EMOTIONAL INTELLIGENCE AND OCCUPATIONAL STRESS AMONG TEACHERS BORSTAL INSTITUTIONS IN KENYA

BY

MARGARET WAMBUI KAGWE

1024282

DISSERTATION SUBMITTED TO THE DEPARTMENT OF POST GRADUATE STUDIES IN EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

November, 2017

DECLARATION

I the undersigned, declare that this dissertation is my original work and has not been submitted to any University or Institution of Higher learning for academic credit.

Name: Margaret Wambui Kagwe **Reg. No. 1024282**

Signature _____ **Date:** 06/11/2017

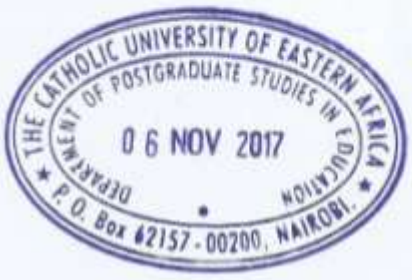
This dissertation has been submitted for examination with our approval as the University Supervisors.

Dr. Simon Kang'ethe
Snr. Lecturer The Catholic University of Eastern Africa

Signature _____ **Date:** November 2, 2017

Sr. Dr. Sabina Mutisya
Snr. Lecturer The Catholic University of Eastern Africa

Signature _____ **Date:** 06/11/2017



DEDICATION

This work is dedicated to the memory of my father James Kagwe Waruni (R.I.P) and to teachers at all levels of education that inspires hope, ignite imagination and instill a love for learning in those they teach.

ACKNOWLEDGEMENT

I thank God for His presence in all aspects of my life. It is through God's grace and mercy that I had good physical and mental health, without which I could not have reached this far.

> "I thank you Oh Lord for the wonders you have done, the things you planned for me. None can compare with you; were I to speak and tell of your deeds, they would be too many to declare." Psalms 40:5.

I also wish to sincerely thank my husband George Njuguna for believing in my academic ability, and for urging me on, even when I thought I was too old to study. He gave me a shoulder to lean on when the journey became difficult, and that is why I made it this far. I am very grateful.

I salute my boys Livingstone, James, Joseph and Mark, for making it easy for me to study at home, and for sacrificing their weekends with me, to allow me to attend college. I am proud of my mother Rakeli Kagwe for being the prayer warrior she is and for supporting me without tiring.

I wish to inform my siblings, extended family, and friends that this work belongs to us all and I know they understand what I mean. God bless them all.

I acknowledge and thank my supervisors Dr. Simon Kang'ethe and Dr. Sr. Sabina Mutisya in a very special way for their tireless efforts in guiding me every step of the way, and educating me on how to undertake this research. It must be hard to teach an old student new skills and yet they did it very well. I appreciate their efforts and sacrifices, and may God bless them abundantly.

I would like to sincerely appreciate the cooperation of both the administrative authorities of Borstal institutions and of the Borstal participants of this study during data collection. Without their input in this study, it would have been impossible to come up with this document. It is my hope that this document will impact positively on future decisions that may be made regarding Borstal institutions in Kenya.

I would like to thank all my lecturers who sharpened my research and evaluation skills. They include Dr. Anne Kanga, Dr. Jared Anyona, Dr. Annrita Njage, Dr. Simon Kangethe, Prof. Bro Paulos Mesmer and Prof. Alois Ayako among others. Lastly, I would

like to thank my classmates of year 2014-2015 for their input in my academic journey. They were an awesome team and I wish them success.

ABSTRACT

Teaching is a unique profession in which practitioners constantly deal with situations in which a variety of emotions are involved. Emotional intelligence is therefore vital for teachers as they strive to meet their occupational expectations, and in managing their own stress. High emotional Intelligence is associated with less stress. It is conceivable that teachers in Borstal institutions could be exposed to greater stress since they work with learners who may have conduct disorders that impact negatively to their process of learning. This study explored emotional intelligence and occupational stress among teachers in Borstal institutions. The target population was all the teachers in the four Borstal institutions in Kenya. The researcher's aim was to conduct a census, but only the teachers who returned duly completed questionnaires were included in the study. Mixed Method Embedded research Design was used. Quantitative and qualitative data were collected from the teachers. Maximum variation purposive method was used to sample focused group discussion participants. A modified Schutte emotional intelligence scale was used to measure emotional intelligence and Occupational stress was measured using Teachers Occupational Stress scale. Results indicated that teachers in Borstal institutions had high levels of emotional intelligence and moderate levels of occupational stress. Emotional intelligence was not a significant predictor of teachers' ability to cope with occupational stress ($F(4, 55) = 1.647$, $p > 0.05$). Major sources of stress among the teachers included work overload, poor living conditions, inadequate training, and acute shortage of teaching and learning resources among others. The most frequently mentioned coping mechanism used by teachers was physical exercise.

TABLE OF CONTENTS

Declaration…… ii

Dedication…… iii

Acknowledgement……..... iv

Abstract……...vi

Table of Contents…….. vii

List of Tables……..……... .xi

List of Figures……xii

CHAPTER ONE: INTRODUCTION……..... 1

1.1 Background to the Study……..…… 1

1.1.1 Borstal Institutions…….……1

1.1.2 Emotional Intelligence……3

1.1.3 Occupational Stress……7

1.2 Statement of the Problem…… 9

1.3 Research Questions……10

1.4 Research Hypotheses…… 11

1.5 Significance of the Study……..…… 12

1.6 Scope and delimitations…… 13

1.7 Theoretical Framework…… 14

1.7.1 Strengths of the theory…….. 15

1.7.2 Weaknesses of the theory…….. 16

1.8 Conceptual Framework…… 17

1.9 Operational Definition of Key Terms……21

1.10 Summary and Conclusion……..……22

CHAPTER TWO: LITERATURE REVIEW....……...21

Review of Related Literature…… 23

2.1 Introduction…… 23

2.2 Review of Related Theories…….. 23

2.2.1 Mixed Model of Emotional Intelligence……24

2.2.2 Social Learning Theory……. 25

2.3 Review of Empirical Studies……. 27

2.3.1 Emotional Intelligence…….……..27

2.3.2 Gender Differences in Emotional Intelligence…….. 32

2.3.3 Age Differences in Emotional Intelligence……36

2.3.4 Occupational Stress……38

2.3.4.1 Level of Occupational Stress……...……...40

2.3.5 Gender Differences in Occupational Stress…….…...44

2.3.6 Emotional Intelligence and Occupational Stress……... 48

2.3.7 Sources of Stress among Teachers…… 52

2.3.8 Coping Mechanisms…….. 56

2.4 Summary of Reviewed Literature and identified gap …….. 60

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY…… 62

3.1 Introduction……62

3.2 Locale…….……62

3.3 Research Design…… 63

3.4 Target Population…….. 64

3.5 Sample size and Sampling Procedures…….. 64

3.6 Description of Research Instruments……65

3.6.1 Schutte Self Report Emotional Intelligence Test (SSEIT)…… 65

3.6.2 Teacher Stress Inventory by Schultz and Long (1988)……..66
3.6.3 Focused Group Discussion Guide……. 67
3.6.4 Validity and Reliability of instruments…… 67
3.6.4.1 Validity of Research Instruments…….…. 67
3.6.4.2 Reliability of research instruments…… 69
3.7 Data Collection Procedures……72
3.8 Data Analysis Procedures…… 74
3.9 Ethical Considerations……... 77
CHAPTER FOUR: PRESENTATION AND DISCUSSION……. 79
4.1 Introduction……79
4.2 Questionnaire Return Rate ……79
4.3 Demographic Characteristics……80
4.3.1 Gender of Teachers……... 80
4.3.2 Age of Teachers…… 81
4.3.3 Marital Status of Teachers…… 82
4.3.4 Educational Level of Teachers…….. 82
4.4 Teachers' Level of Emotional Intelligence……83
4.5 Teachers' Level of Occupational Stress…… 85
4.6 Testing Hypothesis…… 86
4.6.1 Relationship between Gender and Emotional Intelligence……87
4.6.2 Relationship between Age and Emotional Intelligence……89
4.6.3 Relationship between Gender and Occupational Stress…….90
4.6.4 Emotional Intelligence and Occupational stress…….93
4.6.5 Emotional Intelligence as predictor of Occupational Stress…….. 93
4.7 Sources of work related stress……..……..93

4.7.1 Working Conditions……..97

4.7.2 Learning Resources……...99

4.7.3 Poor Living Conditions……100

4.8 Coping mechanisms……..……..…101

CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS……106

5.1 Introduction……..……106

5.2 Summary ……...…….……106

5.3 Conclusions of the Study……..……..…..113

5.4 Recommendations of the Study……..…….……...114

5.5 Recommendations for further Research…….…..…116

References…….…117

Appendix 1: Quantitative Research Instruments……..135

Appendix 2: Consent Forms…….144

Appendix 3: Focused Group Discussion Guide……...145

Appendix 4: Convergent Validity of Schutte Self Report Emotional Intelligence Test and Wong Emotional Intelligence test For Pilot Study……146

Appendix 5: Split half Reliability of Schutte Intelligence Test……147

Appendix 6: Split half Reliability of Teacher Stress Inventory……148

Appendix 7: Letter of Authorization from CUEA…….....149

Appendix 8: Research Permit from NACOSTI……..……..…..…….....150

Appendix 9: Letter of Authorization from Prison Headquarers.....151

Appendix 10: Letter of Authorization from Kakamega County…..……...152

Appendix 11: Researcher Experiences during data collection……...153

LIST OF TABLES

Page

Table 1. Convergent Validity of Schutte Self Report Emotional Intelligence Test and Wong Emotional Intelligence test…….. 68

Table 2. Split-Half Reliability of Schutte Self Report Test…..……... 70

Table 3. Reliability of Teacher Stress Inventory……. 71

Table 4. Age of Teachers…….. 81

Table 5. Educational Levels of Teachers…….. 83

Table 6. Levels of Emotional Intelligence…… 83

Table 7. Emotional Intelligence Dimensions…… 85

Table 8. Levels of Occupational Stress……. 86

Table 9. Independent Samples t-test for gender in Emotional Intelligence… 88

Table 10. Means of Emotional Intelligence and Age…… 89

Table 11. ANOVA, Age and Emotional Intelligence…… 90

Table 12. Group statistics for Gender differences in Occupational Stress…… 91

Table 13. Independent Samples t-test for gender in Occupational Stress……. 92

Table 14. Model Summary in Multilinear Regression Analysis……93

Table 15. ANOVA of Emotional Intelligence and Occupational Stress……...94

Table 16. Coefficients of Emotional Intelligence and Occupational Stress…. 95

Table 17. Sources of Stress among teachers in Borstal Institutions……..…. 97

Table 18. Coping Strategies…….. 102

LIST OF FIGURES

Page

Figure 1. Goleman's Emotional Intelligence Model……5
Figure 2. Transactional Model of Stress and Coping……17
Figure 3. Conceptual Framework …… 20
Figure 4. Gender of Teachers……80
Figure 5. Marital Status of Teachers……82

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching is a human service where teachers deal with learners directly in their effort to impart knowledge and skills to the learners. Learners have individual differences and teachers are expected to facilitate learning by harmonizing these differences, a task that may be marked by frustrations and evoke a lot of emotions (Liljestrom, Roulston & deMrrais, 2007). The ability of a teacher to recognize and regulate his or her emotions is key to performing the multiple and complex roles in the process of teaching. Emotions are expressions of feelings resulting from the evaluation of external or internal stimuli, and they guide the actions of the persons experiencing such feelings. The ability to recognize and regulate one's own emotions defines a person's emotional intelligence. This study sought to determine whether emotional Intelligence is a determinant of ability to cope with occupational stress among teachers in Borstal institutions in Kenya.

1.1.1 Borstal Institutions

Borstal institutions are corrective facilities for young criminal offenders. Encyclopedia Britannica (2015) defines Borstal institution as a reformatory system designed for youth between 16 and 21 years. They are reformatory institutions for young or juvenile offenders. Borstal Institutions are named after the Borstal village in Kent, United Kingdom, which was the first prison for young offenders in 1902. In the early days, prisons were less organized and not stratified, and all convicts and suspects awaiting trial both male and female and juvenile delinquents, were accommodated

together (Madaki & Ahmed, 2011). Over the years, a wide range of penal institutions came up which included approved schools, remand centres, and Borstal schools.

The fact that Borstal institutions accommodate young offenders makes it necessary to have methods of behavior modification as well as other rehabilitation strategies to prepare the juveniles for re-integration into the society. The noble attempt to rehabilitate the juvenile inmates has been tainted by allegations of maltreatment of the young offenders within the institutions. This led to abolishment of Borstal institutions in Britain in 1982 through the Criminal Justice Act. In Nigeria, the same allegations existed (Sarki & Mukhtar, 2015) and the need for better training of staff was recommended. In Kenya, UNICEF (2013) confirmed the use of corporal punishment in schools as well as in the juvenile justice system. Lack of emotional skills and empathy among teachers in Borstal institution may contribute to juvenile mistreatment in the juvenile correctional facilities. This generates the need to assess emotional intelligence capabilities among teachers in Borstal institutions.

Kenya has Borstal institutions whose purpose includes separating young criminal offenders from adult criminal offenders, and providing education and training to the young criminal offenders to prepare them for re-integration into society. Services provided in such institutions include: allocating proper sanitary arrangements, water supply, food, clothing and beddings for the inmates; giving such inmates educational, industrial or agricultural training; and providing an infirmary or proper place for the reception of inmates who are ill (Borstal Act, 2012). These institutions are managed by the Kenya Prisons Services. The inmates are committed to a maximum of three years. Upon release, after care supervision is given by the probation department for purpose of

rehabilitation and re-integration. The task of dealing with learners who have a criminal history requires that a teacher is well equipped to interact with the learners positively. Therefore teachers require to be trained in emotional self-regulation in order to be able to deal with any confrontations that may arise.

1.1.2 Emotional Intelligence

Emotional intelligence (EI) refers to the ability of a person to be aware of his or her own feelings, to be aware of other peoples' feelings, to differentiate among them, and to use the information to guide one's own thinking and behavior (Salovey &Meyer 1990). It is a relatively new concept which is gaining attention fast. The term emotional intelligence was first used in 1966 by Leuner, a German psychologist, and later widely researched and defined by Salovey and Meyer in 1990s. In his book on emotional intelligence, Goleman (2005) used convincing examples as to why emotional intelligence matters more than intelligence Quotient (IQ) in predicting success and happiness. Other research on emotional intelligence and intelligence quotient that bring out the superiority of emotional intelligence in predicting success and job performance include Feist and Barro (1996) and Hunter and Hunter (1984).

