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SCHOOL TYPE INFLUENCE ON THE LEVELS OF STRESS AMONG THE SECONDARY SCHOOL ADMINISTRATORS IN NAKURU COUNTY, KENYA

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Abstract:
The stress level among the secondary school administrators is relatively associated with the amount of work in different type of schools. Different type of schools receives different student with varied abilities hence the level of expectation by the education stakeholders vary from type of school to the other. This expectation is all focused on the school administrators who are expected to achieve both physical structure of the school and the academic achievement in relation to the ability of the students they receive. This study was interested in examining the influence of type of the school on the level of stress among the secondary school administrators in Nakuru County, Kenya. The study used analysis of variance ANOVA to test on the difference in the mean stress score among the secondary school administrators. The study used a descriptive research design. The target population was 1200 respondents who consisted of 400 secondary school principals, 400 deputy principals, and 400 senior teachers. A sample of 588 respondents was selected using purposive and proportionate stratified random sampling. The sample consisted of 196 principals, 196 deputy principals and 196 senior teachers. The study used questionnaires to collect the data, and focus group discussion was used to access the levels of stress among the School principals. The study found that the type of school significantly influenced the level of stress among the secondary school administrators since the p-value = 0.000, which was less than 0.05 significant level. The study further found that the secondary school administrators in Nakuru County in Kenya, have been applying different mitigation strategies to cope with stress. The study recommends that Ministry of Education, Teachers Service Commission and the School's Board of

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Management should keenly monitor class size and stress management programs in secondary schools to reduce stress among secondary school administrators.

Keywords: employee assistance program, free primary education, teacher management information system, psychological interventions, performance contract

1. Introduction

According to Arul (2011), as the population of then schools grew in Indian capital city, the performance of the schools' decline. This also attributed to schools' administrators being subjected to a lot of pressure. According to Arul, with a lot of questions from the ministry of education, the school administrators were subjected to psychological stress. In India, Forlin (2001) in his study explained that school teachers and administrators in schools with a large population, especially in urban schools, have heightened stressors only because urban schools may interact with more than 1000 students daily. The higher population is known to influence psychological stress. McMahon (2010) indicates that stress among teachers in the United States of America has caused a work-related dysfunction among them and even led some out of the profession. McMahon adds that this is caused by demands to meet government teaching targets in tests.

In Nigeria, according to Igharo (2013), the migration of the people from the Niger delta to the capital stable places leads to overpopulation in the schools. The rise in population in the stable towns created a lot of stress to the students, teachers and the administrators. Majority of the students from these areas were hostile due to being subjected to war and drugs and crime. Moreover, the school administrators were faced with a lot of challenges to administer discipline to aggressive students. The latter came from a volatile war state, and hence the administrators were full of stress. Another factor that affects the stress level and performance of school administrators and teachers is the size and population of the class or school they control or administer. It is not expected that the degree of energy used to control a class of 20 students would be used to control a class of 50 students. As the level of energy expands, so is the stress level. The same goes for a school administrator; it is a different degree of energy that was used to manage a school of 200 students that would be used to manage a school of 1000 students. Publication and size are, therefore, of paramount importance to the determination of stress level of a teacher or school administrator.

As discussed in the preceding subtitle, teachers in rural schools may seem to enjoy a decreased level of stress due to the fewer numbers of students in the classroom. This means that the numeric size of the class is essential in the determination of stress; as a greater size translates to lesser control and more stress (Kamphuis, Emmelkamp, & Blonk 2008). When the teacher spends little time on the management and control of the classroom, and there is little need to keep children on a task in order to control them, the teachers stress level tends to reduce. This is in contrast with the situation where there are

so many students in the class unbalancing the student and teacher ratio wherein the teacher expends so much energy to keep the students under control and is thus stressed. Needless to say that, it has been reasonably demonstrated in several quarters that students are more likely to learn better when personally attended to; particularly in the case of slow learners (Eriksen, 2000). This is one of the reasons why having an ideal student-teacher ratio is very important. Teachers to student's ratio butter the relationship between the numbers of students enrolled and the number of teachers in a particular school. Schools that are understaffed are prone to have a high-stress level and low performance.

