge as salient targets for school-level intervention.

5.3 Factors Associated with Occupational Stress among Teachers

The study revealed that the most prominent source of stress among teachers was an excessive workload. Respondents widely agreed that tasks such as lesson planning, grading, and meeting administrative requirements significantly contributed to occupational stress. Consistent with this, 84.4% agreed/strongly agreed (Mean = 4.22, SD = 0.187). Interview data reinforced this, with principals acknowledging that teachers are expected to perform both teaching and non-teaching duties, often without adequate time or support. This finding agrees with Skaalvik and Skaalvik (2022), who reported that excessive workload is a core organizational factor affecting teachers’

psychological well-being. It also supports Robbins, Judge, and Sangahi (2021), who observed that heavy workload contributes to overwork stress and reduced productivity, although their study was in a different cultural context (India). Similarly, Malhan and Kumar (2024) identified work overload as a key stressor among university faculty, reinforcing the widespread nature of this issue across educational levels.

Time pressure was another major factor, with many respondents stating they had insufficient time to complete their responsibilities effectively. Teachers reported that they often worked beyond school hours, taking assignments home and sacrificing personal time, which impacted their work-life balance. In the survey, 82.6% agreed/strongly agreed with the time-constraint item (Mean = 4.13, SD = 0.204). This finding concurred with McCarthy *et al.* (2021), who emphasized that time pressure is a major organizational stressor that reduces teachers' job satisfaction and performance. The results also align with Kabito and Wami (2020), who found that time-related job demands were significantly associated with perceived stress. Furthermore, Steiner and Woo (2021) found that time constraints, especially under pandemic-related teaching conditions, led to elevated stress levels and emotional exhaustion.

The study showed that a large proportion of teachers experienced stress related to managing disruptive behaviour and maintaining discipline in the classroom. Principals confirmed that dealing with behavioural challenges especially when combined with unrealistic academic expectations made the pressure "unbearable" for teachers. Quantitatively, 82.0% agreed/strongly agreed that classroom management is a stressor (Mean = 4.10, SD = 0.219). This finding agrees with Enright (2025), who emphasized that interpersonal stress and student misbehaviour are critical sources of conflict stress in the workplace. Additionally, cultural diversity and behaviour management

challenges contribute to increased teacher burnout and lower self-efficacy, especially in complex classroom environments (Enright, 2025).

The study found that many teachers felt overwhelmed by high expectations from parents, school administrators, and policymakers. Despite being held accountable for student performance and discipline, teachers reported receiving minimal support from these stakeholders. Reflecting this pressure, 83.0% agreed/strongly agreed with the high-expectations item (Mean = 4.15, SD = 0.192). This finding agrees with Greenglass *et al.* (2020), who indicated that unmet expectations and lack of decision-making autonomy are major sources of burnout. It also resonates with Steiner and Woo (2021), who reported that unrealistic performance expectations from external bodies increase psychological stress and reduce teacher morale, particularly during transitions in education systems.

Many teachers noted that dealing with emotionally demanding situations such as student behaviour problems and personal crises was a frequent and significant source of stress. Principals supported this observation, noting that emotional exhaustion often results from persistent emotional labour. In line with this, 83.6% agreed/strongly agreed that emotional demands elevate stress (Mean = 4.18, SD = 0.174). This finding agrees with the work of Greenglass *et al.* (2020), who emphasized that emotional labour and the lack of social and institutional support heighten burnout over time. It also aligns with Aigerim and Almazhay (2024), who found that emotional exhaustion, especially when compounded by difficult work environments, leads to cognitive fatigue and reduced performance among teachers.

The study indicated that many teachers experienced stress due to a lack of support from school leadership and insufficient opportunities for professional development.

Similarly, a comparable number cited a shortage of teaching resources including textbooks, technology, and classroom infrastructure as a major stressor. Specifically, 81.6% agreed/strongly agreed regarding inadequate support (Mean = 4.08, SD = 0.229) and 81.8% regarding resource shortages (Mean = 4.09, SD = 0.205). This finding agrees with Yin *et al.* (2020) identified inadequate organizational support and resource constraints as major factors contributing to occupational stress. It also supports Kabito and Wami (2020), who found that teachers in under-resourced environments reported higher stress levels. Moreover, Faisal *et al.* (2021) similarly observed that lack of career development and administrative support worsens the stress environment in educational institutions.

Frequent changes in educational policies and reforms were identified as a source of stress by many respondents. Teachers expressed difficulty adapting to new curriculum requirements, administrative processes, and policy expectations. Correspondingly, 80.8% agreed/strongly agreed that policy changes increase stress (Mean = 4.04, SD = 0.261). This finding agrees with Yin *et al.* (2020), who noted that policy instability and frequent reforms reduce teacher engagement and increase psychological strain. It also supports Steiner and Woo (2021), who found that during the pandemic, rapid instructional policy shifts were among the most cited stressors for educators, especially when compounded by unclear implementation guidelines.

The challenge of balancing professional obligations with personal and family life was acknowledged by many teachers. They reported that teaching responsibilities often extended into evenings and weekends, leaving little time for rest or family engagement. Consistently, 83.4% agreed/strongly agreed that work–life balance was difficult (Mean = 4.17, SD = 0.182). This finding agrees with Steiner and Woo (2021), who observed

that many teachers especially those with caregiving duties struggled to maintain work-life boundaries. Greenglass *et al.* (2020) also highlighted that the interplay between family and job demands significantly impacts burnout and emotional well-being.

Job insecurity, including concerns about contract renewals and potential layoffs, was cited by many teachers as a source of ongoing stress. This was particularly prevalent among newer and probationary staff. In the present data, 81.0% agreed/strongly agreed that job insecurity contributes to stress (Mean = 4.05, SD = 0.246). This finding agrees with Faisal *et al.* (2021), who reported that newly hired university teachers faced higher stress levels due to job insecurity and limited advancement opportunities. It also aligns with Kabito and Wami (2020), who found that teachers with fewer years of experience were more vulnerable to occupational stress due to unstable job conditions.