The role of emotional intelligence in the field of organizations, institutions and companies in the context of job satisfaction, job commitment and performance of employees, conflict resolution approaches and occupational stress has been explored (Steger, 2013; Balogun & Olowodunoye, 2012; Obiora & Iwuoha, 2013; Rothman, 2008; Zeidner, Mattews & Roberts, 2004). The relationship among emotional intelligence, leadership and organization development have been established by a number of investigators (Cooper & Sawaf, 1997; Palmer, Walls, Burgess & Stough, 2000; Barling,

Slater & Kelloway , 2000, Srivastav & Bharamanaikar, 2004; Alhashmi & Hajee,2013).The study of Sulaiman (2013) explored the correlation between emotional intelligence, depression and psychological adjustment among university students in the sultanate of Oman. A negative correlation between emotional intelligence and depressive symptoms and a positive correlation between emotional intelligence and psychological adjustment were reported in this study.

Emotional Intelligence has received attention worldwide due to its influence on success, general happiness and job performance among other crucial aspects of life. Emotional Intelligence is divided into four clusters namely Self-Awareness, Self-Management, Social Awareness and Relationship Management (Goleman Boyatzis & McKee 2002). The model in Figure 1 brings out how these four clusters interact to bring out the emotional intelligence of an individual. Self-awareness involves emotional self-awareness, accurate self-assessment and self-confidence, which boost capacity for self-management and social awareness. Self-management includes self-control, transparency, adaptability, achievement drive and initiative. With self-management, a person acquires capacity for relationship management which includes inspirational leadership, conflict management, building bonds, teamwork and collaboration. Acquiring a competence from one of the clusters forms the foundation for other competencies.

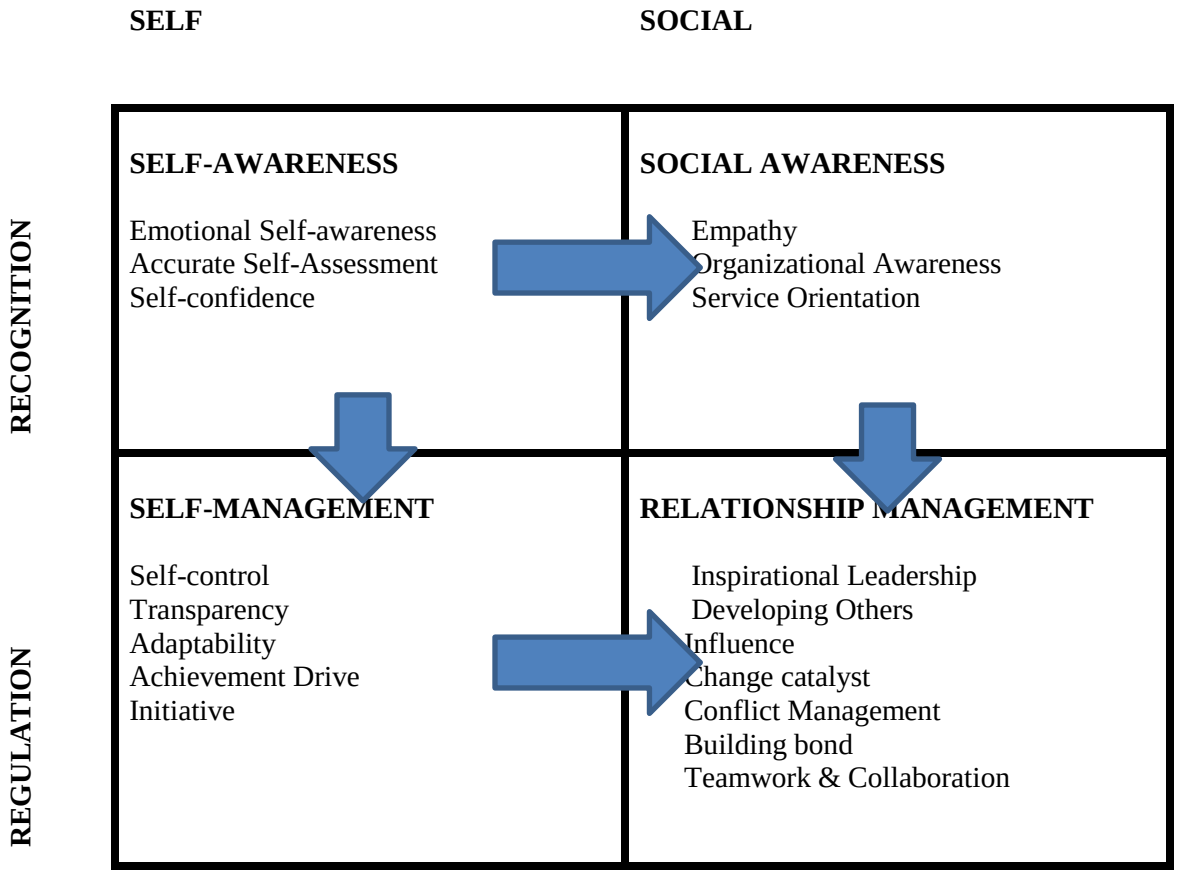


Figure 1: Goleman's Emotional Intelligence Model (Goleman, Boyatzis & McKee, 2002 pg 59)

Emotionally intelligent individuals have rich emotional vocabulary, as well as, they use it effectively. In other words, emotionally intelligent individuals are better able to use exact word (emotional vocabulary) for conveying their emotional states. They can aptly differentiate between closely related emotional terms, for example, envy and jealousy and anger, rage, and irritation (Caruso & Salovey, 2004). The ability to accurately label emotions and understand the meanings that are behind those emotions form the backdrop for messages that we send and help us in determining which emotions and the way in which they are being expressed are the most appropriate for certain emotions (Mayer & Salovey, 1997).

Emotional intelligence enables individuals to regulate own emotions and also to understand the emotions of others, which help in positive relationship management. Research indicates that emotional intelligence is important in different settings, which include education and business. Emotional intelligence is also related to achievement, leadership, job performance, and reduced stress (Oginska-Bulik, 2005; Butler & Chinowsky; Hopkins, O'Neil & Williams, 2007). The nature of the teaching profession exposes teachers to stress especially today, when pressure to achieve is high, leading to long hours of working. For teachers to be productive and happy in their work, they need emotional skills which enable them to have meaningful and productive relationships with their learners. Studies indicate that emotional intelligence has the potential to contribute to greater understanding of students' emotions (AbiSamra Salem, 2010) and improve teacher-student relationships (Jennings & Greenberg, 2009). This study sought to establish the levels of emotional intelligence among the teachers in Borstal institutions and to determine whether emotional intelligence influences ability to cope with occupational stress.

Demographic profile which includes age, gender, job position, educational level, and work experience have been found to have a relationship with emotional intelligence (Jorfi, Yaacob & Shah, 2011). While many studies show women to be superior in emotional intelligence, they have produced conflicting results about the specific emotional intelligence dimensions on which the women perform better. While some studies have reported gender differences fundamentally in experiential aspects of emotional intelligence such as perception and emotional facilitation (Castro-Schilo & Kee, 2010; Farrelly & Austin, 2007) others have found gender differences in strategic

aspects of emotional intelligence such as understanding and managing emotions (Farrelly & Austin, 2007; Goldenberg, Matheson, & Mantler, 2006).

Other studies show mixed results in which women are superior in diverse aspects of emotional intelligence, namely, perception, facilitation, understanding and total score (McIntyre, 2010). However, there are still other studies (Day & Carroll, 2004; Extremera & Fernández-Berrocal, 2009; Extremera, Fernández-Berrocal & Salovey, 2006; Lumley, Gustavson, Partridge, & Labouvie-Vief, 2005) which indicate women to be superior on all dimensions of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

Age has been seen to influence levels of emotional intelligence (Sengupta & Ajeya, 2014). Older people tend to learn from their experiences. Older adults pay more attention to, and remember more emotional material. However a study by Shabani, Hasan, Ahmad, and Baba (2010) indicated that age does not moderate emotional intelligence and mental health among the participants. The current study sought to establish whether there are statistically significant gender differences in emotional intelligence and occupational stress and also establish whether age is a determinant of emotional intelligence among teachers in Borstal institutions.

1.1.3 Occupational Stress

Teaching has been identified as one of the professions with high stress levels. Occupational stress is stress at work and it occurs when there is discrepancy between the demands of workplace and an individual's ability to carry out and complete those demands. According to Khurshid, Butt and Malik (2011) stress is one of the leading causes of work-related health problems in almost all professions around the world.

Occupational stress may stem from individual characteristics of a person or be related to his/her environment. Studies associate occupational stress to various negative outcomes for the worker and the workplace. It has been shown that stress at work can lead to low motivation, impaired individual functioning and low productivity (Oginska-Bulik, 2005).

A study by Singla (2006) on occupational stress among employees in different professions found that doctors and teachers were highly stressed compared to employees in other professions. Research on teacher occupational stress has revealed that teacher stress is a worldwide phenomenon (Brown, Ralph, & Brember, 2002; Koech, 2014). In a recent study, Sabherwal, Ahuja, George and Handa (2015) identified major stressors in the teaching profession which included work-related demands, role-related demands, pace and intensity of change in the work place, and lack of organizational support. Some of the factors that came out strongly from the study were poor student behavior and poor relationships with colleagues among others. These stressors especially poor student behavior are likely to contribute to higher stress among teachers in Borstal institutions since the learners already have conduct disorder.

In Kenya, the constitutional changes and in particular the Basic Education Act (2013) greatly affected the roles and traditional practices of teachers. For example, teachers traditionally used corporal punishment as a tool for behavior modification, its withdrawal without adequate training on alternative behavior modification strategies left teachers feeling stripped of disciplinary powers. This can be a source of stress for Kenyan teachers which could be the reason why the use of corporal punishment continues even after it was banned (UNICEF, 2013). Teachers therefore experience increased stress not only from misbehavior of learners, but also from the feeling of lack of control over the

misbehavior. Teachers need to be empowered to be able to manage their stress and also to manage their relationships with their learners. This need is more pronounced for teachers in Borstal institutions where learners are juvenile delinquents convicted in a court of law. The current study sought to establish sources stress and coping mechanisms used by teachers in Borstal institutions. The research also sought to establish whether emotional intelligence is a determinant of the ability to cope with occupational stress among the teachers in Borstal institutions.

1.2 Statement of the Problem

It has been reported that teachers are more stressed than other professionals worldwide (Singla, 2006; Mintz, 2007), due to the fact that teaching involves use of intense emotions than in any other profession (Froeschle & Crews, 2010). It is believed that emotional intelligence is associated with workers' ability to exercise self-regulation amidst work related stresses (Akintayo, 2010). Ergur (2009) argues that a teacher who has high emotional intelligence is likely to involve students more in learning experiences and promote creativity. Emotional intelligence has also been associated with stress management. Awareness of emotions paves way for self-management and relationship management. A study by Gardner and Stough (2003) found a negative relationship between emotional intelligence and occupational stress.

Teachers' recruitment and training in Kenya mainly focuses on cognitive abilities and teaching, which leaves the teachers' emotional resources largely untapped. Learners in correctional facilities, due to their criminal nature and history, pose significant stress to their teachers (Okutoyi, 2013). The continued use of corporal punishment in Borstal

institutions (UNICEF, 2013) is also an indication that a gap in behavior modification techniques exists.

A report on Borstal institutions in Kenya (Youth Alive Kenya, 2008) indicated that the institutions are manned by prison officers trained to deal with adult prisoners, and who physically and verbally abuse the young convicts in the process of rehabilitation. This prompted the researcher to take interest in the emotional intelligence of the teachers in the institutions and work related stress. There is scanty literature on emotional intelligence and occupational stress among teachers in Borstal institutions in Kenya. Thus, the interplay between emotional intelligence and teachers' ability to cope with occupational stress, especially in Borstal institutions is not well understood. Therefore, the current study sought to determine whether emotional intelligence is a significant determinant of teachers' ability to cope with occupational stress in Borstal institutions in Kenya.

1.3 Research Questions

The study was guided by the following research questions:

i. What is the level of emotional intelligence among teachers in Borstal Institutions in Kenya?
ii. How do males and females differ in Emotional Intelligence among teachers in Borstal institutions in Kenya?
iii. To what extent does age predict Emotional Intelligence among teachers in Borstal institutions in Kenya?

iv. What is the level of Occupational Stress among teachers in Borstal Institutions in Kenya?

v. How do males and females differ in Occupational Stress among teachers in Borstal institutions in Kenya?

vi. To what extent does Emotional intelligence, (self-awareness, self-management, social awareness and relationship management) predict teachers' ability to cope with occupational stress?

vii. What are the sources of work related stressors among teachers in Borstal Institutions in Kenya?

viii. What are the coping mechanisms used by teachers in Borstal Institutions in Kenya?

1.4 Research Hypotheses

The study was guided by the following hypotheses:

i. H_o: There is no significant gender difference in emotional intelligence among teachers in Borstal institutions in Kenya.

H_a: There is a significant gender difference in emotional intelligence among teachers in Borstal institutions in Kenya.

ii. H_o: There is no significant difference in emotional intelligence when teachers are compared by age.

H_a: There is a significant difference in emotional intelligence when teachers are compared by age.

iii. H_o: There is no significant gender difference in occupational stress among teachers in Borstal institutions in Kenya

H_a: There is a significant gender difference in occupational stress among teachers in Borstal institutions in Kenya

iv. H_o: There is no significant correlation between emotional intelligence and occupational stress among teachers in borstal institutions in Kenya.

Ha: There is a significant correlation between emotional intelligence and occupational stress among teachers in borstal institutions in Kenya.

v. H_o: Emotional intelligence is not a significant predictor of occupational stress among teachers in Borstal institutions in Kenya.

H_a: Emotional intelligence is a significant predictor of occupational stress among teachers in Borstal institutions in Kenya.

1.5 Significance of the Study

The findings of this study contribute to deeper understanding about the relationship between emotional intelligence and occupational stress among teachers in Borstal institutions in Kenya. The findings may be useful to managers and administrators in teacher training colleges by providing justification to include emotional intelligence in the selection of individuals suitable for teacher training and also to be incorporated in the actual training to boost emotional intelligence levels. The practices of teacher training institutions more often than not, concentrate on cognitive capabilities in their recruitment and training of teachers.

The government may incorporate the findings of this study in teacher development policies. Teacher development programs may also use findings of this study to select topics that are likely to be helpful to enhance teacher effectiveness. Teamwork is essential for effective teaching and emotional intelligence promotes ability to relate well

in the work place which enhances teamwork. An emotionally intelligent teacher is likely to model appropriate behavior to students and this helps in creating a healthy learning environment. Administrators of schools, teachers and entire school communities are likely to experience a reduction of conflicts related to emotional outbursts and ineffective communication in schools.

Individuals may also benefit from the knowledge of how emotional intelligence helps in stress management. When an individual acquires emotional competencies such as self-awareness, self-management, social awareness and relationship management, stress levels are likely to reduce since confrontations and misunderstandings go down. This improves an individual's wellbeing, relationships, and also promotes physical and mental health.

1.6 Scope and delimitations of the Study

The study focused on teachers in all the four Borstal institutions in Kenya namely Shikusa, Shimo la Tewa, Kamiti Youth Correctional Centre and Kamae Borstal Institution for girls. It focused on emotional intelligence and its relationship with occupational stress leaving out aspects that may affect stress such as personality and cognition among others. Gender and age were the only demographic variables considered.