In the research carried out by William (2016), it was revealed that teachers teaching large classes daily indicated the greatest percentage of high emotional exhaustion and individuals indicating that they taught more than 31 students daily attained the highest percentage of high depersonalization. Furthermore, teachers who taught eleven and thirty students daily showed the highest percentage of low depersonalization. While teachers who reportedly taught 1 to 10 students daily experience the lowest level of emotional exhaustion, the second greatest percentage for low depersonalization and a strong sense of personal accomplishment. Conclusively, the research reveals that a teacher, teaching 1 to 10 students daily is possibly the best number for reducing stress for teachers.

There is a dearth of literature that relates to the effects of class size and population on the stress and performance level of a teacher. However, it is essential to note that; the class ratio between students and teachers needs to be balanced for productivity both on the part of the teachers and that of the students. Therefore, to reduce the workload demands on teachers and better meet the needs of students, the size of the class need to be at the barest minimum for efficiency in performance and greater productivity. Teachers with larger class tend to spend more time in discipline, preparation and grading, which makes the entire teaching processes very tiring, cumbersome and stressful (Kyriacou, 2001). There are several policies governing the teacher-student ratio, and when not adhered to, the resultant effect is overcrowding of the class and insufficient instructional materials for the class. The implication of this is poor class management and exhaustion of the teacher.

In Kenya, many schools are been faced by these challenges of schools over populations and stress. In several schools that perform well, the population raises, and when population increases it subject the administrators and the teachers to more task in managing the school (RoK, 2010). The population sizes of the class room in some schools go up to 70 students with the recommended size being equal to 30 students. This may have subjected the schools' administrators to stress on school performance managements. This study seeks to determine the effect of the size of the school on the level of stress among the school administrators in Nakuru County.

According to Oriwa, (2010) in Kenya, there is clear distinction between the National, county and sub county secondary schools. The County and National secondary schools are most likely to attract students who are from upper social class (wealth class)

and the middle social class who can afford the school fees while those in the sub county secondary schools set up, they a likely to attract students from poor or low social classes who are disadvantaged in terms of resources that are in the sub county secondary school compared to those in National and County secondary schools. Ovicki (2012) noted that students from Sub County secondary schools areas are disadvantaged in performance over their National and County secondary schools counterparts, because books for use in schools rarely include materials reflecting the sub county secondary schools environment. This puts the child in the day secondary schools' area at a disadvantage over his boarding secondary schools' counterparts. In the immediate future, if the curriculum using the environment of the child in the day secondary schools' area is to be followed, examinations must take account of it.

According to Kayastha & Kayastha (2012), the failure by the educationists to make the school curriculum more relevant, to the day secondary schools children, has led to their marginalization. This is because, the curricula are largely, boarding secondary schools biased. Content analysis of books has also been observed to reveal biases, in favor of boarding secondary schools children. The high cost of schooling accounts for 30% of those unable to access education at secondary level (ROK, 2016). This is because most parents of students in day secondary schools day-secondary schools are peasants, whose land products do not pay constantly, and regularly. UNDP (2018) confirms that, in boarding secondary schools' areas, school attendance is often three times greater, than in day secondary schools' area. This is due to the economic ability of the parents. Students in day secondary schools day-secondary schools, also have difficulty in buying necessary material that assists learning. Due to poor performance in day secondary schools, the school administrators are subjected to a lot of pressure results to psychological stress. The National and County secondary schools' administrators in many instances view the schools' administrators in sub county secondary schools as failures giving the stress. This show that there is significant influence of the type of school on the mean stress level among the secondary school administrators. The purpose of the study was to determines school type influence on the levels of stress among the secondary school administrators in Nakuru county, Kenya.

2. Objectives of the Study

The following objective guided the study:

- To determines school type influence on the levels of stress among the secondary school administrators in Nakuru county, Kenya.