Principals' stress levels were influenced, according to interviews, by teacher experience, gender, and school location. Poor housing and long commutes for teachers in remote schools, and the lack of balance between home and school responsibilities for female teachers were some of the issues that arose. The qualitative themes were similar to the quantitative patterns shown in Tables 4.7–4.8, which show significant links for certain subgroups and stressors. The overall implications from the results of chapter 4 however, suggest that the demographic factors that were examined did not exhibit significant and strong relationships with stress levels across the sample implying that maybe teachers are not as evenly distributed in terms of stress levels based on their gender, years of teaching or location of school. This partially contradicts Durak and Saritepeci (2022), Kabito and Wami (2020) report, which showed more powerful and direct relationships between demographic factors and burnout/stress levels.

The finding that male and female teachers in Uasin Gishu County experience different levels of occupational stress align with several studies on the impact of gender on stress in the workplace. The chi-square analysis revealed that male teachers reported higher levels of high stress, while female teachers exhibited a higher proportion of moderate stress. Statistically, the association by gender was significant ($\chi^2 = 11.835$, $df = 2$, $p = .003$). This was consistent with research by Carroll *et al.* (2022), which emphasized that gender influences how stress is perceived and experienced. In particular, women may face unique stressors, such as balancing family responsibilities with professional duties, which could contribute to moderate stress levels. This contrasts with the male teachers, who, according to the study, may experience high stress due to factors such as workload, institutional expectations, and lack of support. Greenglass *et al.* (2020) also highlighted the role of social support in mitigating stress and burnout, which could explain the gendered differences observed in the study. Women often report higher levels of stress due to reduced involvement in decision-making and family-related conflicts (Wood, Daniels, & Ogbonnaya, 2020). These findings suggest that gender-related expectations and support systems are critical factors in understanding occupational stress.

The relationship between age and occupational stress, as analyzed in this study, was not found to be statistically significant, with a chi-square value of 10.620 and a p-value of 0.101. Accordingly, no age-group differences reached significance ($\chi^2 = 10.620$, $df = 6$, $p = .101$). This suggests that age does not play a significant role in the distribution of stress levels among teachers. The data showed that teachers aged 25-35 years reported the highest levels of high stress (12.5%) and moderate stress (15.6%). Conversely, teachers in the 22-25 years age group reported a relatively lower proportion of high stress (5.4%) but still experienced moderate stress (11.6%). Teachers in the older age

brackets (36-45 and 46-55 years) also reported moderate stress, although to a lesser extent than their younger counterparts. These findings imply that while age may influence the perception of stress, it is not a decisive factor in determining the overall stress levels in the teaching profession. This lack of a statistically significant relationship may indicate that other factors, such as workload or job satisfaction, may be more influential in determining stress than age alone (Kabito & Wami, 2020; Teles *et al.*, 2020).

The analysis of education level and its association with occupational stress indicated no significant relationship, as evidenced by a chi-square value of 1.452 and a p-value of 0.835. Thus, education level was not associated with stress categorization ($\chi^2 = 1.452$, $df = 4$, $p = .835$). Teachers with undergraduate degrees experienced moderate stress (21.0%) and high stress (20.5%) at similar proportions, while those with postgraduate degrees and other educational qualifications reported slightly lower levels of stress. Despite these differences in stress distribution, the absence of statistical significance suggests that the level of formal education may not be a determining factor in teachers' stress levels. It is possible that other professional attributes, such as teaching experience, support structures, or workload, may have a more pronounced impact on stress than educational qualifications alone. This result aligns with the idea that while education can influence teaching efficacy and career advancement, it does not necessarily correlate with stress levels in the context of the teaching profession (Yin *et al.*, 2020; Kabito & Wami, 2020).

A significant relationship between work experience and occupational stress was observed in this study, with a chi-square value of 15.032 and a p-value of 0.020, suggesting that work experience plays a crucial role in determining stress levels among

teachers. Specifically, the association by work experience was significant ($\chi^2 = 15.032$, $df = 6$, $p = .020$), with teachers having 6-10 years of experience reporting the highest levels of both moderate (25.9%) and high (21.9%) stress. In contrast, teachers with less than one year of experience reported the lowest levels of stress. This suggests that teachers with a moderate amount of experience may be experiencing the highest levels of stress, potentially due to the increased expectations and responsibilities that come with several years of teaching. These teachers may face challenges such as classroom management, curriculum demands, or navigating the complexities of the education system, which could contribute to elevated stress. The findings indicate that while teachers in the early years of their career may face adjustment stress, those with moderate experience may face burnout or job-related challenges that lead to heightened stress (Hongal & Kinange, 2020; Greenglass *et al.*, 2020).

The type of school, whether boys' or girls' boarding schools, was not found to have a statistically significant impact on occupational stress, with a chi-square value of 1.927 and a p-value of 0.382. Accordingly, school type showed no significant association ($\chi^2 = 1.927$, $df = 2$, $p = .382$). Although teachers in boys' boarding schools reported slightly higher levels of high stress (20.5%) compared to their counterparts in girls' boarding schools (12.1%), the absence of statistical significance suggests that the type of school is not a major contributor to occupational stress. Other factors, such as school culture, student behaviour, and institutional support, may outweigh the influence of school type on stress levels. The results suggest that the specific challenges teachers face in boarding schools, whether boys' or girls', may be less impactful than broader factors such as workload, work-life balance, or administrative support (Alson, 2019; Teles *et al.*, 2020).