1.7 Theoretical Framework

The Transactional theory of Stress and coping proposed by Dr Richard Lazarus (Lazarus 1966) is used in this study. Lazarus researched and published numerous books and articles on the same, and later in collaboration with Dr. Susan Folkman. The Transactional Model of Stress and Coping is a framework for evaluating the processes of coping with stressful events. Stressful experiences are believed to result from transactions between individuals and the environment. The transactions depend on the impact of the stressor which is mediated by the individual's appraisal of the stressor and available coping resources (Lazarus & Cohen, 1977). The level of stress involves a judgment about whether internal or external demands exceed resources and ability to cope when demands exceed resources (Lazarus & Folkman, 1984).

The theory of stress depicts people as meaning-building creatures who constantly evaluate everything that happens and who use emotional cues from earlier experiences of stress, in the process of appraisal. Lazarus (1984) identified two cognitive appraisals which include primary appraisal and secondary appraisal. In primary appraisal, individuals question what they have at stake in a particular threatening situation. The answer to the question influences the quality and intensity of their emotion. In secondary appraisal, individuals question what they can do in response to the perceived threat, that is, their options for coping and the answer to this question contributes to the types of coping strategies they will implement to manage the demands of the situation. Coping resources include personal attributes and environment, while coping responses are emotionally focused or problem focused which determine the short term and long term outcomes of the individual.

This study focuses on emotional intelligence as a personal attribute which influences stress appraisal and coping with stress. Lazarus (1984) conceptualizes stress, emotion, and coping as forming one unit, with emotion as the super ordinate concept because it takes into account both coping and stress. In Lazarus' (2006) perspective on stress and coping, emotion is defined as, "a complex organized system consisting of thoughts, beliefs, motives, meanings, subjective bodily experiences, and physiological states, all of which arise from our struggles to survive and flourish by understanding the world in which we live" p 100. In this study, the theory brings out the importance of emotions after appraisal of a stressor and in determining coping strategies for the stressor. Emotion focused coping ensures regulation of mood and relaxation, thus those with high emotional intelligence are likely to cope with stress better than those with low emotional intelligence. Emotional states facilitate problem solving. For example, positive moods encourage use of inductive problem solving by helping us in generating new and interesting ideas. Conversely, in negative moods, we focus on details and are better at solving deductive reasoning problems (Caruso & Salovey, 2004). In addition, if the current emotion (being experienced) is not conducive to the situation it may be beneficial to the individual to generate a new emotion (according to the situation needs) through cognitive strategies (Mayer & Salovey, 1997).

1.7.1 Strengths of the theory

The transactional theory of stress and coping has numerous strengths. Its emphasis that cognitive appraisal of the stressor by an individual brings out individual differences in stress appraisal (Sharma & Romas, 2011), as two people can be affected by a common stressor but react differently to the stressor. This is attributed to one's

cognitive appraisal of the stressor and previous learning and experiences. The theory also brings out how intervention can promote coping and adaptation to stressful environments. This is done by perceiving stressors as challenges rather than threats. The theory also emphasizes the role of individuals as active rather than passive in the stress process. This makes it clear that choices made by individuals can make coping easier or harder. The theory also includes coping methods which enhance understanding of the importance of stress management strategies.

1.7.2 Weaknesses of the theory

Transactional theory of stress and coping has several limitations. First, the theory does not consider factors such as depression or anxiety which influence the appraisal of a stressor and subsequent thoughts and emotions. The theory is also difficult to test through experimental research due to its subjective nature, variability and complexity of individual responses to stressful experiences (Mitchell, 2004).

In this study, one of the pre-existing factors in stress appraisal and coping is the emotional intelligence of a teacher that determines the way a teacher perceives the stressor. This helps in overcoming the first limitation of the theory although there are other factors that may affect a teacher's occupational stress. The study seeks to determine whether there is relationship between occupational stress and emotional intelligence but does not seek to determine causality of occupational stress. Existence of a relationship shows that manipulation of emotional intelligence, which is the independent variable in the study, is likely to help changing the levels of occupational stress which is the dependent variable.

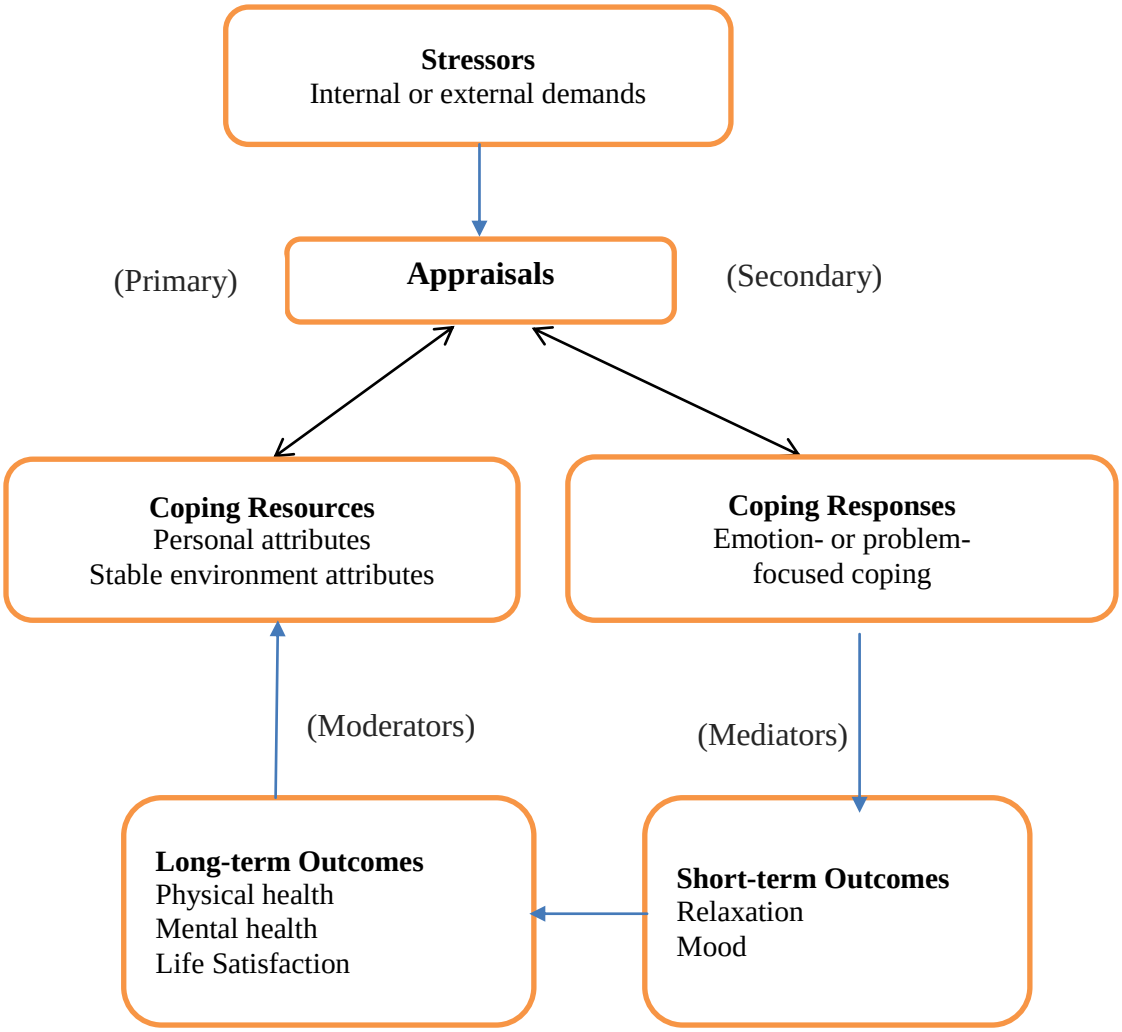


Figure 2: Transactional Model of Stress and Coping (Lazarus & Folkman, 1984)

1.8 Conceptual Framework on Emotional Intelligence and Occupational Stress

The conceptual framework indicates the relationship between the variables in the study. Emotional intelligence is the independent variable which influences the outcome which is the dependent variable occupational stress. Emotional intelligence is composed of four competences as indicated in figure 2 below which include self-awareness, self-management, social awareness and relationship management.

Self-awareness involves knowing one's own capabilities, emotions, strengths and weaknesses. This knowledge enables a person to make effort to change in order to improve self. For example, when a person has anger outbursts, self-awareness brings to the conscious the need to choose better ways of dealing with anger for the sake of oneself and others. Self-awareness also enables a person to accept the undesirable aspects of the self that cannot be changed for example a genetic condition like albinism among others

Self-management is informed by self-awareness. This involves the effort to take control of the situation for better outcomes. For example, for a person with anger issues, seeking professional help to manage anger is part of self-management. Self-management includes working towards self-improvement.

Social awareness involves being conscious of the needs and opinion of others and respect for individual differences. Social awareness is informed by both self-awareness and self-management. Without knowing oneself and making effort to steer oneself in the right direction, social awareness is not successful. For example understanding behavior of workmates only makes sense when one is conscious of his or her own behavior and how it affects others.

Relationship management is informed by all other dimensions. Self-awareness and self-management pave way for social awareness and relationship management. For example, knowing that one has anger issues and making effort to change, eventually helps in their relationship with others. One is not likely to shout at others which promotes teamwork and cohesion. On the other hand, knowing that other workmates have certain limitations is likely to enable a person to be less judgmental and tolerant thus improving relations.

The four competences also interact with each other to bring out emotional regulation within individuals and with others which contribute to one's perception of self and others and in turn influence one's appraisal of stress. The intervening variables include gender, age and work experience. The gender of the teacher may determine the coping mechanism as well as appraisal of stress. Female teachers may talk about their struggles with others and talking is therapeutic, while male teachers may suffer in silence. Work experience may also help a teacher to come up with ways of coping or dealing with their learners and older teachers may also cope better with stress. Self-awareness enables teachers to maximize positive interactions with learners and minimize negative interactions; for example a teacher can seek help from a professional on anger management. Anger management enables the teacher to cope with negative interactions with learners. Social awareness enables teachers to understand individual differences in learners and this makes it easy for such teachers to deal with learners as individuals. Self-management makes it easier for teachers to evaluate themselves.

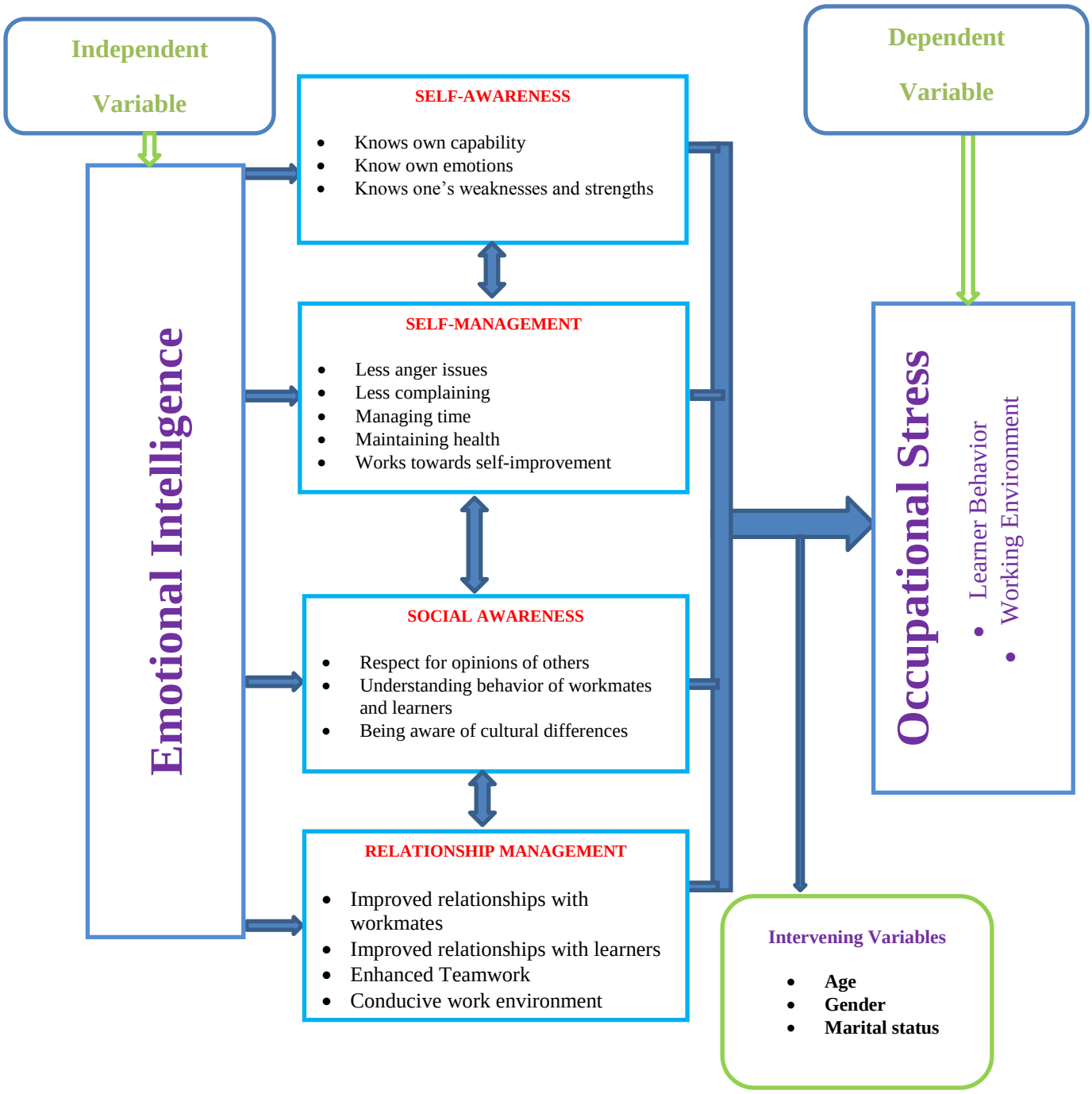


Figure 3: Conceptual Framework on Emotional Intelligence and Occupational Stress

(Researcher, 2017)

1.9 Operational Definition of Key Terms

Age: is the chronological age. This is the number of years a person has lived.

Borstal Institution: correctional institutions for young criminal convicts who are below 18 years old.

Emotional Intelligence (EI): emotional intelligence is the summated score that a teacher obtains in Schutte Self Report Emotional Intelligence Test (SSEIT).

Experience: is the number of years the teacher had worked in the Borstal institution.

Gender: is the biological state of an individual being either male or female.

Occupational Stress: occupational stress is the sum of scores that a teacher obtains in Teacher Stress Inventory (TSI) by Schultz and Long (1988).

Relationship Management: ability to understand own emotions and the emotions of the people one interacts with to build and maintain strong working relationships.

Self-Awareness: conscious knowledge of one's own thoughts, feelings, desires, motives and behavior. Self-awareness involves emotional self-awareness, accurate self-assessment and self-confidence, which boost capacity for self-management and social awareness.

Self-management: use of one's self knowledge to manage own behavior. Self-management includes self-control, transparency, adaptability, achievement drive and initiative.