To achieve the research objective for this study, the following null hypothesis was posited and tested at .05 level of significance:

H_{01}: There was no statistically significant difference on the level of stress among secondary school administrators with respect to the type of school in Nakuru County

3. Research Methodology

The research design chosen for this study is descriptive research design (quantitative and qualitative research designs), which uses survey method for data collection. This type of research design was used to document the prevalence of particular characteristics in a population. The study was carried out in secondary schools in Nakuru County, Kenya. The study population for the research was drawn from the total of 400 public secondary schools. The location was chosen to be Nakuru County because the schools in Nakuru Country are evenly distributed within urban and rural areas and has three different types of schools, National, County, and sub county schools. The target respondents included all the administrative staff in the selected institutions (principals, deputy principals and senior teachers). The target population for the study consists of 1200 administrators from 400 schools i.e (400 principals, 400 deputy principals and 400 senior teachers). The study specifically targeted the management in different schools. These included the principals, the deputy principals, and senior teachers. A sample representative of the county and sub county schools was selected from 400 schools and a sample of 196 Principals was selected, 196 deputy principals and 196 senior teachers giving a total sample size of 590. After determining the sample size, purposive sampling and simple random sampling was used to randomly select the representative principals, deputy principals and senior teachers from the selected schools.

3.1 Instrumentation

The instrument used for the study was a questionnaire containing structured or closed ended questions. The questionnaire was directed to principal, deputy principal and the senior teacher. The study also used the focus group discussion to get the view of principals on the issues of stress. The questionnaire was administered to various school administrators.

3.2 Validity and Reliability of Research Instrument

According to Christensen, Johnson & Turner (2015), validity refers to the extent to which your measurement procedure was measuring what you think it is measuring and whether you have used and interpreted the scores correctly. Validity is based on evidence revealing that the target construct can correctly be inferred from the particular operations of measurement. Evidence of validity was obtained by developing a theory about how a test or instrument should operate if it is working correctly, and then the theory is tested to obtain the evidence. The validity was enhanced subjectively thorough examination of the instrument by experts in the School of Education Laikipia University. Reliability refers to the consistency or stability of the scores of your measurement instrument. Pilot study was done in 4 schools within Nyandarua County. Reliability coefficient of the instrument was determined using Cronbach's alpha to determine internal consistency. This approach was preferred since it reduces the time required to compute reliability (Huysamen, 2006). Coefficient alpha also results in a more conservative estimate of

reliability thus reducing erroneous conclusions (Mugenda & Mugenda, 2003). This is a trial of data collection process to determine if the instrument has any corrections to be made before actual data collection commences, using a smaller group of about 15 to 20 individuals (Creswell, 2008). Cronbach's alpha coefficient was above 0.7 and hence acceptable for the proposed study (Creswell 2018). The results of the pilot survey helped in restructuring of the questionnaires and interview guide by incorporating the missing information, omitting irrelevant questions and paraphrasing questions that may appear ambiguous to the respondents. A reliability coefficient of at least 0.7 was considered high enough for the instruments to be used for the study (Jwan, 2010).

3.3 Data Analysis

To achieve the objective of the study inferential statistical was used to determine the objective of the study. The regression analysis was used to investigate if there is any effect of occupational demand on the level of stress among the secondary school administrators in Nakuru County Kenya. The SPSS version 25 was used for analysing the data.

4. Results and Discussion

The demographic characteristics included, the age of the administrators, gender of the secondary school administrators, marital status of administrators, the years of experience, the level of education of the administrators, and the nature of school the administrators are working in. The demographic analysis was critical in understanding the distribution of the secondary administrators.

4.1 Age of the Respondents

The age was clustered into four categories, each with an interval of 5 years with an exception of the first category which had an interval of 10 years. The age was distributed from 35 years to 60 years, as seen in Table 1. This was done to ensure that the study would capture the young leaders and the old leaders for the study.