The analysis of the subjects taught by teachers did not reveal any statistically significant association with occupational stress, with a chi-square value of 3.738 and a p-value of 0.712. Thus, subject area was not linked to stress categories ($\chi^2 = 3.738$, $df = 6$, $p = .712$). Teachers of mathematics, languages, humanities, and sciences experienced varying levels of stress, but no clear pattern emerged across subject areas. The proportions of teachers reporting low, moderate, or high stress were relatively evenly distributed across the subjects, suggesting that the subject area taught does not play a significant role in determining occupational stress levels. This finding highlights that stress may not be intrinsically tied to the subject matter but may be more strongly related to other factors such as teaching methods, student engagement, or subject-related workload (Durak & Saritepeci, 2023; Tran *et al.*, 2020; Wood, Daniels, & Ogbonnaya, 2020).

Finally, the type of residence was not found to have a statistically significant association with occupational stress, as indicated by the chi-square value of 7.715 and a p-value of 0.103. Residence type was therefore non-significant ($\chi^2 = 7.715$, $df = 4$, $p = .103$). Teachers residing in rented houses reported the highest levels of moderate stress (16.5%) and high stress (13.4%), while those in staff quarters and their own houses experienced somewhat lower levels of stress. However, the absence of statistical significance suggests that where teachers live does not substantially influence their stress levels. It is possible that other factors related to living conditions, such as proximity to work or social support, could be influencing stress but were not captured in this analysis. Thus, while housing conditions might impact overall well-being, they do not appear to be a primary determinant of occupational stress among teachers in this context (Alson, 2019; Kabito & Wami, 2020).

The findings indicate that selected demographic characteristics, particularly gender and teaching experience, were significantly associated with occupational stress among teachers in Uasin Gishu County. Although no statistically significant relationships were observed for age, level of education, school type, or place of residence, these variables may still have an indirect influence on teachers' stress levels. In addition to these demographic findings, the job-related analysis presented in Table 4.8 identified several workplace factors that significantly contributed to occupational stress. Further investigation is therefore warranted to examine other potential determinants of occupational stress within the teaching profession, including institutional support, workload, and student behaviour (Yin *et al.*, 2020; Kabito & Wami, 2020; Greenglass *et al.*, 2020).

5.4 Mitigation Strategies for Occupational Stress among Teachers

The study found that seeking social support from colleagues, friends, or family was one of the most effective stress mitigation strategies among teachers. A large majority of participants agreed on its effectiveness, underscoring the importance of interpersonal connections in coping with occupational stress. In the present data, 83.5% agreed/strongly agreed ($M = 4.22$, $SD = 0.221$). This finding is strongly supported by existing literature. Yin *et al.* (2020) emphasized that social support is a key component of emotion-focused coping strategies and can help reduce emotional distress. Similarly, Skaalvik and Skaalvik (2022) highlighted the importance of collegial support in buffering the effects of occupational stress and preventing teacher burnout. Thus, the current study agrees with previous research that underscores the therapeutic value of interpersonal relationships in alleviating stress.

Another significant finding was the effectiveness of setting boundaries and prioritizing self-care, here operationalised as deliberately limiting work-related demands on personal time and engaging in restorative activities (such as rest, exercise, and personal interests) outside of school hours. This strategy was widely endorsed by participants, highlighting the value of intentional self-management in reducing occupational stress. Empirically, 83.5% agreed/strongly agreed ($M = 4.16$, $SD = 0.249$). This finding aligns with the conclusions of McCarthy *et al.* (2020) and Riley and Burke (2020), who identified maintaining a healthy work-life balance and setting personal limits as vital to reducing burnout. Pogere *et al.* (2020) also found that teachers who maintained clear boundaries experienced lower levels of emotional exhaustion. The current study therefore agrees with previous research in recognizing self-care as a proactive coping measure that supports emotional and psychological well-being.

The strategy of taking regular breaks and time off from work was similarly well-endorsed by participants. This reflects a shared recognition of the importance of rest and recovery in managing occupational stress. In this sample, 83.0% agreed/strongly agreed ($M = 4.22$, $SD = 0.214$). This finding echoes McCarthy's (2021) argument that stress arises from the imbalance between demands and available resources, and that time off can help restore this balance. Mahfouz (2020) also noted that school leaders used time away from work as an effective strategy for regaining emotional composure. Thus, this study supports the view that rest and recuperation are not merely helpful but essential for sustaining teacher well-being.

Engaging in regular physical exercise was another frequently cited coping mechanism. Many participants recognized its effectiveness in managing stress and promoting overall well-being. Here, 80.8% agreed/strongly agreed ($M = 4.16$, $SD = 0.249$). This

concurs with Riley and Burke (2020), who emphasized the role of physical activity in stress reduction. Similarly, McCarthy *et al.* (2021) noted that physical activity serves as both a preventive and therapeutic approach to emotional strain. While Klapproth *et al.* (2020) did not focus directly on physical exercise, their findings also suggested that teachers used structured personal routines as coping mechanisms during high-stress periods. The present study therefore agrees with previous work that supports the value of physical activity as a form of emotional regulation.

Pursuing hobbies or activities outside of teaching was another highly rated strategy. Participants widely agreed on its effectiveness, emphasizing the importance of maintaining interests beyond the professional sphere to support mental well-being. In the data, 79.5% agreed/strongly agreed ($M = 4.13$, $SD = 0.244$). This finding is consistent with Yin *et al.* (2020), who identified engagement in leisure activities as a form of emotion-focused coping. Gustems-Carnicer *et al.* (2020) similarly found that problem-focused coping, including hobbies and self-directed activities, correlated with better academic and emotional outcomes. Mahfouz (2020) also observed that principals managed stress by engaging in activities outside of work. Therefore, this study agrees with earlier research that advocates for non-work-related outlets as effective coping tools.

Practicing relaxation techniques such as deep breathing and meditation received somewhat lower, but still significant, support. This suggests that while not the most widely adopted, such practices are still valued by many teachers as effective tools for managing stress. Quantitatively, 77.2% agreed/strongly agreed ($M = 4.05$, $SD = 0.263$). This finding is in agreement with Yin *et al.* (2020), who noted that mindfulness and relaxation methods are commonly used emotion-focused coping mechanisms.