Social-Awareness: ability to understand and respond to the needs of others.

Work Environment: surrounding conditions in which an employee operates.

Young Offender: also known as young criminal convict or juvenile offender. This is a child below 18 years old who has been convicted of a crime in a court of law.

1.10 Summary and Conclusions

The role of emotional intelligence in the school environment cannot be ignored. Teachers deal with learners from different backgrounds and with different personalities on a daily basis. The need to have emotional resources to ensure that the interactions with students are not confrontations is very important. Teaching has also been related to high levels of stress which emanates from different stressors like work load, student behavior, and multiple roles among others. Emotional intelligence helps in dealing with stress and it is therefore an important asset for teachers because it creates a conducive environment for learning and teaching, thus increasing effectiveness. Teachers in Borstal institutions are likely to be more stressed than teachers in normal schools due to the history of conduct disorders among learners in the institutions. This increases the need for teachers in the Borstal institutions to be emotionally prepared to deal with the young criminal offenders. The fact that no training on emotional regulation is offered in colleges and in the Borstal institutions creates the need to establish the emotional intelligence and occupational stress among teachers in these institutions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the reviewed literature on emotional intelligence and occupational stress. The literature is obtained from books, e-journals, library journals, unpublished studies and newspapers among other sources. The chapter is organized into three sections. Section one presents a review of theories related to the study, section two presents a review of empirical studies as guided by the seven research questions in the study which helps in identification of the research gap and section three is a summary of reviewed literature. The literature is organized into global, regional and local perspectives.

2.2 Review of Related Theories

Although emotional intelligence appears to be a relatively new concept, its roots can be traced back to the time of Darwin who suggested that emotional expression was essential for survival. As Darwin theorized, research has proven that emotions serve a biological purpose, they communicate when needs are not being met (Darwin, 1873). Emotions are also important in warning individuals against danger and motivating people towards accomplishment of goals and tasks (Lazarus, 1984; Slaski & Cartwright, 2003). Teaching is a human service and teachers constantly deal with their own emotions and those of their learners. The following theories are related to the current study and help to

bring out how emotions impact on relationships between teachers and learners in stress management.

2.2.1 Mixed Model of Emotional Intelligence

Mixed Model of Emotional Intelligence model was proposed by Daniel Goleman in 2001. He was a psychologist and a science writer for an American newspaper when he discovered and took interest in the work of Salovey and Mayer on emotional intelligence in 1990s. He began to research on the area and came up with his model. Goleman proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001). His model outlined four emotional competences in emotional intelligence which includes self-awareness, self-management, social awareness and relationship management. He argued that the emotional competencies are learnt rather than innate talents but he claimed that individuals are born with a general emotional intelligence which determines their potential for learning emotional competencies. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

In the model, Goleman combines emotional intelligence competencies and emotional intelligence abilities which he believed have greater resonance for school leaders because of its message of hope and relevance in terms of good practice in the workplace. However it is important to note that Goleman’s model has been criticized as mere “pop psychology” by Mayer, Roberts and Barsade (2008).

Teaching being a human service requires that teachers should have emotional skills necessary for fruitful interactions with learners. The ability of teachers to understand their emotions and emotions of their learners enables them to make appropriate choices in communication or teaching approaches or conflict resolution. Emotional intelligence also helps teachers in managing their stress and makes them more effective in their teaching process. This theory brings out aspects that can be enhanced through training to enable teachers to build on their emotional intelligence and improve their performance and wellbeing.

2.2.2 Social Learning Theory

Social Learning theory was proposed by Albert Bandura in 1977. The theory explains behavior in terms of reciprocal interaction between cognitive behavioral and environmental influences (Bandura, 1977). It emphasizes imitation and modeling. Bandura carried out an experiment famously known as the Bobo Doll experiment. Findings of the study indicated that children could learn to imitate and perform the behavior exhibited by a model. He concluded that other behaviors in the social setting are learnt through imitation. Social modeling is a powerful method of education. If children see positive consequences from a particular type of behavior, they are more likely to repeat that behavior themselves. On the other hand, if negative consequences are the result, they are less likely to perform that behavior. Students are more motivated to pay attention if they see others around them also paying attention. There are four mediational processes proposed by Bandura:

Attention: The extent to which one is exposed to the behavior. For a behavior to be imitated it has to capture our attention. We observe many behaviors on a daily basis and many of these are not noteworthy. Attention is therefore extremely important in whether behavior has an influence in others imitating it.

Retention: How well the behavior is remembered. The behavior may be noticed, but is it not always remembered which obviously prevents imitation. It is important therefore that a memory of the behavior is formed to be performed later by the observer.

Reproduction: This is the ability to perform the behavior that the model has just demonstrated. We see much behavior on a daily basis that we would like to be able to imitate but that is not always possible. We are limited by our physical ability and for that reason, even if we wish to reproduce the behavior, we cannot.

Motivation: The will to perform the behavior. The rewards and punishment that follow a behavior will be considered by the observer. If the perceived rewards outweigh the perceived costs (if there are any) then the behavior will be more likely to be imitated by the observer. If the vicarious reinforcement is not seen to be important enough to the observer then they will not imitate the behavior.

Teachers in the Borstal institution have multiple roles. Besides teaching, the teacher is a role model whom learners look up to for guidance on how to behave. One of the behaviors these learners imitate is how to manage emotions. The learners in borstal institutions are more likely to have emotional problems than learners in normal schools and they require to be taught by individuals who are aware of these emotional needs. The

ways the teachers handle their emotions is likely to be imitated by their learners (Bandura, 1977) which determine whether they adopt healthy or unhealthy ways of managing emotions and relationships. Teachers with low emotional intelligence are likely to model behavior that leads to poor management of emotions and relationship problems in learners.

2.3 Review of Empirical Studies

In this section related literature is reviewed from empirical studies done. The literature is reviewed according to the research objectives from the global, regional and local perspectives.

2.3.1 Levels of Emotional Intelligence

Studies on levels of emotional intelligence have been carried out in different fields globally. Studies conducted by Montes-Berges and Augusto, (2007) with nursing students have shown that emotional intelligence is a skill that minimizes the negative stress consequences. They examined the role of perceived emotional intelligence (PEI) measured by the Trait Meta-Mood Scale, in the use of stress-coping strategies, in the quantity and quality of social support and in the mental health of nursing students. The results indicated positive correlations between clarity and social support, social support and repair, and social support and mental health. Hierarchy regression analysis pointed out that clarity and emotional repair are predictors of social support, and emotional repair is the main predictor of mental health. These results show the importance of PEI in stress coping within the nursing framework. Another study carried out in Denmark by Dusseldorp, Meijel & Derksen, (2011) adopted Emotional Quotient Inventory to assess

EQ on 98 mental health nurses. Findings indicated that professionals had significantly higher levels of emotional intelligence compared to the general population. They stated the difference may be attributed to the training offered to professionals to help them execute their duties. Emotional intelligence as argued by Goleman can be enhanced through training.

Edannur (2010) assessed the emotional intelligence level of teachers and educators of Barak Valley region in the Indian state of Assam (India). The result showed that the group under study possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence. A comparative study on 66 American and 62 Turkish University students (Tompkins & Galbrath, 2011) suggested that American students scored higher than Turkish students in Emotional Intelligence. The difference was attributed to higher ability to recognize, appraise, and express emotions in oneself and to use emotions to facilitate performance. In Turkey, there is more focus on Intelligence Quotient (IQ) than Emotional Intelligence (EI) in university entrance exams and this leads to greater stress. Wong and Law Emotional Intelligence Scale was used to measure EI in the study. Kirshnamurthy and Varalakshmi (2011) conducted a study to know the emotional intelligence of employees working in educational institution. A sample size of 200 teaching and non-teaching staff was taken for study on the basis of demographic factors. Questionnaires were designed in five segments consists of personal information, adaptability, assertiveness, emotional management, self-esteem and relationship of respondents. The result revealed that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee.

In Nothern Malaysia, Kumar and Muniandy (2012) conducted a study on emotional intelligence levels among lectures. The survey design was used and Genos Emotional Intelligence Inventory was used to collect data from 162 respondents. Findings indicated that the lecturers had an average level of emotional intelligence. Lecturers in universities are scholars who are expected to have high IQ levels and this indicates that Individuals with high academic achievements do not necessarily have high EQ. The results could be due to a lot of emphasis put on academic development during training neglecting the issue of emotional development. Lecturers offer human services just like teacher and there is need to study different populations who offer human services in order to identify any existing gaps in emotional resources. Emotional resources help in increasing the quality of interactions between those offering services and those receiving them. Another study with similar findings was done by Edannur (2010) who assessed the emotional intelligence levels of twenty-one teacher educators of five teacher education institutions in Barak Valley of Assam state in India. The result showed that the group under study possessed average emotional intelligence. The study did not find any gender differences in emotional intelligence.

Another study on the role of self-efficacy, emotional intelligence, and leadership style as attributes of leadership effectiveness was conducted by Ramchunder and Martins (2014) in Kwa Zulu Natal, South Africa. A sample of 107 police personnel in commanding positions was selected. Findings of the study indicated that emotional intelligence was relatively high with a mean score of 81.35. In the same study, Emotional intelligence was also found to be significantly related to self-efficacy. Self-efficacy was moderately correlated with perception of emotions ($r = 0.436$; $p < 0.01$) and managing

own emotions ($r = 0.331$; $p < 0.01$). Teachers in Borstal institutions also undergo training as prison wardens and this study sought to determine the levels of emotional intelligence among the teachers since it is important for successful interaction with the young offenders.

Emotional intelligence as seen in the studies above cannot be associated with a given profession or population. The study by Dusseldorf et. al. (2011) indicated that mental health professionals had higher levels of EI than the general population. In Nigeria, Aremu and Tejumola (2008) conducted a study to assess the levels of emotional intelligence among the police. The sample included 186 males and 99 females. Findings indicated that there was no significant gender difference on emotional intelligence. (male and female, n1 = 186, n2 = 99, x1 = 113.4, x2 = 111.6; t = .692, > 0.05). The same study showed that there was significant difference in EQ when the police officers were compared by age, job status and marital status. Such findings may be due to practices within the police fraternity that may bring about insensitivity in emotional intelligence. Compared to the study among South African police (Ramchunder & Martins, 2014), Nigerian police have low emotional intelligence. Recommendations in the study indicated the need to include emotional intelligence in the training curriculum.

In Kenya, Kathungu (2010) conducted a study of the relationship between emotional intelligence and job performance of service providers in rehabilitation schools. Findings indicated that emotional intelligence score of service providers was generally high (M= 77.13) with a standard deviation of 6.71. Kathungu used correlational design on 63 participants. The study recommended that counseling services be provided to

service providers to ensure their emotional intelligence was enhanced. Rehabilitation schools, just like borstal institutions deal with special population of learners who are likely to have behavioral and emotional challenges as a result of past experiences. Although the service providers exhibited acceptable levels of emotional intelligence, training on emotional intelligence is likely to promote positive interaction with learners in rehabilitation schools.

Teachers in borstal institutions are likely to have more emotional encounters than other workers in the rehabilitation process in their effort to impart knowledge to their special learners who are convicted juvinile offenders. Emotional intelligence allows teachers to recognise and understand their emotions in the classroom and to anticipate the effects of their emotional expressions on interactions with others (Jennings & Greenberg, 2009). Teachers are also able to identify personal emotional difficulties and use reflective approach in negatively charged situations (Perry & Ball, 2007). Developing EI competencies could enable teachers to better understand what underlies their motivations and behaviours (Haskett, 2003), and has the potential to enhance less-developed competencies (Kaufhold & Johnson, 2005); contribute to greater understanding of students' emotions (AbiSamra Salem, 2010); improve teacher-student relationships (Jennings & Greenberg, 2009); and promote effective teaching (Cohen, 2001). The current study seeks to determine levels of emotional intelligence among teachers in borstal institutions. It is therefore important to know the situation of teachers in borstal institutions in terms of emotional intelligence and occupational stress so that necessary interventions are given.

2.3.2 Gender differences in Emotional Intelligence

Are women more emotionally intelligent than men? Today it is widely believed, among the general public and academics alike, that the female gender is linked with better knowledge of emotions. Is this notion correct or yet another stereotype? Gender differences in emotional intelligence are not an obvious phenomenon. Gender differences exist in a wide range of behaviors but findings on the same construct differ from researcher to researcher. Differences in emotional functioning are also widely documented and there is no consistency across personality, social, cultural, and situational variables. Girls learn different lessons from boys in terms of controlling emotions. Parents in many cultures mostly talk to their daughters about emotions than their sons. Due to lack of emphasis on emotional expression for boys, there is a tendency for boys to be unaware of their emotions and those of others (Chaplin & Aldao, 2013). Goleman (1998) disagreed that women have higher emotional intelligence than males but he accepted that gender might be proficient in particular emotional intelligence competencies because women often score higher than men in emotional intelligence across the studies (Brackett & Mayer, 2003).

A survey conducted by Shehzad and Mahmood (2013) on university teachers in the Punjab, Pakistan which included 399 female teachers and 480 male teachers found that females were better than male teachers in interpersonal skills. Female teachers are more emotionally self-aware, and are more empathic, in interpersonal skills. These differences may be attributed to socialization and societal expectations (Naghavi & Redzuan, 2011). Another study by Shin (2011) in Malaysia on 60 undergraduate psychology students on gender differences in emotional intelligence found that there was

no statistically significant gender difference in emotional intelligence. A total number of 30 female respondents and 30 male respondents were recruited. The short form version of Trait Emotional Intelligence Questionnaire was used to collect data. Even though gender difference was not statistically significant, females scored higher than males in emotional intelligence.

Culture and socialization of males and females was identified as the main reason behind the findings. This shows that in different cultures females and males respond differently to similar situations. In a comparative study conducted by Martines, Fernández-Berrocal and Extremera (2006) on ethnic group differences in perceived emotional intelligence within the United States and Mexico significant gender differences were found in all populations. The study comprised three major ethnic groups from the United States (African Americans, Whites, and Latino Americans) and a group from Mexico. The sample consisted of 404 adult participants from the metropolitan areas of New York and New Jersey in the United States and 115 adult participants from Mexico who volunteered to participate in the study. The study observed score differences on perceived emotional intelligence between women and men on the Attention and Clarity subscales. Women scored higher than men on Attention and lower than men on Clarity. This is contrary to other studies (Brackett & Mayer, 2003; Chaplin & Aldao, 2013) which indicate that women are generally more emotionally intelligent than men. The findings could have been influenced by the fact that the sample was selected from metropolitan areas that are likely to expose the participants to similar social settings. The current study seeks to study all borstal institutions in Kenya in order to ensure participants from diverse geographic and cultural backgrounds are captured.