Table 1: The Distribution of Age of the Administrators

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35-44	22	3.7	3.7	3.7
	45-50	96	16.3	16.3	20.0
	51-54	166	28.1	28.1	48.1
	55-60	306	51.9	51.9	100.0
	Total	**590**	**100.0**	**100.0**	

The results in Table 1 show the distribution of the age of the secondary administrators in Nakuru County. From the analysis, it can be observed that 22 (3.7%) of the total number of secondary school administrators were between the age of 35-45 years of age. The results of the study indicate that 96 (16.3%) of the total number of secondary school administrators were between the age of 45-50 years of age. The analysis further indicates

that 166 (28.1%) of the total number of secondary school administrators were between the age of 51- 54 years of age. Finally, the analysis indicates that 306 (51.9%) of the total number of secondary school administrators in Nakuru county are between the age of 55-60 years. Age is a factor that can help an individual to be able to cope with the stress-related factors. Several studies have established that age has been a factor that influences varying levels of stress among many administrators in the workplaces. In a research conducted to investigate the effect of a change on the age on the management of stress, it was observed that the increase in the age of the person significantly increases the ability to lower the level of stress among the person (Manabete, John, Makinde, & Duwa, 2016). The study found that a person who is aged above 50 years of age have a high ability to manage administrative stress. The study also found that the person of age above 55 are not nervous about the abrupt occurrence of the events which might increase the level of the stress among them. The study also showed that the person of age below 45 is highly nervous and significantly have a high level of stress among them. The study indicated that stress is significantly related to the level of the age of the person.

4.2 Gender of the Respondents

The distribution of respondents according to gender is shown in Table 2.

Table 2: The Distribution of Gender of Secondary School Administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	408	69.2	69.2	69.2
	Female	182	30.8	30.8	100.0
	Total	590	100.0	100.0	

The results in Table 2 and Figure 2 show the distribution of the gender of the secondary administrators in Nakuru County. From the analysis, it can be observed that 408 (69.2%) of the respondents among the secondary school administrators were male. The analysis also shows that 182 (30.8%) of the respondents among the secondary school administrators were female. This show that there was a higher proportion of male than of female secondary school administrators. In the past decades, the struggle for gender equality has been on the great rise with women advocating for an equal share of administrative positions as their counterpart male. In recent years research has been conducted to investigate the influence of gender on the level of stress among administrators. From the recent study research on the significance of the association between the gender and the levels of stress in the corporate sectors, it was found that the female administrators were able to cope with stress easily than the male administrators (Oboegbulem & Onwurah, 2011). The study also found that the female administrators who were not married were stronger in the administrative position and copied with stress levels better than both the married female and male counterparts.

4.3 The Mean Stress Scores between Gender of the Secondary School Administrators

The mean stress scores between male and female respondents in the study was computed and the results are shown in Table 3.

Table 3: The Distribution of the Mean Stress Scores between Male and Female Secondary School Administrators in Secondary Schools in Nakuru County, Kenya

Group Statistics							
	Gender of Respondents		Statistic	Bootstrap[a]			
				Bias	Std. Error	95% Confidence Interval	
						Lower	Upper
Stress-score	Male	N	408				
		Mean	24.5319	-.0108	.2168	24.0695	24.9702
		Std. Deviation	4.33873	-.01406	.15752	4.01019	4.64925
		Std. Error Mean	.21480				
	Female	N	182				
		Mean	25.2253	-.0194	.3669	24.4645	25.9180
		Std. Deviation	4.92360	-.00938	.24731	4.42455	5.41136
		Std. Error Mean	.36496				

The analysis in Table 3 gives the distribution of the stress scores between the male and female secondary administrators. From the analysis, it was observed that the mean stress score for the male was 24.5319 with a standard error of 0.2148. In this study, the number of male administrators was 182. The results also indicate that the mean stress score for the female was 25.2253 with a standard error of 0.36496. This study shows that there is a higher mean stress score in female than in the male. The study used a sample of 590 respondents comprising of 182 females and 408 males in the study.

4.4 The Marital Status of the Respondents

The marital status of the respondents in the study was as shown in Table 4.