However, Pogere *et al.* (2021) warned that over-reliance on emotion-focused strategies especially in the absence of problem-focused solutions may not sufficiently address the root causes of stress. Thus, while this study agrees with the general benefit of relaxation techniques, it also reveals a potential limitation when these methods are used in isolation.

Seeking professional counseling or mental health support received the lowest level of endorsement among the coping strategies identified. While still supported by many, this finding may reflect lingering stigma, accessibility challenges, or a preference for informal support systems among teachers. In this study, 76.8% of teachers agreed/strongly agreed that seeking professional counselling or mental health support was a strategy they used to manage occupational stress ($M = 3.94$, $SD = 0.252$). While this indicates general recognition of its importance, it may also reflect lingering stigma or limited access to such services. This finding agrees with Zhang *et al.* (2020), who emphasized the value of positive coping styles and psychological capital in reducing burnout. It also aligns with Mahfouz's (2020) recommendation for more structured mental health support within schools. However, Gustems-Carnicer *et al.* (2020) noted a tendency toward avoidance coping, which may indicate that professional help is still underutilized. Therefore, while this study supports the importance of counselling, it also reveals a gap between recognition and implementation.

The qualitative data from interviews further highlighted that most teachers rely on informal, self-initiated strategies such as evening walks or participation in church fellowships to manage stress. These activities reflect a blend of physical, emotional, and spiritual coping methods. While they showcase individual resilience, the interviews also revealed a significant concern: the absence of formal, institutionalized stress

management programs. This qualitative pattern mirrors the survey's high endorsement of individual strategies alongside the comparatively lower mean for professional counselling ($M = 3.94$), indicating reliance on personal and informal supports. This finding is in strong agreement with McCarthy (2021), who advocated for school-level interventions that align institutional demands with teacher capacities. It also supports Klapproth *et al.* (2020), who emphasized the importance of structural and technological support in managing stress, especially during crises like the COVID-19 pandemic. Mahfouz (2020) likewise highlighted the limitations of individual coping when institutional support is lacking.

5.5 Strengths of the Study

- i. **Use of a Mixed-Methods Approach;** A key strength of this study was the use of a mixed-methods cross-sectional research design that integrated both quantitative and qualitative approaches. The quantitative component generated objective evidence on the prevalence of occupational stress and its associated factors, whereas the qualitative component provided detailed understanding of teachers' lived experiences and the strategies they employed to manage occupational stress. The integration of the two approaches improved the depth, breadth, and overall quality of the study findings.
- ii. **Inclusion of Multiple Stakeholders;** The study collected information from both teachers and school principals. Teachers provided firsthand experiences regarding occupational stress, while principals offered administrative perspectives on stress-related challenges and coping strategies. This triangulation improved the credibility and validity of the findings.
- iii. **Representative Sampling Procedure;** The use of multistage sampling, proportionate sampling, and simple random sampling enhanced the

representativeness of the sample. Teachers from twelve national and extra-county secondary schools across six sub-counties of Uasin Gishu County were included, reducing selection bias and increasing the reliability of the results.

- iv. Adequate Sample Size; The study utilized a scientifically determined sample size of 253 teachers based on Fischer's formula. This sample size was sufficiently large to provide reliable estimates of occupational stress prevalence and associated factors among teachers.
- v. Use of Standardized and Validated Instruments; The study employed structured questionnaires and interview schedules that underwent expert review and reliability testing. The use of validated instruments enhanced the accuracy, consistency, and trustworthiness of the collected data.
- vi. Strong Theoretical Foundation; The study was anchored on the Job Demands-Resources (JD-R) Theory, which provided a strong theoretical framework for understanding how job demands and job resources influence occupational stress among teachers. This strengthened the interpretation and discussion of findings.
- vii. Provided localized evidence; The study generated empirical evidence on occupational stress among secondary school teachers in Uasin Gishu County, an area that had limited localized research despite growing concerns about teachers' mental health. The findings therefore contribute valuable context-specific information for policy formulation and intervention planning.
- viii. Practical Relevance of Findings; By examining prevalence, associated factors, and mitigation strategies simultaneously, the study produced findings that can directly inform school administrators, mental health professionals, the Teachers Service Commission (TSC), and policymakers in developing targeted interventions to improve teacher well-being.

5.6 Limitations of the Study

This study faced several limitations. Firstly, it was confined to a particular region and involved only a select number of secondary schools, meaning the results may not accurately reflect the experiences of all teachers in Uasin Gishu County or the county as a whole. Consequently, this geographic and institutional limitation affected the broader applicability of the findings. To address this, the study utilized stratified random sampling to obtain a more varied and representative group of schools and educators. Schools from different settings including urban and rural, as well as public and private institutions were intentionally included to improve the relevance and applicability of the results.

Secondly, the study depended on self-reported data collected through questionnaires and interviews, which posed the risk of response bias. Participants might have offered socially acceptable answers or struggled to recall their experiences with occupational stress accurately. To reduce this risk, the study employed standardized, tested tools to ensure clarity and objectivity in the questions. Participants were assured of anonymity and confidentiality to foster truthful and open responses. Additionally, the use of triangulation integrating data from questionnaires, interviews, and observational techniques helped to validate and strengthen the reliability of the information gathered.

The assessment of occupational stress and associated factors is subjective and can be influenced by individual perceptions and interpretations. Different teachers had varying definitions and thresholds for stress, leading to potential discrepancies in the reported prevalence and factors identified. The study used standardized and well-established stress assessment tools with clear criteria to minimize subjectivity. These tools were supplemented with qualitative data to provide a comprehensive understanding of

occupational stress. Additionally, training was provided to researchers on how to consistently administer and interpret these tools.