In America a study on gender differences in the emotional intelligence of resident physicians showed no significant gender differences between male and female physicians (McKinley, Petrusa, Fiedeldey-Van DIJK, Mullen, Smink, Scott-Vernaglia, Kent, Black-Schaffer & Phitayakorn, 2014). A sample of 325 resident physicians in three residency programs (pathology, general surgery pediatrics) was identified and invited to electronically complete a Trait Emotional Intelligence Questionnaire (TEIQue), a tool consisting of 153 items that cluster to 15 independent facets, 4 composite factors, and 1 global emotional intelligence score. Gender differences were noted in specific facets of the emotional intelligence tools and it was observed that specific training may be given in different emotional intelligence domains to enhance emotional development. Similarly, Ciarrochi, Chan, Bajar (2004) found that girls were more adept at perceiving emotions, regulating emotions, and utilizing emotions for building relationships. Palmer, Monach, Gignac, and Stough (2003) confirmed those findings with women attaining higher levels of interpersonal skills and emotional awareness. Although, Petrides and Furnham (2003) discovered that men perceive themselves to possess higher emotional intelligence levels than women. Hopkins (2004, p. 148) concluded that women leaders demonstrate a broad range of emotional competencies. Mandell and Pherwani (2003) affirmed the gender differences between males and females in emotional intelligence among female managers with a mean score of 109.56 for female managers and a mean score of 98.31 for male managers. Differences in emotional intelligence levels indicate a definite gap in workers' ability to cope with stress and deal with crisis management so much a part of the corporate world.

Khalili (2011) undertook a study of 112 employees made up of 56 men and 56 women, among employees of small and medium enterprise in Malaysia, to assess of gender differences in emotional intelligence. Data was collected using the emotional intelligence appraisal which is designed to assess behavior demonstrative of emotional intelligence skills. The instrument used to collect data had 28 performances based items to assess the four emotional intelligence domains defined by Goleman (2001) which include self- awareness, self-management, social awareness and relations management. The findings showed that men have higher levels of emotional intelligence than women. The findings differ from those of many studies which indicate that females have higher emotional intelligence than males. The findings may be due to the nature of employment and training given. Alumran and Punamaki (2008) conducted a study examining gender and age differences in emotional intelligence among 312 Bahraini adolescents and discovered that gender was significantly correlated with emotional intelligence. Girls showed higher interpersonal skills.

A study in Kenya on relationship between principals' emotional intelligence and students' learning achievements in public secondary schools by Nzomo (2012) revealed that there were no significant gender differences in emotional intelligence. The t- test analysis showed no significant difference in emotional intelligence between male and female principals. Correlational design was used in the study and purposive sampling was adopted. The study consisted of 20 female and 15 male principals. The current study sought to find out gender differences among teachers in Borstal institutions in Kenya in order to determine the need for policy changes in teacher training to increase effectiveness and reduce work related stress.

2.3.3 Age differences in Emotional Intelligence

With age a person matures. Experience in matters of daily life is gained. Unlike IQ, which increases up to one's teen years, emotional intelligence seems always to continue to develop. As people learn from experiences, their emotional intelligence grows. Studies that have tracked people's emotional intelligence over the years indicate that people's competencies increase as they grow older (Goleman, 1998). Older adults face a variety of challenges that might be expected to induce negative affect such as the loss of loved ones, deteriorated health and unrealized expectations. Yet, evidence suggests that older people are more able to maintain and even increase subjective well-being than younger people thus experience teaches older people to control their emotions better..There is evidence that older adults pay more attention to, and remember more emotional material (Carstensen et al 2000)

Cook (2006) in a study of school principals in Montana found that age, gender, and years of experience had no significant effect on emotional intelligence. A factorial analysis of variance (ANOVA) was conducted to determine the effects of gender, age, and years of experience on emotional intelligence ratings. In another study by Kumar and Muniandy (2012) results of indicated that there were significant differences between the age groups of the lecturers, however as the test conducted was a non-parametric test, the median value was calculated. The median value for the respondents that were in the group more than 40 years scored the highest value. Based on a study done by Noriah, Ramlee, Zuria, Siti and Rahayah (2006), Malaysian respondents suggest spirituality and maturity as important aspects to develop stable emotion. Maturity due to age could also be a supporting factor to the high level of emotional intelligence among those above 40

years. Alumran and Punamaki (2008) conducted a study examining gender and age differences in emotional intelligence among 312 Bahraini adolescents and discovered that gender not age was significantly correlated with emotional intelligence.

Fariselli, Ghini and Freedman (2008) in their study of 405 American people aged between 22 and 70 years old found that emotional intelligence (EQ) increases slightly with age. The research shows that older people are slightly more likely to be higher in emotional intelligence. The finding suggests emotional intelligence is a developing ability; it is likely that accumulated life experiences contribute to emotional intelligence. It was hypothesized that as people grow they have more opportunity to learn about emotions and the gradations of emotions, increase emotional vocabulary, and experience more and more varied life situations. Perhaps they accumulate more feedback and integrate this into greater self-awareness. Again, age is only mildly predictive of this dimension, so there are many younger people with a highly developed self-awareness and many older people who have not developed these competencies.

A study by Bissessar (2011) found emotional intelligence to be significantly related to age. It consisted of 168 college students with 80 Bermudians and 88 Trinidadians. Twenty-four males and 64 females participated in Trinidad whereas 21 males and 59 female Bermudian participated in the study. A single regression was performed using the total emotional intelligence from the EQ-i: S Scale as the independent variable and age as the dependent variable. The model summary showed a coefficient correlation of .001 with a coefficient of determination of .000. This shows significant correlation between the independent variable emotional intelligence and the dependent variable of age.

2.3.4 Occupational Stress

Stress is a common phenomenon in life. It is simply the body's way of responding to any kind of demand or threat. According to Johnson (2006), stress is the individual's response to events such as response to one's biological temperament, interaction with others and the environmental conditions in which one is placed. Jepson and Forrest (2006) define stress as the individual harmony effort that a person displays against a stimulus which has excessive psychological and physical pressure on the person. Stress has been linked to physical and mental health problems such as depression, diabetes and high blood pressure which are currently on the rise (Kratz, 2016). Stress is generally associated with negative feelings but not all stress brings about negative reactions

Stress exists in many occupations due to the lack of congruence between expectations from employees, ability of individuals and support systems available. Occupational stress is defined as the harmful physical and emotional response that occurs when the requirements of the job do not match the capabilities, resources or needs of the worker. Wainwright and Calnan, (2002) suggest that occupation al stress indicates the 'natural' limit of human endurance and resilience, a product of the unsustainable pressures and demands placed on the worker. Different professions have different types and levels of occupational stress (Vaezi & Fallah 2011). Teaching has been lately identified as one of the professions with high stress levels and numerous studies (Fisher, 2011; Chona & Roxas, 2009). Teachers are expected to fill many roles in their daily tasks. These roles may include evaluator, planner, disciplinarian, information provider, role model, facilitator, and counselor. As a result of balancing these many roles, stress will always be a part of the teaching profession. Knowing that stress will always be

present, there is a need to assess stress and the different coping behaviors used by teachers in corrective institutions. Teachers in Borstal institutions were targeted by the current study to determine their levels of occupational stress, sources of stressors and coping strategies.

Stress as a reaction to stimuli is meant to initiate action required to cope with a threatening situation. It is the individual's appraisal of the situation and coping strategies that determine the consequences. Seawood (2016) identified three types of stress; eustress, distress and neustress. Eustress refers to a positive response towards a stressor. Eustress results from responses that initiate action with a sense of meaning, hope and vigor (Nelson & Cooper, 2005). This comes from perceiving the stressor as a challenge with a goal in sight and motivates a person towards improvement and achievement. Research shows a positive correlation between eustress and life satisfaction and hope.

Distress refers to a negative response to a stressor, or persistent stress that is not resolved through coping and adaptation. Distress results from perceiving the stressor as a hindrance which interferes with the individual's ability to accomplish a task. Distress leads to unpleasant emotions such as tension, frustration, anger and depression among others.

Neustress refers to a neutral response which does not cause any particular harm or grief. It is also not necessarily positive or motivating (Seawood, 2016). This type of stress results from neutral appraisal of the stressor which leads to no consequences. For example the death of a stranger to some people may elicit sympathy which may not lead to distress or eustress.

2.3.4.1 Levels of Occupational Stress

Studies conducted on levels of occupational stress in different populations range from high to moderate levels. Several studies have shown that occupational stress can lead to various negative consequences for the individual and the workplace and can ultimately rob people of their spirit and passion for the job, resulting in impaired individual functioning, low motivation and decreased morale (Fako, 2010) as well, dampened initiative, reduced interest in working, high absenteeism rates, decreased capacity to perform, poor job performance, reduced efficiency, poor quality control, low quality products and services, and poor health, poor mental and physical wellbeing (Salami, 2010). The harmful effects of stress are reduced by many factors related to the individual and the organization, two of the most important of these factors are emotional intelligence and self-efficacy that protect from the experience of job strain (Indoo & Anjeya, 2012).

A study on levels of occupational stress among 349 nurses working in a rural area in Australia by Opie, Dollard, Lenthall, Wakerman, Dunn, Knight and Macleod (2010) revealed high levels of psychological stress and moderate levels of job satisfaction. This was attributed to the remote location. Reddy and Poornima (2012) conducted a study in India which indicated that university teachers experienced moderate to high levels of occupational stress. A sample of 9 universities were selected using random sampling method in two Southern States of India (Andhra Pradesh and Tamil Nadu. Survey method was used in the study. Subscales indicated that highest levels of stress originated from organizational structure and climate (84.72 %), this was attributed to major reductions in government funding of public universities in India. Other stressors included

environmental factors (62.52 %), intra and interpersonal interactions (62.09 %), personal and professional efficiency (60.10 %), and total occupational stress (73.93 %). Issues such as workload, time pressure, research, educational change, management styles among others were some of the reasons which are even now common stressors in many universities. Teachers working in borstal schools are likely to encounter relationship problems with their learners and it is necessary to investigate the situation.

Skaalvik and Skaalvik (2015) conducted a study in Norway on job satisfaction, stress, and coping in the teaching profession. A sample of 34 teachers was chosen in a qualitative study which used interview method for data collection. The participants included 4 retired teachers and 30 elementary and middle school teachers who taught in one region in Norway. Findings indicated that all teachers experienced a high degree of stress and many teachers showed severe physical and emotional exhaustion. Sources of stress identified included lack of value consonance and the adaption of teaching to individual students' needs. The researcher attributed high degree of stress among teachers to emphasis of inclusive education in Norway which led to classes of learners with diverse cognitive and physical needs. Without appropriate training, teachers are likely to be overwhelmed and stressed. In borstal institutions, the young inmates come from different backgrounds and present unique needs. Teachers in these institutions are therefore likely to face diverse challenges more than teachers in ordinary schools, and thus the need for emotional resources to enable them cope with these challenges.

Antoniou, Ploumpi and Ntalla (2013) investigated the levels of occupational stress and professional burnout among teachers of primary and secondary education in Greece. The survey involved 388 teachers in public schools in Attica. To measure stress,

"Teachers' Occupational Stress Scale" was used. The findings showed that teachers of Primary Education experienced higher levels of stress compared to teachers of Secondary Education. In another study Ravichandran and Rajendran (2007) also found the significant influence of type of school on the occupational stress of special education teachers and higher secondary teachers respectively. This shows that teachers offering education at different levels experience different stress levels, the reason why the researcher focused on finding stress levels of teachers in institutions for young offenders whose ages range from twelve years to twenty years. The current study used mixed method embedded design in order to get qualitative data on sources of stress and coping strategies they used.

Makasa (2013) conducted a study in Zambia on perceived levels of occupational stress among basic education teachers. One hundred and fifty teachers were randomly selected in 15 basic schools in Lusaka Urban districts. The study used both questionnaires and focus group discussions to collect data. The findings revealed four major categories of stressors among Basic School teachers, namely: poor conditions of service such as lack of accommodation, low salaries, and difficulties of getting entitlements; poor school climate and heavy work load. The study therefore recommended that the Government of the Republic of Zambia improve teachers' conditions of service and working environments. The current study intends to determine whether emotional intelligence is significant in predicting occupational stress and this helps to justify psychological interventions for the teachers in borstal institutions in Kenya.

The police just like teachers in borstal institutions deal with individuals who are involved in crime. Nyaga (2005) conducted a study in Kenya on occupational stress

among Kenyan police. It was found that there police had high levels of stress. The study sampled 90 police officers and collected both quantitative and qualitative data. The presence or absence of occupational stress among police was found to be dependent on age, length of service, rank and category of officer. No gender differences were found in level of stress. The current study seeks to establish the levels of occupational stress and gender differences among teachers working in borstal institutions in Kenya. Teachers in borstal institutions deal with learners with criminal records and they are likely to face the stresses similar to those faced by police men as well as those faced by teachers in normal schools.

Occupational stress is a universal phenomenon and affects both males and females. However the degree of stress differs among individuals and genders and while some studies indicate that males are generally more stressed than females (Borg & Riding, 1991) , others indicate that females are more stressed than males (Santiago, Otero-Lopez, Castro &Villardefrancos, 2008) and others indicate that there is no gender differences (Johannsen 2011). Guthric (2006) indicated that females working in the education and related sectors face more work stress than males, an issue that brings the need for further research to verify and understand reasons behind the phenomenon.

In India,Tandon, Mahaur and Gupta (2014) conducted a study on the effects of age and gender on occupational stress in the teaching fraternity. The results revealed that male teachers experienced higher occupational stress than females. Ex-post facto design was used and a survey was conducted to collect the data from teachers. A sample of 120 teachers was selected, 60 male and 60 female, from professional colleges. Occupational Stress Index was used as the occupational stress instrument. The males in the age group

41-50 experienced highest stress among all age groups. The findings may have been influenced by family roles where males in their 40s in India are the major income earners in their families whereas females take supportive roles. Teaching is also not a well-paying profession and this may also make the matters worse. In Kenya, males also take the role of main providers and it is important to establish whether gender differences in occupational stress exist among teachers in Borstal institutions.

2.3.5 Gender and Occupational Stress

Wells (2006) claims that as women increasingly have entered into the traditionally male domain of law enforcement, there has been an increase in the scholarly pursuit in the way in which men and women experience differently the role of the prison officer, as well as the stresses associated with the role. The prison environment is an exceedingly masculinised organisation wherein the traits of the dominant group (i.e. physical strength and a willingness to use force are emphasised and valued and where the essential skills for the job are assumed to be masculine in nature. Studies on gender differences have produced controversial results. Whereas earlier research indicate gender might be an important demographic characteristic to be considered in workplace stress research (Jick & Mitz, 1985), the difference may not always be statistically significant. A study in America on assistant professors found that females experienced more life stress and work stress than men (Ryland & Greenfield, 2011). This is probably due to after work chores that women do at home that include cooking and taking care of young ones among others. These duties though sometimes shared by men and women, are traditionally roles of women. Employed women find themselves doing another shift after work. A sample of 302, 157 female and 145 male, untenured assistant professors returned

the mailed questionnaires in the survey. Even though females reported more work stress than males, the difference was not statistically significant. Stress levels of the participants were surprisingly high with mean stress of 5.45 out of 7 in life stress and 4.47 out of 7 in work stress. This is an indication that the population derives more stress from their lives than from work. The individualistic culture of Americans makes it difficult for a person to seek help from friends and family and this is likely to increase life stress.