Table 4: The Distribution of Marital Status of the Secondary School Administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	429	72.7	72.7	72.7
	Widow	15	2.5	2.5	75.3
	Divorced	146	24.7	24.7	100.0
	Total	590	100.0	100.0	

The results in Table 4 show the distribution of the marital status of the secondary administrators in Nakuru County. From the analysis in the Table 7, 429 (72.7%) of the respondents among the secondary school administrators were married. The analysis also indicated that 15 (2.5%) of the secondary school administrators were a window. Finally, the analysis indicated that 146 (24.7% of the respondents among the secondary school administrators were divorced. This indicates that the largest proportion of the secondary school administrators were married people while the secondary school administrators who were divorced occupied about 25% of the total sample. This was an indication that

the secondary school administrators may be having family challenges as the proportion of the divorced administrators is on the rise. Marital status is another factor that may influence the stress levels among secondary school administrators. This is because the marital status of any individual comes with other responsibilities that stress that contributes to externally to stress that is not related to administrative duties.

4.5 The Years of Experience of the Respondents

Table 5: The Distribution of the Years of Experience among the Secondary School Administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2	88	14.9	14.9	14.9
	3-5	97	16.4	16.4	31.4
	6-9	173	29.3	29.3	60.7
	ABOVE 10	232	39.3	39.3	100.0
	Total	590	100.0	100.0	

The results in Table 5 show the distribution of the years of experience among the secondary administrators in Nakuru County. From the results in Table 5, it was observed that the proportion of the respondents among the secondary school administrators who had 1- 2 years' experience was 14.9% of the total sample of the secondary school administrators. The results also indicate that the proportion of the respondents who had 3 – 5 years of experience was 16.4% of the total sample of the secondary school administrators. The results also indicate that the proportion of the respondents who had 6 - 9 years of experience was 29.3% of the total sample of the secondary school administrators. Finally, the results also indicate that the proportion of the respondents who had above 10 years of experience was 39.3% of the total sample of the secondary school administrators. This show that there was a large proportion of the secondary administrators with higher years of experience in the secondary school administration in Nakuru County.

4.6 The Level of Education of the Respondents

The respondents were categorized according to their level of education, and the distribution is as presented in Table 6.

Table 6: The Distribution of the Level of Education among the Secondary School Administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	332	56.3	56.3	56.3
	Masters	258	43.7	43.7	100.0
	Total	590	100.0	100.0	

The results in Table 6, show the distribution of the level of education of the secondary administrators in Nakuru County. From the analysis, it can be observed that 332 (56.3%)

of the respondents among the secondary school administrators had a bachelor degree. The analysis also shows that 258 (43.7%) of the respondents among the secondary school administrators had a masters. The study shows that there was a large proportion of the secondary school administrators with a bachelor's degree than the proportion of those with a master's degree.

To achieve the objective, the following null hypothesis was formulated:

H_{o1}: There is no statistically significant difference on the level of stress among secondary school administrators with respect to type of school in Nakuru County Kenya To ascertain the truth of the assumption in the null hypothesis, the Anova test was carried out and the results are presented in Tables 7, 8 and 9.

Table 1: The Means Score on the Level of Stress among the Secondary School Administrators with Respect to the Type of School

Descriptive: The Stress Level								
	N	**Mean**	**Std. Deviation**	**Std. Error**	**95% Confidence Interval for Mean**		**Minimum**	**Maximum**
					Lower Bound	**Upper Bound**		
National school	18	27.6111	2.65992	.62695	26.2884	28.9339	22.00	32.00
County Schools	54	24.0926	4.58574	.62404	22.8409	25.3443	13.00	31.00
Sub County school	518	24.7490	4.56828	.20072	24.3547	25.1434	12.00	35.00
Total	590	24.7763	4.55013	.18733	24.4084	25.1442	12.00	35.00

From Table 7, it can be seen that the secondary school administrators in national schools had the highest level of stress (mean=27.6111), followed by sub-county school administrators (mean = 24.7490), then the county school administrators (mean=24.0926). In order to ascertain whether the difference in the mean scores was significant, the Anova test was applied, and the results are shown in Table 7.

Table 8: Anova Test on the Level of Stress among Secondary School Administrators with Respect to Type of the School

	Sum of Squares	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	170.278	2	85.139	4.156	.016
Within Groups	12024.189	587	20.484		
Total	12194.468	589			

The ANOVA test in Table 8 indicate that the F-value is significant (F-value(2,587)=4.156,p-value=.016). This means that there is a statistically significant difference on the level of stress among secondary administrators with respect to the type of school. Therefore, the null hypothesis (Ho4) was rejected at .05 level of significance.