The study adopted a cross-sectional design, capturing a snapshot of occupational stress at a specific point in time. This design did not capture the dynamic nature of occupational stress, such as variations over time or seasonal factors. While a longitudinal study might be ideal, this study acknowledged the limitation and suggest the need for future longitudinal research. To partially address this, the study collected data during different times of the academic year to capture potential variations and seasonal factors influencing stress levels.

The study focused on specific factors contributing to occupational stress while excluding other potentially relevant factors. This limited the comprehensiveness of the findings and the understanding of the complex nature of occupational stress among teachers. The study conducted a comprehensive literature review to identify a broad range of factors influencing occupational stress. An open-ended question section was included in the surveys and interviews to allow participants to highlight any additional factors not covered by the structured questions.

The investigation of coping mechanisms provided insights into how teachers manage occupational stress. However, the study did not extensively explore the effectiveness or impact of these coping mechanisms on reducing stress levels or improving well-being. The study included both quantitative and qualitative measures to assess coping mechanisms and their perceived effectiveness. Follow-up interviews were conducted to gain deeper insights into how these coping strategies influence stress and well-being over time.

This research was carried out within a distinct cultural and geographical setting. The outcomes were shaped by the specific cultural dynamics, educational structures, and socio-economic conditions unique to Uasin Gishu County, Kenya, which may restrict the applicability of the findings to other regions. To enhance comparability, the study offered a comprehensive account of the local cultural and contextual influences. It also suggested that future studies should be conducted in diverse geographical and cultural environments to verify and expand upon the current results.

5.7 Expected Outcomes

The results and recommendations of this study, from the clinical psychology point of view, are anticipated to bring out a number of significant outcomes in individual, institutional and systemic domains. The expected outcomes are based on research and best practices on mental health in the workplace for teachers and relate to the three key objectives of supporting psychological health, preventing mental health issues, and enhancing protective factors within the occupational environment.

On an individual level, the study is expected to help the teachers become more aware of the signs and symptoms of occupational stress and their psychological consequences such as burnout, anxiety and depression. A key clinical outcome is increased teachers' psychological literacy which will facilitate their early recognition of stress symptoms and encourage their help-seeking behaviour in a timely manner. By being aware of the nature and direction of occupational stress, teachers can then be better equipped to use adaptive and evidence-based coping strategies, including cognitive restructuring, emotional regulation, and behavioural activation, which are all employed in clinical interventions such as Cognitive Behavioural Therapy (CBT) and Mindfulness Based Stress Reduction (MBSR).

Secondly, at the institutional level, results of this research will be used to develop and embed school-based mental health programmes. These can involve formal psychoeducation, peer support groups, reflective supervision and use of a professional counselling service such as an Employee Assistance Programmes (EAP). In the clinical psychology perspective, early psychosocial interventions at the institutional level can be considered as primary and secondary prevention from the clinical perspective of reducing the risk of stress becoming chronic psychiatric illness, such as major depression or generalised anxiety disorder. Schools in the process of implementing these frameworks are expected to create psychologically safer environments, to decrease the stigma and the reluctance to seek help for mental health issues and to enhance overall teacher morale and job satisfaction.

Third, this study is anticipated to inform evidence-based mental health policies at the systemic and policy level regarding the teaching profession in Kenya. Specifically, the results are expected to feed into the Teachers Service Commission (TSC) and the Ministry of Education for guidance of the creation of occupational health guidelines in line with the provisions of the Basic Education Act, 2013, which requires a supportive and safe working environment for teachers. The results of this study will be used to support the institutionalization of mental health screening, structured referral pathways, and the provision of professional psychological support in the education sector.

Fourth, as regards professional practice, it is hoped that the data from this study provide contextually informed information for mental health practitioners, counsellors, clinical psychologists, and others involved in professional practice in the educational context, either in it or alongside it. The findings will give a clearer clinical picture of the stressors, vulnerabilities and coping resource gaps of secondary school teachers in

Uasin Gishu County to enable more targeted, culturally appropriate therapeutic interventions. This is especially relevant as the study population utilized professional mental health services at a rate that is well below that documented, and the outputs of the study will aim to reduce stigma and increase access to care.

Last but not least, it is hoped that the study will help to inform the academic and research conversation on mental health issues in the workplace in Sub-Saharan Africa. The study provides county-specific, empirical evidence on teacher stress, which will help inform further longitudinal and intervention studies. The desired clinical psychology outcome of this study is the improvement of the psychological resilience of teachers, the decrease in the incidence of occupational burnout and the improvement of the quality of the teaching process – which are directly tied to the mental health and functioning of the teaching profession.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATION

6.1 Conclusion

The study found that occupational stress is very common among secondary school teachers in Uasin Gishu County such that over two thirds of the respondents experienced moderate to high occupational stress. The results showed that occupational stress is a serious issue for teachers and it can negatively impact their psychological health, job satisfaction, and effectiveness in teaching and implementing the curriculum. Teachers' most common sources of stress were heavy workloads, emotional demands and work-life imbalance. The results indicate that in addition to the well-being of the teachers, occupational stress among them also has implications for the attainment of quality education as envisaged under the Basic Education Act, 2013. Therefore, to increase the effectiveness of teachers, the learning outcomes of learners and the quality of education, it is necessary to address occupational stress.

The study found that both personal and work-related factors have an effect on occupational stress. Gender and years of teaching experience had significant relationships with occupational stress, where female teachers and teachers who have 6-10 years of teaching experience had higher stress levels. The major sources of occupational stress were found to be job-related factors such as excessive workload, administrative responsibilities, emotional labour, inadequate institutional support and problems in implementing the curriculum. Age, education level, school type and place of residence were not significantly correlated to occupational stress, however.