Chan, Chen and Chong (2010) studied work stress of teachers from primary and secondary schools in Hong Kong. A sample of 1,710 participants returned questionnaires and among them 907 respondents (53.0%) were primary school teachers and 803 (47.0%) were secondary school teachers; 477 (27.9%) respondents were men and 1,233 (72.1%) were women. Findings indicated that both male and female teachers in Hong Kong appeared to experience the same level of perceived stress. This is contrary to other reviewed studies which indicate females experience more stress. Primary school teachers showed significantly higher perceived stress levels than secondary school teachers. This is probably due to lower income levels and associated financial stress. Mondal ,Shrestha, and Bhaila, (2011) found a significant difference between male and female teachers, with male teachers having more psychological stress and physical stress than the female teachers. Male teachers were also reported to be more insecure and concerned with financial issues, while female teachers were more concerned about intrinsic facets of their jobs.Some of the stressors identified included heavy workload, time pressure, education reforms, external school review, pursuing further education, and managing students' behaviour and learning. The current study seeks to find out from heads of educational

programs in borstal institutions the sources of stress for teachers in those institutions in order to help determine appropriate interventions.

In a study among 400 teachers in Pakistan in primary and secondary schools, it was found that gender was a very strong predictor of teachers' stress (Rubina, Sadaf, & Masood, 2011). Mondal, Shrestha, and Bhaila (2011) also found a significant difference between male and female teachers, with male teachers reporting more stress than the female teachers (Mondal et al., 2011). Singla (2006) during her study "A study of the occupational stress among employees from different careers of Chandigarh" found that females are more stressed as compared to males. Female faculties experienced significantly higher level of occupational stress, specifically with regard to interaction with students and colleagues, workload and students' progress. Abbasnejad and Farahani (2013) found a significant difference between gender and job stress in physical education teachers and other teachers and higher job stress in male teachers is consistent with Niyaz, Ahmad. Nafisa and Sheikh 2012) but it is not consistent with results in Lambert and Paoline (2008) that female teachers have higher stress. Relationship between gender and job stress is related to culture and certain structure of life that impose more burden on families.

Dlamini, Okeke and Mammen (2014) from South Africa sought to investigate the work-related stress among high school teachers in the Hhohho region of Swaziland. The descriptive-correlation research design was used. The target population included all qualified teachers in high schools in the Hhohho region of Swaziland. Findings indicated that there was no significant relationship between work-related stress and gender among high school teachers ($r = -.058$, $p = .374$). This was a weak and negative relationship.

Sources of stress identified included contractual problems and nature of their work. Age was the only demographic characteristic had a positive statistically significant relationship with work-related stress-level for the sample. This was attributed to family demands which are likely to increase with age and result in more stress. The current study seeks to have in-depth information on sources of stress for teachers in Borstal institutions and also examine coping strategies employed by the teachers which may help in determining psychological interventions for teachers in these institutions. Such information is likely to make it possible for institutions to recognize the need for teacher wellness in promoting learner development.

In Kenya, a study by Oweke, Muola and Ngumi (2014) on relationship between gender and levels of occupational stress among police constables in Kisumu County revealed that statistically significant gender differences in occupational stress existed among police constables. Female officers were found to be more stressed than males. This may be attributed to police environment which requires officers to act tough and suppress emotions such as fear, empathy, and vulnerability among others. Ex-post-facto design was used in the study and a sample of 105 police constables was selected using stratified random sampling. Officers Commanding Stations were interviewed. The study focused on gender differences of the police constables whereas this study seeks to go a step further and establish if a relationship exists between occupational stress and emotional intelligence. Teachers in borstal institutions are also prison wardens and they face their own challenges because they are expected to guard the learners, ensure self-defeating behaviors are modified and also prepare the young inmates for national examinations. The current study focuses on emotional intelligence and occupational

stress and seeks to establish whether a relationship exists between these variables. Mixed method design is used in the study to find out the sources of stress as well as coping strategies.

2.3.6 Emotional Intelligence and Occupational Stress

Emotional intelligence has been linked to psychological wellbeing and reduced psychopathology (Extemera & Berrocal, 2006). It is argued that people with high emotional intelligence are able to control their emotions and manage their relationships in a healthy manner. Emotional intelligence has also been linked to reduced stress in the work place (Gardner & Stough, 2003). Emotional Intelligence plays an important role to low down the stress level among teachers (Kaut & Kaur, 2013). University teachers with high level of emotional intelligence use mechanisms which help them to adapt to environmental changes. Teachers with low level of emotional intelligence on the other hand lack this ability to adapt properly to changing conditions (Burger, 2009; Yong, 2011).

In a study on Occupational Stress in Relation to Emotional Intelligence, Age and Qualification among Secondary School Teachers in Ludhiana districts of Punjab, India, results revealed that teachers with low emotional intelligence experienced more occupational stress than the teachers with high emotional intelligence, teachers with low emotional intelligence experienced more occupational stress than the teachers with high emotional intelligence on role ambiguity, role Boundary and responsibility dimensions; and postgraduate teachers with B.Ed qualification had experienced less occupational stress than teachers without B.Ed qualification on the role insufficiency dimension. Many studies on emotional intelligence and occupational stress have been conducted but studies

on emotional intelligence and occupational stress of teachers handling special populations is scanty.

In a study by Belias, Koustelios, Sdrolias, Koutiva and Zournatzi. (2013) on emotional intelligence and occupational stress among 192 Greek bank employees, it was found that occupational stress and stress management are likely to be predicted by the employee's levels of optimism and the ability to manage and use emotions positively. The findings confirm previous researches (Jennings & Greenberg, 2008; Chan,2003), according to which emotional competence and general wellbeing leads employees to create and preserve healthier relationships with their colleagues, manage their working conditions and maintain a better working environment. The findings are consistent with the data reported by Pau, Croucher, Sohanpal, Muirhead, Seymour, (2004) indicating that individuals with high EI level were more likely to adopt reflection and appraisal, social, organizational and time-management skills. Low EI subjects were more likely to be engaged in health-damaging behaviors. Kalyoncu, Guney, Arslan, and Guney (2012) conducted a study in Turkey to investigate the relationship between the emotional intelligence of nurses and their stress caused by working in a hospital. The study sample consisted of 333 nurses from hospitals in Ankara, Turkey in their correlational study. Emotional intelligence levels were measured with the Emotional Intelligence Scale, and the Job-Induced Stress Scale was used to determine the stress status of the participants. Findings in the study identified a significant relationship between emotional intelligence and stress.

A study by Abbasnejad and Farahani (2013) in Iran on the relationship between emotional intelligence and job stress in teachers of physical education and non-physical

education, a significant and reverse relationship between emotional intelligence and job stress was found and this indicates that emotional intelligence is of great importance while many people in society did not know its meaning. Emotional intelligence can create hope in life because unlike intelligence quotient which is influenced by genetic factors, it can be acquired through education and helps people to resist against difficulties; control their tensions. The current study uses a modified version of emotional intelligence scale by Schutte el al (1998) which is hoped to capture emotional dimensions relevant in the teaching profession.

A study in Iran by Darvish and Nasrollahi (2011) investigated the relationship between emotional intelligence and occupational stress among employees in Payame Noor University. A sample of 134 from among 900 employees working in PNU center organization was selected by simple random sampling. The Swinburne University Emotional intelligence Test (SUEIT) was used to collect data on emotional intelligence and the Occupational Roles Questionnaire (ORQ) was used to collect data on occupational stress. The results show that there is an inverse significant relationship between occupational stress and emotional intelligence that significantly correlated with job performance. This means that improving emotional intelligence capacity would help in stress reduction. The findings are similar with those of other studies by Khaniyan, Foroughan, Hosseini and Biglarian, (2013); Adeyemo et al (2014) and they create the need for extension to other populations to ensure success in organizations.

Adeyemo, El-Sayed and El –Zeiny (2014) conducted a study at the Faculty of Nursing, Zagazig University in Egypt. They used descriptive correlational design and selected a convenience sample of 91 faculty members during the academic year 2011-

2012. Findings of the study indicated that occupational stress has negative relationships with the faculty members' emotional intelligence and self-efficacy. This shows that boosting emotional intelligence of the faculty members is likely to reduce occupational stress and increase self-efficacy. A survey conducted by Naidoo and Pau (2008) to gain understanding of the role that emotional intelligence (EI) plays in the experience of perceived stress (PS) found that EI is relatively the most important predictor of PS. It also aimed to compare EI and PS and explore the association between academic background, satisfaction with career choice and EI, and PS in first year dental students. The Survey was conducted on 43 male and 55 female students, Results of Correlation analysis between EI and PS indicated a statistically significant inverse relationship between EI and PS. Stepwise regression analysis identified significant predictors of PS as gender, previous higher education qualification, satisfaction with decision to study dentistry and EI. The findings revealed that low EI is associated the stress. The current study through the use of mixed method research intends to get details of sources of occupational stress from heads of educational programs in Borstal institutions and also establish if a relationship exists between emotional intelligence and occupational stress among teachers in the institutions. This is likely to help in determining the type of psychological assistance that can be given to the teachers.

In Kenya, a study conducted by Ayiro and Sang (2012) on Emotional Intelligence and Leadership among quality assurance managers in Kenyan Universities established a strong relationship between total emotional intelligence and manager ratings. The study involved 75 Quality Assurance Managers, 25 female and 50 male. Survey design was used. Ratings of managerial leadership effectiveness were assessed via junior staff ratings

on an attitude survey detailing questions relating to manager performance. Mayer Salovey Caruso emotional intelligence test (MSCEIT) was used on the managers. The overall results of the data analysis indicated that an individual's EI may indeed be a key determinant of effective leadership. Employee perceptions of manager effectiveness are strongly related to the emotional intelligence of the manager. This led to recommendations that the emotional intelligence of managers should be included in recruitment, selection and training of managers to enhance effectiveness. The current study includes qualitative data to give information on specific stressors facing teachers in Borstal institutions. Teachers are leaders in their own right and there is need for them to be empowered so that they can successfully manage their classes.

2.3.7 Sources of Stress among Teachers

Work stress is recognised worldwide as a major challenge to worker's health and the healthiness of their organisations. WHO (2005) is predicting that by 2020, stress will be a major cause of workplace ill health. It is now generally accepted that prolonged or intense stress can have a negative impact on an individual's mental and physical health. Teaching as a profession has its unique work demands and responsibilities that can lead to stress that is unique to teachers. Teachers perform multiple and often conflicting roles. Teachers are expected to discipline, coach, encourage, motivate and act as role models to students. It is difficult to balance role performance and achieve educational goals a situation that results in stress among teachers. Achieving educational goals does not solely depend on teacher's effort but they often get blamed for failure to achieve.

Studies have been carried out to determine sources of stress for teachers worldwide. A major source of teacher stress can be directly attributed to the students.

Through survey and interview responses, teachers most commonly refer to students as being responsible for most of their stress (Hastings & Bham, 2003). Stress resulting from student discipline is associated with teachers having to play the different roles of babysitters, police officers, or even harsh authoritarians, which can cause role demand overload (Blasé, 1986). Most teachers view disrespectful behavior, student attentiveness, and sociability as the most stressful student misbehaviors (Hastings & Bham, 2003; Martin, 2010).Lack of resources, and a need for increased administrative support (Israel, 2005) also contribute to teacher stress.

In a sample of secondary school teachers in Netherlands, Brouwers, Evers and Tomic (2006) found that lack of social support among teachers was affecting teachers self -efficacy belief and causing burnout. Travers & Cooper (1997) study found workload and income as significantly correlated with occupational stress among English teachers while Male and May (1997) found excessive workload (45%) as the most stressful in teachers of children with special education needs. This was followed by paperwork (41%) and challenging behavior (21%). A study by Springer (2011) in North Carolina America on primary school teachers found that seventy-six percent of the teachers labeled the teaching profession as stressful because they "had too much to do and not enough time to do it." According to the respondents, levels of stress may increase due to work being too hard (67%), having a variety of tasks to complete (91%), working long hours (85%), being tired during work (79%), having too much to accomplish (88%), complying with federal, state, and school policies (76%), trying to keep up with changing professional standards (91%), salary (76%), economic problems (85%), trying to resolve

conflicts between parents and the school (64%), students with behavioral issues (85%), or completing non-student responsibilities (82%).

A study by Check and Okwob (2012) analyzed the correlation of demographic/job factors with different stress factors among teachers in Cameroon. The study indicated that non - involvement in decision making concerning teaching and learning is perceived by teachers as relatively stressful, it found no evidence of significant correlation between gender, level of education and other job factors, specifically occupational stress factors. Betoret and Artiga (2010) conducted a study in Spain on barriers perceived by teachers at work, coping strategies, self-efficacy and burn out. A sample of 724 Spanish primary and secondary teachers was selected. Findings indicated that issues concerned with work load, excessive work demands, and relations with other staff, society's view of teachers, pupil behavior, class size, and pay as main sources of stress among teachers. The sources of stress are similar to those of other teachers elsewhere (Chan, Chen & Chong, 2010).

According to Rothman (2008) occupational stress can be related to poor working conditions, high workload, involuntary overtime, inflexible working hours, excessive demands, very frequent changes or monotony. Winefield, Gillespie, Stough, Dua, and Hapuarachchi (2002) conducted a study on Australian university staff, particularly academic staff. It was found that teachers are highly stressed. Sources of stress as reported by participants included diminishing resources, increased teaching loads and student/staff ratios, pressure to attract external funds, job insecurity, poor management and a lack of recognition and reward are some of the key factors driving the high level of stress. A review of literature on sources of teacher stress in South Africa by Okeke, Adu, Drake and Duku (2014) indicate that school climate, learner's discipline, management

practices, high workload, resource constraints, low salaries and low professional status are some of the causes of stress among teachers. These sources of stress are similar to those of teachers worldwide.

In a study that examined the various sources of stress among teachers of secondary schools in Ekiti State Nigeria, Ekundayo and Kolawole (2013) found that poor working conditions is a primary source of stress among teachers, poor relations with sub ordinates is another source of stress, low payment of teachers' salaries is also source of stress to the teachers. While 78,9% of the respondents agreed that inadequate physical facilities in schools and poor relations with colleagues are sources of stress among teachers, 76,7% agreed that indiscipline among students and lack of support from parents constitute sources of stress among teachers. Okoza, Imhonde and Aluede (2010) in a study examined the sources of stress among prison workers in Nigeria. A total of 150 (110 male and 40 females) Prison staff drawn from the Oko and Benin Prisons in Edo state, Nigeria participated in the study. Results revealed that riots in prisons(96%)were the highest source of stress to prison staff and the least source of stress was dilapidating building(50%).Results also revealed that gender and length of service have significant main effect on stress experienced by prison workers, while age has no significant main effect. Wang'eri and Okello (2014) in Kenya collected data from a sample of 120 teachers. The study found that work overload was a major source of stress. Majority of teachers reported work overload (50.83%) against 43.33% who reported mild overload while only 5.84% reported no overload. Stress may result in teachers changing their personality to one that may not be very positive in promoting effective teaching and learning. Khan et al. (2012: 24) observed that "teachers' personality has a significant role

in the success or failure of students". It is, therefore, clear that once the teacher's personality changes for the worse due to stress; it has a negative effect on learners as some personality traits exhibited by teachers will not assist them to learn better. Stress may cause teachers to be frequently absent from work and this affects the way learners learn. The current study dealt with teachers in Borstal institutions and it sought to determine whether work overload was among the stressors among teachers of the young criminal offenders.