The results in Table 8 did not reveal where the significant Difference was and so there was the need for further analysis. The Tukey Highest Significant Difference (HSD) post hoc analysis was done and the results presented in Table 8.

Table 2: Pairwise difference in Mean Scores among Secondary School Administrators with Respect to the Type of School

Multiple Comparisons						
Dependent Variable: The Stress Level						
Tukey HSD						
(I) Type of Current School	**(J) Type of Current School**	**Mean Difference (I-J)**	**Std. Error**	**Sig.**	**95% Confidence Interval**	
					Lower Bound	**Upper Bound**
National School	County Schools	3.51852*	1.23181	.012	.6242	6.4129
	Sub County school	2.86208*	1.08515	.023	.3123	5.4118
County Schools	National school	-3.51852*	1.23181	.012	-6.4129	-.6242
	Sub County school	-.65644	.64721	.568	-2.1772	.8643
Sub County School	National school	-2.86208*	1.08515	.023	-5.4118	-.3123
	County Schools	.65644	.64721	.568	-.8643	2.1772
*. The mean difference is significant at the 0.05 level.						

The results in Table 9 indicate that significant difference in the mean score was found between administrators in national schools and county schools (mean difference= 3.518821) which was significant at .05 level of significant favouring county schools with a less mean score (see Table 26) and between administrators in National schools and sub-county schools (mean difference=2.86208) which was significant at .05 level favouring sub-county schools whose mean score on the level of stress was smaller than in national schools (see Table 26). However, there was no significant difference on the level of stress among secondary school administrators in the county and sub-county schools (see Table 9)

The results from this study can be supported by a study on the comparison of stress level among public school heads (Valentina, Polina & Darja (2014). The study found that the occupational demand from different level of schools has different stress impact among the teachers in Russia. The study further stated that as the schools received higher demand, the more the administrators are subjected to occupational stress. This relates to the schools in our country where the National schools receive the best of the country students and hence have higher demand from the society and the government in term of performance thus leading to the higher stress level.

The study was also supported by the study on the prevalence of stress among the teachers in a public school in Nairobi County which indicated that there was a higher prevalence of stress among the teachers and administrators in the public schools in Nairobi county (Njoroge, 2015). This study also indicated that the level of stress was low in sub-county schools (mixed public schools and day public schools). This was in

agreement with the results of our study that indicated that there was a higher stress score in the national schools that in the county and the sub-county schools.

The results were also in agreement with a study outcome on the perceived work-related stress and its associated factors among public secondary school teachers in Gondar Ethiopia which showed in general that there was varying work-related stress among the public secondary schools in Ethiopia. The study also indicated that the level of work-related stress was higher among the teachers in senior secondary schools.

5. Conclusion

The objective sought to examine whether there is a difference on the level of stress among the secondary school administrators with respect to the type of the school (i.e National, county, and sub-county schools). To achieve the objective the following null hypothesis was formulated; There is no statistically significant difference on the level of stress among the secondary school administrators with respect to type of school in Nakuru County, Kenya.

Results generated by data analysis revealed that;

1) The administrators in National schools has a mean score of 27.6111 with a standard deviation of 2.6599
2) The administrators in county schools had a mean score of 24.0926 with a standard deviation of 4.5857
3) The administrators in sub county schools had a mean score of 24.7490 with a standard deviation of 4.56828.
4) The ANOVA test between the mean score for the administrators in national schools, county and sub county was significant ($F(2,587)=4.156$, $p=.016$). This means that there was a significant difference in the level of stress of secondary school administrators with respect to the type of the school.
5) The null hypothesis was rejected.
6) The Post Hoc analysis indicates that the level of stress among the secondary school administrators favored county school administrators compared with National school administrators. Further, the analysis indicated the level of stress among the secondary school administrators favored sub-county school administrators compared with national school administrators. But there was no significant difference on the level of stress among secondary school administrators in the county and sub-county schools.

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