The study has found that teachers have a range of coping and stress management strategies such as self-care, physical activity, peer support, social support from family

and friends and work-life balance strategies. The qualitative results also identified the need for supportive school leadership, mentorship, implementation guidelines, and professional development opportunities to help decrease stress. The main coping strategies used by teachers were individual coping strategies, but institutional interventions were felt to be necessary for long-term control of occupational stress.

6.2 Recommendation

The educators, school administrations, Boards of Management, Teachers Service Commission (TSC) and the Ministry of Education should make efforts to minimise stress factors in the workplace, especially workload, emotional demands and work-life imbalance. This recommendation aligns with the aims of the Basic Education Act, 2013 which calls for provision of a safe, supportive and conducive learning and working environment which fosters quality education and the welfare of those involved in education. Schools need to regularly evaluate the teacher wellness level and create teacher support programs that will improve the psychological health of the teacher, job satisfaction, and productivity.

School principals, Boards of Management and the Teachers Service Commission need to increase institutional support including workload management, suitable teaching learning resources, assistance and support of administration, and mentorship programmes to teachers. Special attention needs to be paid to female teachers and mid-career teachers identified as being more susceptible to occupational stress.

Schools need to build on current coping and support structures and encourage peer-support networks, mentorship schemes, team building sessions, stress-management training, wellness sessions, and work-life balance initiatives. Institutions should prioritise the strategies already in use by teachers, which were identified as self-care,

peer support and social support, and gradually increase the availability of professional counselling and mental health services to stimulate teachers to use such services, although this was the least advocated stress-management strategy in the study.

6.3 Suggestions for Further Studies

- i. Longitudinal psychological impact studies; Future research should adopt longitudinal designs to examine the progression of occupational stress over time and its long-term psychological outcomes, such as: burnout, anxiety and depressive symptoms. This would provide deeper insight into the chronic mental health effects of occupational stress among teachers.
- ii. Intervention-based clinical studies; There is a need for experimental and quasi-experimental studies evaluating the effectiveness of psychological interventions such as: Cognitive Behavioral Therapy (CBT)-based stress management programs, Mindfulness-Based Stress Reduction (MBSR), resilience training programs and workplace psychoeducation interventions. Such studies would help establish evidence-based mental health interventions for teachers in Kenyan school settings
- iii. Clinical assessment and screening research ;Further studies should explore the development and validation of context-appropriate psychological screening tools for occupational stress among Kenyan teachers. This would enhance early detection and referral for clinical support.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Dear Respondent,

RE: REQUEST FOR DATA COLLECTION FOR RESEARCH THESIS

My name is Angela Jesang, and I am currently pursuing a Master's Degree at Moi University. I am carrying out a research study titled “**Prevalence of occupational stress and associated factors among teachers in selected secondary schools in Uasin Gishu County, Kenya.**” I am writing to respectfully request your participation in providing valuable information for my research study. Your responses are essential in helping gather the data needed for this academic work.

Please be assured that all information you share will remain strictly confidential. Your privacy is a top priority, and the data collected will be used solely for academic purposes, specifically for fulfilling the requirements of this research. I kindly invite you to complete the attached questionnaire, as your input will significantly enhance the understanding of occupational stress among teachers in selected secondary schools.

Thank you for considering this request. Your support and insights are deeply appreciated. If you have any questions or need clarification regarding any part of the research or questionnaire, please feel free to reach out. I look forward to your valued contribution.

Sincerely,

Angela Jesang

Moi University, Kenya;

APPENDIX II: QUESTIONNAIRE

This questionnaire is designed to gather data for an academic research study titled “Prevalence of Occupational Stress and Associated Factors Among Teachers in Selected Secondary Schools in Uasin Gishu County, Kenya.” Please be assured that the information you provide will be used exclusively for scholarly purposes and handled with strict confidentiality.

We kindly ask that you respond to the questions with honesty and impartiality. To protect your identity, please do not write your name anywhere on this form. Your anonymity and privacy are a priority, and your input will be used solely for the objectives of this study. We sincerely appreciate your time, cooperation, and valuable contribution to this research.

BACKGROUND INFORMATION

SECTION A - Demographic Data (Tick as Appropriate)

1. Gender
 - a) Male ☐
 - b) Female ☐

2. Age
 - a) Less than 25 years ☐
 - b) 25-35 years ☐
 - c) 36-45 years ☐
 - d) 46-55 years ☐

3. Highest level of education
 - a) Undergraduate degree ☐
 - b) Postgraduate degree ☐
 - c) Others Specify

4. How long have you served in the institution?
 - a) Less than 1 year ☐
 - b) 1-5 years ☐
 - c) 6-10 years ☐
 - d) 11-15 years ☐

- e) 16yrs and above ☐
5. What is the type of your school?
- a) Boys Boarding ☐
- b) Girls Boarding ☐
6. Subject(s) Taught (Select all that apply):
- a) Mathematics ☐
- b) Languages ☐
- c) Humanities ☐
- d) Sciences ☐
7. Where do you reside?
- a) In staff quarters ☐
- b) Rented house ☐
- c) Own house ☐

SECTION B: PREVALENCE OF OCCUPATIONAL STRESS AMONG TEACHERS

1. Please choose the degree to which you concur with the following statement on the prevalence of occupational stress among teachers. The study will apply the Perceived Stress Scale (PSS)

Perceived Stress Scale (PSS)

Instructions: Please indicate your agreement or disagreement with each statement below based on how you have felt in the past month.