2.3.8 Coping Mechanisms

Stress is a reaction to a stimulus that disturbs our physical or mental equilibrium. The level of stress involves a judgment about whether internal or external demands exceed resources and ability to cope when demands exceed resources. Coping with stress is the attempt to address perceived threats and meet demands in order to return to the state of equilibrium. Coping with stressors can decrease the level of stress and lessen the negative effects of stress (Lazarus & Folkman, 1984). Betoret (2006) argues that teachers with more access to coping resources reported less burnout than those with less access to coping resources. There is evidence to suggest that learning effective coping strategies may contribute to a mastery orientation toward teaching, which significantly predicts enjoyment of work, participation, and positive career aspirations (Parker & Martin, 2009).

Coping likely mitigates the effects of stressors by changing one's emotional state during the encounter or by eliminating the source of the stressor all together (Lazarus, 1993). In fact, coping is viewed as one of the most important aspects of interventions designed to buffer the negative effects associated with stress caused by the many

demands teachers face daily (Cooper, Dewe, & Driscoll, 2001)Poor coping mechanisms have long been identified as a primary cause of stress (Rupp, 2005). Good coping skills include modifying thought processes, learning problem-focused strategies and emotional focused strategies like emotional release, physical exercises, talking or meditation. Common positive strategies teachers use to alleviate stress include exercise, social resources, avoidance, reading, hobbies, movement, and meditation (Gulwadi, 2006). These coping strategies used by teachers affect their outlook on the situation, thereby altering the perception of stress. To alter the perception of stress, teachers may invoke inward or outward coping strategies. Inward strategies, such as concentrating on something narrow in the field of stimuli around oneself, include seeking stillness and focus. Effectively coping with stress is the first step to preventing psychological distress and development of health problems. Some of the coping strategies known to work and enhance general wellbeing include talking with friends and family, exercising, praying, or actively addressing the causes of stress (Andre-Petersson, Hedblad, Janzon , & Ostergren, 2006). Some researchers even attribute the substantial attrition rates among teachers in some parts of the world, to significant levels of job - related stress that teachers experience and fail to manage (Chaplain, 2008; Kyriacou & Kunc, 2007).

There are many ways of coping with stress and personal factors as well as type of stressor determine success in the coping process. Ways of coping with stress as suggested by Lazarus and Folkman (1988) include confrontational coping which describes aggressive efforts to alter the situation and suggests some degree of hostility and risk-taking, distancing describes cognitive efforts to detach oneself and to minimize the significance of the situation, self-controlling describes efforts to regulate one's feelings

and actions, seeking social support describes efforts to seek informational support, tangible support, and emotional support, accepting responsibility acknowledges one's own role in the problem with a concomitant theme of trying to put things right, escape-avoidance describes wishful thinking and behavioral efforts to escape or avoid the problem, planful problem solving describes deliberate problem-focused efforts to alter the situation, coupled with an analytic approach to solving the problem and positive reappraisal describes efforts to create positive meaning by focusing on personal growth.

In a study conducted by Sprenger (2011) in America, among the two most widely used coping strategies included venting to a colleague (79%) and venting to family members and friends (67%). Other actions taken by respondents include eating junk food (42%), turning the lights off in the room (21%), putting school work aside (18%), exercising (18%), napping (18%), going to a quiet place (15%), crying (12%), and going to administration (6%). Respondents also identified several actions they take to try to prevent stress from becoming a problem. teachers included confrontational strategies such as seeking advice from colleagues (64%), working on their time management skills (30%), and sitting down with administration (6%). Some benefits included getting adequate sleep at night (67%), putting school work off to the side (18%), exercising (18%), napping (18%), avoiding caffeinated drinks (12%), and drinking alcohol (6%). The most frequent emotional responses that occurred in participants included venting to colleagues (79%), praying (55%), and crying (12%). This indicates use of social support, self-care and problem solving approaches.

A qualitative study in Ireland (Kerr, Breen, Delaney, Kelly & Miller, 2011) among secondary school teachers revealed that in order to cope with stress, teachers

sought support from other teachers in the school, with support in more serious situations coming from the principal. Indirect dealing with stressors took the form of physical exercise or socializing with friends or family. These strategies indicate some form of selfcare and social support as suggested by Lazarus and Folkman (1988).Another study conducted in Nigeria among secondary school teachers (Kasee, 2012) revealed that organizing one's time effectively is the main antidote for coping with stress. The other strategies include maintaining cordial relationship with colleagues, enjoying uninterrupted sound sleep up to seven or eight hours in a day as well as attending to problems as and when due. This indicates self-care, seeking social support and problem solving approaches.

A study on occupational stress and coping strategies in Kenya by Kimanzi (2014) found that some of the coping strategies among the participants included practice of good time management, taking out time for leisure and rest, setting priorities, seeking counseling services, physical exercises, drinking water, taking sleeping pills and mood altering drugs, praying and bible reading, talking to someone and attending social gatherings and alternating of heavy work with light work. These coping strategies are similar to those teachers in the reviewed studies. This is an indication of attempts by all teachers to deal with work related stress. Studies in Kenya are few on coping strategies among teachers and this study hopes to get in-depth information on coping strategies among teachers in Borstal institutions in Kenya.

2.4 Summary of Reviewed Literature

The reviewed literature indicates that emotional intelligence is important for success and general wellbeing of individuals (Extemera & Berrocal 2006). Human beings are social beings and emotions are part of the communication process. Ability to be aware of one's own emotions and emotions of others boosts communication, reduces conflicts and improves teamwork which is vital for success in any organization.

Emotional intelligence has also been associated with ability to manage stress. Studies indicate that individuals with higher emotional intelligence are able to cope with stress better. Teaching is a human service and studies show that worldwide teachers are more stressed than workers in other professions (Brown, Ralph, & Brember, 2002; Koech, 2014; Sabherwal, Ahuja, George & Handa 2015). The nature of teaching presents high demands on teachers coupled with multiple roles expected to be undertaken by teachers. In Kenya, it is an open secret that teachers in public institutions are not happy at all. Strikes and threats to strike are common in public schools and colleges. From claims of poor remuneration to heavy workloads, teachers are always complaining. The need for teacher empowerment to enable them cope with work stress is important and emotional intelligence is key to enable teachers communicate accurately without letting emotions get out of hand. Teachers of special populations for example those teaching learners with emotional and behavioral problems are likely to experience more stress due to behavior of the learners (Poornima, 2012). This illuminates the need for such teachers to be equipped with emotional resources for self-management and relationship management.

Studies reviewed clearly show a relationship between emotional intelligence and occupational stress exists (Khaniyan, Foroughan, Hosseini & Biglarian, 2013; Adeyemo et. al. 2014) but empirical evidence on emotional intelligence in special populations is scanty in Kenya. Studies conducted in special institutions mainly focus on the learners and leave out the teachers (Okutoyi, 2013; Okwara, 2010; Nyamai & Waiganjo, 2014).

Sources of stress among teachers include school climate, learner's discipline, management practices, high workload, resource constraints, low salaries and low professional status (Okeke, Adu, Drake & Duku ,2014). Coping strategies used by teachers to deal with occupational stress include good time management, taking out time for leisure and rest, setting priorities, seeking counseling services, physical exercises, praying, taking drugs among others. The current study focuses on teachers in Borstal institutions in an effort to establish levels of emotional intelligence, occupational stress and establish if a relationship exists between the variables. The study further seeks to establish sources of stress among teachers in Borstal institutions and coping strategies used by the teachers. This is likely to help in determining interventions that are needed in order to help the teachers manage work-related stress for effective rehabilitation of the young criminal offenders.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the strategies that were used to conduct the research. The aspects of research methods covered include research design, target population, sampling techniques and sample size, research instruments, data collection procedures, data analysis methods and ethical issues in research.

3.2 Locale

The study was conducted in Borstal institutions in Kenya. These institutions are found in different parts of the country. Although there are two recognized Borstal institutions for boys in Kenya, and one Borstal institution for girls, the researcher adds one more institution to the list since this institution fits in the study definition of Borstal institutions. There is Shimo la Tewa Borstal institution in Mombasa County, Shikutsa Borstal institution in Kakamega County, Kamiti Youth Correctional Center in Kiambu County and Kamae Borstal for girls in Kiambu County.

Shimo la Tewa Borstal institution is located on emerald-tinted Mtwapa creek, which is 500 meters from the Indian Ocean. The institution holds male offenders who are twenty years and below. The institution is within Shimo la Tewa Prison premises.

Shikutsa Borstal institution is 11.5 km from Kakamega town along the Kakamega Webuye road. The institution holds young criminal offenders below twenty years. The institution is within Shikutsa Prison premises.

Kamae Borstal institution is located within Kamiti maximum prison in Kiambu. It was officially began in 2015 and currently has a total of 16 girls from across Kenya. It is the only correctional institution in Kenya for girl offenders. The girls are sent to the institution by courts after sentencing for criminal offences, ranging from petty crimes to serious offenses.

Kamiti Youth Correctional Training Centre (KYCTC) is situated in Kiambu a few kilometers from Nairobi. The institution is situated within the famous Kamiti Maximum Prison which is located in a 490 hectare estate. The institution deals with convicted youth offenders below twenty years.

3.3 Research Design

This study employed the pragmatic paradigm, in particular mixed methods embedded design. This is because a single data set is not sufficient to adequately answer the questions that the study sought to answer. According to Creswell and Clark (2011), mixed methods design is suitable when different questions need to be answered, and that each type of question requires different types of data. The quantitative approach employed correlational research design. Quantitative data were collected on levels of emotional intelligence and levels of occupational stress. Qualitative approach adopted phenomenology design and data were collected on the sources of stress and coping mechanisms used by the teachers. The qualitative data adds details to the quantitative data which gives quantities of emotional intelligence and occupational stress. The embedded method is used in this study for completeness and compensation (Venkatesh, Brown & Bala 2013).

3.4 Target Population

The research targeted teachers in Borstal institutions in Kenya. These teachers included those who teach in primary and secondary level education as well as teachers engaged in vocational training. There were a total 58 male teachers and 33 female teachers in all the institutions, a total of 91 teachers at the time of data collection.

3.5 Sample size and Sampling Procedures

The study sought to collect both quantitative data and qualitative data. For quantitative data, the population was small and the researcher therefore attempted to collect data from all the members of the population accessible. Questionnaires were issued to all teachers and some were left for teachers in night shift. Johnson and Christensen (2010) propose that a researcher should collect data from the whole population if it is less than 100 individuals. Therefore for quantitative data, the sample was the number of participants who returned fully completed questionnaires from the total of 91 teachers; these were 60 teachers.

Qualitative data were collected through focused group discussions which were conducted in two institutions. Participants of the focused groups were sampled purposefully and in particular maximum variation purposive sampling was used with the aim of capturing a heterogeneous sample (Merriam, 2009). Male and female teachers of different ages, departments and diverse working experience were included in the sample. The researcher visited different departments and with the help of department heads, the samples were selected. Teachers were requested to share their details like work experience to ensure diversity.

3.6 Description of Research Instruments

Three instruments were used for data collection: Schutte Self Report Emotional Intelligence Test (SSEIT); Teacher Stress Inventory by Schultz and Long (1988); and Focused Group Discussion Guide.

3.6.1 Schutte Self Report Emotional Intelligence Test (SSEIT)

An adapted version of Schutte Self-report Emotional Intelligence Test was used to collect data on emotional intelligence. The tool was developed in 1998 by Schutte, Malouf, Hall, Haggerty, Cooper, Golden et al (1998). During tool validation, a sample of 346 participants was used, who included university students and individuals from diverse community settings. A study in Turkey by Cakan and Altun (2005) used the test on teachers, assistant principals and principals and the test gave high test re-test reliability of 0.88 coefficients. An initial 62 items were used in the study, and after factor analysis was carried out, a set of 33 items emerged. The scale items represented the categories of appraisal and expression of emotion in the self and others, regulation of emotion in the self and others, and utilization of emotions in solving problems (Schutte et al. 1998). The current study focused on teachers in Borstal institutions and the researcher felt that the items in the scale accurately represented the concept she intended to measure.

The Schutte Self-report Emotional Intelligence Test is a likert type scale with items answered on a five point scale - from strongly agree to strongly disagree. Strongly Disagree= 1 Disagree=2 Neutral=3 Agree=4 Strongly Agree=5. The maximum total score possible is 165 and minimum total score possible is 33. High scores range from 75% and above and low scores range from 75% and below. High scores indicate

increased levels of emotional intelligence, while low scores indicate decreased levels of emotional intelligence. The tool has been re-arranged to separate the different competences measured. This means that self-awareness, self-management, social awareness and relationship management are differentiated and scored separately and then aggregated to get the overall emotional intelligence score.

3.6.2 Teacher Stress Inventory by Schultz and Long (1988)

Teacher Stress Inventory was used to collect data on the occupational stress of teachers. Rather than use a general inventory of occupational stress, the researcher chose to use a teacher-specific test which captures the stressors that affect teachers. The inventory was a follow up on the work of Pettegrew and Wolf (1982) and it contains seven scales, namely Role Ambiguity, Role Stress, Organizational Management, Job Satisfaction, Life Satisfaction, Task Stress and Supervisory Support. Examples of items include "When I really need to talk to my administrative head (s) he is willing to listen", "My administrative head stands up to outsiders for the people (s) he supervises". The test is a thirty six item likert type scale with items measured on a five point scale from never, rare, sometimes, often and always. Never =1, Rare=2 Sometimes=3 Often=4 Always=5. The maximum possible total score is 180 and the minimum possible total score is 36. High scores range from 132 and above, Average scores range from 84 and 131 and low scores range from 83 and below. A high score indicates a higher degree of stress experienced by the participant. A high score on one scale indicates that the participant has a high amount of stress in that area. Teacher Stress Inventory has high levels of reliability and validity (>0.70) and has previously been used widely to conduct research (Putter, 2003; Khoza, 2006).

3.6.3 Focused Group Discussion Guide

To collect qualitative data from teachers in Borstal institutions, a focused group discussion guide was used. The focused group discussion guide included items on sources of stress and coping strategies as experienced by the participants of the group. An in-depth discussion was initiated and notes taken. The researcher facilitated the focused group discussion.

3.6.4 Validity and Reliability of research instruments

The quality of research instruments was established by reliability and validity of the measures. During instrument development, validating the instruments mainly aimed at reducing error in the measurement process. Reliability estimates evaluated the stability of measures, internal consistency of measurement instruments, and inter rater reliability of instrument scores.

3.6.4.1 Validity of research instruments

According to McMillan and Schumacher (2014), validity is a judgment of the appropriateness of a measure for specific inferences or decisions that result from the scores generated. There are four major methods of determining validity of instruments and they include, content validity, criterion-related validity, construct validity and face validity.