1. In the past month, how often have you felt that you were unable to control the important things in your life?
- Never (0)
- Almost never (1)
- Sometimes (2)
- Fairly often (3)
- Very often (4)
2. In the past month, how often have you felt confident about your ability to handle your personal problems?
- Never (0)
- Almost never (1)
- Sometimes (2)
- Fairly often (3)

Very often (4)

3. In the past month, how often have you felt that things were going your way?

Never (0)

Almost never (1)

Sometimes (2)

Fairly often (3)

Very often (4)

4. In the past month, how often have you found that you could not cope with all the things you had to do?

Never (0)

Almost never (1)

Sometimes (2)

Fairly often (3)

Very often (4)

5. In the past month, how often have you been able to control irritations in your life?

Never (0)

Almost never (1)

Sometimes (2)

Fairly often (3)

Very often (4)

6. In the past month, how often have you felt that you were on top of things?

Never (0)

Almost never (1)

Sometimes (2)

Fairly often (3)

Very often (4)

SECTION C: FACTORS ASSOCIATED WITH OCCUPATIONAL STRESS AMONG TEACHERS

2. Please choose the degree to which you concur with the following statement on the factors leading to occupational stress among teachers.

SA=Strongly Disagree D= Disagree N = Neutral A= Agree SA = Strongly Agree

Statement	SD	D	N	A	SA
1. Teachers often face heavy workloads due to lesson planning, grading papers, and meeting administrative requirements.					
2. Teachers have limited time to complete their tasks effectively.					
3. Maintaining discipline and managing disruptive behavior in the classroom can be challenging for teachers.					
4. Teachers often face high expectations from various stakeholders, including parents, administrators, and policymakers.					
5. Teachers frequently deal with emotionally demanding situations, including student behavior issues, personal problems of students, and managing conflicts among students.					
6. Inadequate support from school administration, lack of professional development opportunities, and limited collaboration with colleagues can increase stress levels among teachers.					
7. Frequent changes in educational policies and reforms can create additional stress for teachers.					
8. Insufficient resources, such as teaching materials, technological tools, and classroom space, can create additional stress for teachers.					
9. Balancing the demands of teaching with personal life can be challenging for teachers.					
10. Teachers experience stress due to concerns about job security, contract renewals, or layoffs.					

3. Can you describe your overall experience with occupational stress as a teacher?

.....

SECTION D: MITIGATION STRATEGIES TO OCCUPATIONAL STRESS AMONG TEACHERS

4. Please choose the degree to which you concur with the following statement on the mitigation strategies of occupational stress among teachers.

SA=Strongly Disagree D= Disagree N = Neutral A= Agree SA = Strongly Agree

Statement	SA	A	N	D	SD
1. Engaging in regular physical exercise					
2. Practicing relaxation techniques (deep breathing, meditation).					
3. Seeking social support from colleagues, friends, or family.					
4. Taking regular breaks and time off from work.					
5. Pursuing hobbies or activities outside of teaching					
6. Seeking professional counselling or mental health support when needed					
7. Setting boundaries and prioritizing self-care					

5. What strategies or coping mechanisms do you use to manage occupational stress?

.....

6. Based on your experience, what changes or improvements do you think could be made to reduce occupational stress among teachers?

.....

.....

APPENDIX III: INTERVIEW SCHEDULE

Objective 1: Determine the Prevalence of Occupational Stress

1. *In your opinion, how common is occupational stress among teachers in secondary schools in Uasin Gishu County?*
2. *Based on your observations, what proportion of teachers do you think regularly experience high levels of stress?*
3. *Can you share any examples or patterns you have noticed that show how widespread stress is among teachers here?*

Objective 2: Assess Factors Associated with Occupational Stress

1. *What main factors or situations do you feel contribute most to occupational stress among teachers in this county?*
2. *Are there any particular aspects of your teaching role such as workload, student behavior, administrative duties, or resource shortages that you personally find stressful? Please explain.*
3. *In what ways do challenges like time pressure, performance expectations, or interactions with students and parents affect your stress levels?*
4. *Have you noticed any differences in stress levels among teachers based on years of experience, gender, or school type? If so, please describe.*

Objective 3: Identify Mitigation Strategies for Stress

1. *How do you personally try to manage or cope with work-related stress?*
2. *What kinds of support or resources (e.g., counseling, peer support, professional development) do you think would help teachers reduce stress?*
3. *Are there any measures or programs currently in place in your school to help teachers manage stress? How effective have they been, in your opinion?*
4. *What new strategies or changes would you suggest to better address occupational stress among teachers in this region?*

APPENDIX IV: LIST OF SELECTED SECONDARY SCHOOLS

School Name	Category	Type
1. Aic Chebisaas Boys	National School	Boys
2. Moi Girls High School	National School	Girls
3. New Light High School	National School	Mixed
4. Segero Adventist National School	National School	Boys/Girls
5. Turbo Girls Secondary School	Extra County	Girls
6. Kamagut High School	Extra County	Mixed
7. Paul Boit Boys Secondary School	Extra County	Boys
8. Sugoi Girls Secondary School	Extra County	Girls
9. Plateau Secondary School	Extra County	Girls
10. Kipkabus Secondary School	Extra County	Boys
11. Drys Girls Secondary School	Extra County	Girls
12. Kapngetuny High School	Extra County	Boys
13. Arnesen's High School	Extra County	Boys
14. Ngeria Secondary School	Extra County	Girls
15. Simat Secondary School	Extra County	Mixed
16. Kerotet Girls Secondary School	Extra County	Girls
17. Kipsangui Secondary School	Extra County	Boys
18. Loreto High School, Matunda	Extra County	Girls
19. Seko Girls Secondary School	Extra County	Girls
20. Moiben High School	Extra County	Boys
21. Hill School – Eldoret	Extra County	Girls
22. Cheplaskei Secondary School	Extra County	Boys
23. St Catherine Girls Secondary School	Extra County	Girls
24. Ack St. Lukes Cheptiret School	Extra County	Boys
25. Kapkoiga Girls Secondary School	Extra County	Girls

APPENDIX V: TARGET POPULATION

Sub-County	School	Number of Teachers
Moiben	AIC Chebisaas Boys	71
	Kerotet Girls Secondary School	43
Soy	New Light High School	42
	Segero Adventist National School	56
Turbo	Turbo Girls Secondary School	37
	Paul Boit Boys Secondary School	39
Ainabkoi	Moi Girls High School	68
	Drys Girls Secondary School	40
Kesses	Arnesen's High School	35
	Ngeria Secondary School	31
Kapseret	Simat Secondary School	42
	Hill School – Eldoret	33
	Total	537

Source: Ministry of Education, Uasin Gishu County (2024)

APPENDIX VI: SAMPLE SIZE AND SAMPLING PROCEDURE

Sub-County	School	Number of Teachers	Sampling Procedure	Sample Size	Gender
Moiben	AIC Chebisaas Boys	71	71/537*253	33	Male
	Kerotet Girls Secondary School	43	43/537*253	20	Female
Soy	New Light High School	42	42/537*253	20	Male
	Segero Adventist National School	56	56/537*253	26	Female
Turbo	Turbo Girls Secondary School	37	37/537*253	17	Female
	Paul Boit Boys Secondary School	39	39/537*253	18	Male
Ainabkoi	Moi Girls High School	68	68/537*253	32	Female
	Drys Girls Secondary School	40	40/537*253	19	Female
Kesses	Arnesen's High School	35	35/537*253	16	Male
	Ngeria Secondary School	31	31/537*253	15	Female
Kapseret	Simat Secondary School	42	42/537*253	20	Male
	Hill School – Eldoret	33	33/537*253	16	Female
	Total	537		253	

APPENDIX VII: IREC LETTER



MTRH/MU-INSTITUTIONAL RESEARCH AND ETHICS COMMITTEE (IREC)
MOI TEACHING AND REFERRAL HOSPITAL
P.O. BOX 3
ELDORET
Tel: 33471523

Reference: IREC/956/2024
Approval Number: 0004918

Angela Jesang,
Moi University,
School of Medicine,
P.O. Box 4606-30100,
ELDORET-KENYA.

Dear Ms. Jesang,

PREVALENCE OF OCCUPATIONAL STRESS AND ASSOCIATED FACTORS AMONG TEACHERS IN NATIONAL AND EXTRA-COUNTY SECONDARY SCHOOLS IN UASIN GISHU COUNTY, KENYA

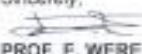
This is to inform you that **MTRH/MU-IREC** has reviewed and approved the above referenced research proposal. Your application approval number is **FAN: 0004918**. The approval period is 26th September, 2024 – 25th September, 2025.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, Material Transfer Agreements (MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by **MTRH/MU-IREC**.
- iii. Death and life threatening problems and serious adverse events, or unexpected adverse events whether related or unrelated to the study must be reported to **MTRH/MU-IREC** within 72 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **MTRH/MU-IREC** within 72 hours.
- v. Clearance for export of biological specimens must be obtained from **MOH** at the recommendation of **NACOSTI** for each batch of shipment.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to **MTRH/ MU-IREC**.

Prior to commencing your study; you will be required to obtain a research license from the National Commission for Science, Technology and Innovation (NACOSTI) <https://cris.nacosti.go.ke> and other relevant clearances from study sites including a written approval from the CEO-MTRH which is mandatory for studies to be undertaken within the jurisdiction of Moi Teaching & Referral Hospital (MTRH) and its satellite sites.

Sincerely,


PROF. E. WERE

CHAIRMAN

INSTITUTIONAL RESEARCH AND ETHICS COMMITTEE

cc	CEO	MTRH	Dean	SON	Dean	SOM
	Principal	CHS	Dean	SON	Dean	SOD



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26th September, 2024



APPENDIX VIII: NACOSTI PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.
Ref No: 402140	Date of Issue: 26 February 2025
RESEARCH LICENSE	
	
This is to Certify that Ms. Angela Jemug of Moi University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Uasin-Gishu on the topic: PREVALENCE OF OCCUPATIONAL STRESS AND ASSOCIATED FACTORS AMONG TEACHERS IN SELECTED SECONDARY SCHOOLS IN UASIN GISHU COUNTY, KENYA for the period ending : 26 February 2026.	
License No: NACOSTI/P25/416141	
Applicant Identification Number	
	
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See overleaf for conditions	

APPENDIX IX: RESEARCH AUTHORIZATION



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

Telegrams: "EDUCATION", Eldoret
Telephone: 053-2063342 or 2031421/2
Mobile : 0719 12 72 12/0732 260 280
Email: cdeuasisingishucounty@yahoo.com
: cdeuasisingishucounty@gmail.com
When replying please quote:

County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

Ref: MOE/UGC/ACT/13/VOLL. VII/182

Date: 26th March, 2025

Angela Jesang
MS/CP/4892/23
Moi University,
P.O BOX 3 – 30100,

RE: RESEARCH AUTHORIZATION

Following your application to be permitted to conduct your research in Uasin Gishu County on the title; *Prevalence of Occupational stress and associated factors among teachers in selected secondary schools in Uasin Gishu County, Kenya*, I hereby write to permit to conduct the research within the stipulated time and strict adherence to the rule of law.

Kindly note that this authorization is not transferrable and only covers the period of the study.

We take this opportunity to wish you well during this data collection.

Samuel Kimalyo
For: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU

APPENDIX X: PLAGIARISM REPORT*SR1152**ISO 9001:2019 Certified Institution***THESIS WRITING COURSE***PLAGIARISM AWARENESS CERTIFICATE*

This certificate is awarded to

*ANGELA JESANG***MS/CP/4892/23**

In recognition for passing the University's plagiarism

Awareness test for Thesis **entitled: PREVALENCE OF OCCUPATIONAL STRESS AND ASSOCIATED FACTORS AMONG TEACHERS IN SELECTED SECONDARY SCHOOLS IN UASIN GISHU COUNTY, KENYA** with similarity index of 6% and striving to maintain academic integrity.

Word count:21978

Awarded by

Prof. Anne Syomwene Kisilu

CERM-ESA Project Leader Date: 09/02/2026