The validity of Schutte Self Report Emotional Intelligence Test (SSEIT) has been calculated in previous studies and found to be high (Jude, 2011). Schutte et al 1998 established a correlation coefficient of 0.90. Akpochafo (2011) also established content validity of the instrument at 79.59%. The validity of the instrument in this study was done by the researcher checking each item in the instrument to ensure that all the four

dimensions of emotional intelligence were covered in the tool. The researcher separated the items testing different dimensions for ease during data analysis. Construct validity, in particular convergent validity, was used to validate the instrument. Convergent validity involves using two tools measuring the same construct and then co-relating the scores (Krishnaswamy, Appa & Mathirajan, 2009). In this study, Wongs emotional intelligence scale was used alongside Schutte emotional intelligence test for purposes of validation. The researcher conducted a pilot study on a sample of 10 teachers in a rehabilitation school, not a Borstal institution, in Kiambu County to validate the tool and convergent validity was established at r = 0.69. Scores of Wong emotional intelligence test were correlated with scores of Schutte Self Reprot Emotional intelligence Test. The sample was selected for purposes of establishing validity, reliability and accuracy of instructions in the tools.

Table 1

Convergent Validity of Schutte Self Report Emotional Intelligence Test and Wong Emotional Intelligence test

		Wongs Emotional Intelligence	Schutte Emotional Intelligence Test
Wongs Emotional Intelligence	Pearson Correlation	1	.691*
	Sig. (2-tailed)		.027
	N	10	10
Schutte Emotional Intelligence Test	Pearson Correlation	.691*	1
	Sig. (2-tailed)	.027	
	N	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

The validity of Teacher Stress Inventory by Schultz and Long (1988) has also been established as high (Putter, 2003). The content validity as assessed by the researcher contains items that gather information on matters relating to teacher stress. According to Mark (1996) content validity is established if the instrument is representative of the universe of content of the property being measured. The researcher ensured that the items in the tool included all aspects of stress as experienced by a teacher. This involved listing all possible sources of stress which include learner discipline, job demands, role clarity, lack of administrative support, lack of parental support, lack of community support, lack of personal fulfillment, school environment among others. The researcher ensured that items in the tool cover all the areas.

Validity of qualitative instruments is the same as credibility. This involves ensuring that the data collected is trustworthy (Lincoln & Guba, 1985). To determine validity of focused group discussion guide, expert opinion was sought from lecturers and peers. The researcher asked for clarification of participant responses to ensure accurate data collection. Detailed information was written down and non-verbal cues were explored to ensure that all feelings and opinions were captured. The researcher engaged in self-reflection to ensure that researcher bias was not introduced to the study. Care was taken to ensure details of the discussion were recorded and comprehensive notes were taken since the participants declined to have the discussions recorded.

3.6.4.2 Reliability of research instruments

Reliability is the degree to which the result of a measurement, calculation, or specification can be depended on to be accurate. It involves the extent to which the results are similar over different occasions of data collection. According to Straub (1989),

researchers should try to answer the following question in an attempt to address reliability; “do measures show stability across the unit of observation? That is, could measurement error be so high as to discredit the findings?”

There are different methods of establishing reliability of instruments and they include, test-retest method, parallel forms method, split half method and Kuder-Richardson method among others (Krishnaswamy, Sivakumar & Mathirajan 2009).

The reliability of Schutte Self Report Emotional Intelligence Test (SSEIT has been established in previous studies. The scale reported reliability co-efficient Cronbach alpha of 0.78 (Schutte et al, 1998.) For purposes of this study, the researcher conducted a pilot study on a sample of 10 teachers in a rehabilitation school in Kiambu County; the tool yielded a correlation coefficient of 0.67 using split half method as shown in Table 2 below;

Table 2
Split-Half Reliability of Schutte Self Report Emotional Intelligence Test

		Schutte Self Report Emotional Intelligence Test 1	Schutte Self Report Emotional Intelligence Test 2
Schutte Self Report Emotional Intelligence Test 1	Pearson Correlation	1	.672*
	Sig. (2-tailed)		.033
	N	10	10
Schutte Self Report Emotional Intelligence Test 2	Pearson Correlation	.672*	1
	Sig. (2-tailed)	.033	
	N	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

Spearman-Brown Prophecy Formula *yielded reliability of 0.80. Split-half reliability* is the degree to which a person receives a similar score on one half of the test items as compared to the other half (Lodico, Splaulding & Voegtle , 2010). The participants were given the Schute Emotional intelligence test and then the items were split in two halves using odd-even criteria and then the two halves were co-related.

From the same pilot study conducted, Teacher Stress Inventory by Schultz and Long (1988**)** was found to have a split half reliability of 0.77. The tool yielded a correlation coefficient of 0.77 using split half method. Spearman-Brown Prophecy Formula *yielded reliability of 0.87.* The participants were given the Teacher Stress Inventory and then the items were split into two halves using odd-even criteria and then the two halves were co-related.

Table 3

Split half Reliability of Teacher Stress Inventory

		Teacher Stress Inventory 1	Teacher Stress Inventory 2
Teacher Stress Inventory 1	Pearson Correlation	1	.772**
	Sig. (2-tailed)		.001
	N	14	14
Teacher Stress Inventory 2	Pearson Correlation	.772**	1
	Sig. (2-tailed)	.001	
	N	14	14

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability in qualitative instruments is the same as dependability (Rolfe 2006). There are two major ways of ensuring that a research instrument is dependable and they

include reflexivity and audit trail (Creswell, 2005). For this study, the researcher ensured that all procedures and decisions made involving qualitative data collection were recorded to ensure that data collection procedures are accurately documented. This was done at every stage including data analysis. The researcher is also an instrument in qualitative data collection and self-awareness of the researcher throughout the research process was maintained using the help of a reflective diary. According to Mantzoukas (2005), maintaining a reflective diary can be an important expression of reflexivity.

3.7 Data Collection Procedures

The researcher acquired necessary authority from Catholic University of Eastern Africa (CUEA) in form of a letter. An online application of a research permit from National Commission for Science, Technology and Innovation (NACOSTI) was made after attaching the necessary identification documents. The researcher then visited the prisons headquarters at Magereza house to seek permission to conduct the study. After authorization, the researcher obtained letters to take to the respective institutions. The researcher then travelled to the Counties starting with Mombasa County. A visit to the County Commissioner of Education's office to get authority to visit the Borstal institution was done. Then the researcher travelled to Shimo la Tewa Borstal institution to collect data.

At the gate of the institution, the researcher was questioned for a long time before being allowed to proceed inside. Indeed, two hours passed by as the researcher stood outside the gate waiting. When the gate was finally opened, the researcher was faced with another task of explaining the research purpose to the person in charge. The term emotional intelligence was a bit confusing and the need to clarify its meaning arose. The

whole experience was very intimidating and stressful. The researcher was eventually given the go ahead to collect data. After issuing questionnaires to the teachers who were present, the researcher sampled the respondents who were to participate in the focused group discussion. During lunch time, the focused group discussion was carried out but the participants politely declined to have the session recorded. Initially, the discussion was a question and answer session but later the participants relaxed and engaged in a very lively session. After the session, the participants requested the researcher to get time to teach them more about emotional intelligence and the researcher promised to do so after data analysis. The researcher collected the questionnaires and left the institution.

The researcher travelled to Kakamega County and visited the County Commissioner's office for authorization but unlike Mombasa where the process was smooth, the researcher was told to wait for approval. Two hours went by and eventually a letter was given to take to Shikusa Borstal. The security checks were thorough just like in Shimo la Tewa but there was no delay at the gate. The researcher was given a place to sit inside the compound until the person in charge was contacted. This is the time the researcher realized that teachers in Borstal institutions were no ordinary teachers. Security, uniform, strict rules among others were evident every step of the way. The person in charge indicated that teachers were busy that day because there was a meeting going on and they requested that the exercise be carried out the next day. The process was smooth the next day and the teachers responded to the questionnaires and a focused group discussion was held inside the staffroom where teachers felt comfortable. Once again the teachers declined any audio recording and the researcher faced a difficult task of taking notes. This made the discussion to take longer as the researcher clarified the

statements from the participants. When all the questionnaires were returned, the researcher left once again with a promise to return and shed more light on emotional intelligence.

The data collection process was smooth at Kamiti Correctional centre and Kamae Borstal. Though the security checks were there, the researcher was able to collect data in one day since the institutions are located next to each other. It was not possible to conduct a focused group discussion in Kamiti Correctional center because of work schedules and shortage of staff. After collecting the questionnaires in both institutions, the researcher left. It was not possible to administer the questionnaires in groups as earlier planned because of the institution routines and work shifts.

3.8 Data Analysis Procedures

After data were collected, the researcher packed each set from different institutions separately and stored it safely to await data analysis. Data analysis began a few days after taking a much needed rest. Quantitative data was entered into Statistical Package for Social Scientists (SPSS) version 23. Coding of data was done starting from demographic variables to all items in the two instruments measuring emotional intelligence and occupational stress. On the other hand, qualitative data was organized and notes taken from focused group discussion were re-written by the researcher as she tried to make sense of the shorthand notes. Data analysis began with analysis of quantitative data.

Demographic information was analyzed using descriptive statistics. Means and frequencies were derived and a pie chart or table was generated for gender, age, marital

status and educational levels. The rest of the data was analyzed as per research question and the findings are found in chapter four according to each research question.

The current research sought to determine levels of emotional intelligence among teachers in Borstal Institutions in Kenya. The Data on levels of emotional intelligence were analyzed using descriptive statistics. Mean, range, and standard deviation were derived. This was to bring out average levels of both constructs being measured and determine whether the means levels were high, low or average.

Data on levels of occupational stress were analyzed using descriptive statistics. Mean, range, and standard deviation were derived. This was to bring out mean levels of both constructs being measured and also determine whether the mean levels were high, low or average.

Analysis of the extent to which emotional intelligence, (self-awareness, self-management, social awareness and relationship management) predicts teachers' ability to cope with occupational stress were analyzed using multiple linear regression. The emotional intelligence explained was derived from the model summary as well as level of significance from the coefficient table.

The research tested five hypotheses. For H_o1 which tests gender differences in emotional intelligence, independent t-tests were used with $p \leq 0.05$. For H_o2 which tests gender differences in occupational stress, independent samples t-tests were used with $p \leq 0.05$. Therefore the researcher accepted the null hypothesis at $p > 0.05$ or failed to accept the null hypothesis at $p>0.05$. To test H_o3 which sought to determine how emotional intelligence compares in different ages among teachers in Borstal institutions in Kenya,

simple linear regression analysis was carried out. To test H_o4 that there is no significant correlation between emotional intelligence and occupational stress among teachers in Borstal institutions in Kenya, multi-linear regression was carried out and model summary interpretations done to determine R. To test H_o5 that emotional intelligence, was not a significant predictor of occupational stress among teachers in Borstal institutions in Kenya; the researcher used multiple linear regression analysis. The level of significance was $p \leq 0.05$. This helped in deriving the model summary that facilitated the determination of the level of occupational stress explained by emotional intelligence. The test also helped determine the level of significance in the relationship between the independent and dependent variables.

To answer the questions on sources of work related stress and coping mechanisms used by teachers other than emotional intelligence, the researcher conducted focused group discussions in two Borstal institutions which gave rise to qualitative data. Data analysis began during data collection and the researcher was the instrument. The researcher was very attentive and observant in every stage of data collection and documentation of experiences from reception at the gate of the institutions to the final word after data collection. Focused group discussions were facilitated by the researcher but audio recording was not possible since the participants declined to that request. The researcher had to take notes as she facilitated the discussions. Qualitative data was analyzed using summative content analysis and thematic analysis. Open ended questions were analyzed using summative content analysis where responses were counted to determine which responses were most frequent. Analysis of focused group discussion was done through thematic analysis. This involved reading through the notes written

several times to identify any patterns being guided by research questions. Patterns were derived from statements made by the focused group discussion participants. These patterns were used to come up with themes that helped in answering the research questions. The process of thematic analysis was time consuming and the researcher had to exercise a lot of patience. From time to time it was necessary to check back in the notes to determine whether the emerging patterns made sense.

3.9 Ethical Considerations

The researcher got permission to conduct research from the Catholic University of Eastern Africa, and a letter of introduction to the National Commission for Science, Technology and Innovation (NACOSTI) was given in order to process the research permit. Acquiring permit from host institutions for students was necessary to ensure proper procedures are followed (Kimmel, 2009). The researcher also visited the prison headquarters in Nairobi at Magereza house to get written authorization to collect data in Borstal institutions which are under prisons jurisdiction. Armed with a research permit from NACOSTI and letters of authorization, the researcher felt confident to visit the institutions.

The researcher took time to explain the research purpose to participants and also addressed the questions that were raised. This was necessary so that the participants could make informed consent before participation. Oliver (2010) asserts that there is need for participants to be aware of study details before they can decide whether to participate or not. Although very few teachers declined to participate, those who chose not to participate were excused with no attempt to convince them otherwise. All those who participated signed letters of consent.

Confidentiality is a major ethical concern in research. Anonymity and confidentiality are crucial in research to ensure trust and also maintain researcher integrity (Merriam, 2009). In this study, name codes were used for identification to protect the identity of participants. Prudence was exercised in the whole process of data collection to ensure no harm (psychological or otherwise) was experienced by participants. Any concerns or questions were addressed by the researcher before data were collected. Data were transported and stored safely awaiting analysis.

The researcher took necessary precautions to ensure accuracy of results by avoiding careless errors and negligence. This was done by re-reading research reports and seeking help from peers. Shamoo and Resnik (2009) recommend care in handling research data for accuracy. The researcher also will take social responsibility through the research to promote social good and prevent bad consequences. This will involve sharing of research findings with relevant authorities for action.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study and discussions. It is organized into two sections. Demographic characteristics of the teachers in Borstal institutions and the findings of the research study as per research questions. Demographic characteristics of the teachers are presented in form of gender, age, marital status and education level.

The presentation of findings follows the research questions and hypothesis of this study. The results of quantitative analysis which include levels of emotional intelligence and occupational stress are presented then a qualitative analysis of sources of stress and coping mechanisms among teachers are presented.

4.2 Questionnaire Return Rate

The researcher hoped to undertake a census of teachers in all the Borstal institutions in Kenya but not all the teachers were accessed and not all those who took questionnaires returned them. Shimo la Tewa institution had a total 25 teachers both in formal and informal education and only 20 teachers responded. This represents a response rate of 80%. Shikutsa institution had a total of 42 teachers and 24 responded which represents 57.1 %. Kamae institution for girls had a total of 5 teachers and all the teachers responded which represents a 100% response rate. Kamiti Youth Correctional Center had a total of 19 teachers and 11 of them responded. This represents a response rate of 57.9%. For all institutions put together, the response rate was 65.9%. The response

rate was adequate for analysis because it represents more than 30 percent of the population.

4.3 Demographic Characteristics of Teachers

The researcher determined the characteristics of the teachers in terms of gender, age, marital status and educational level. These variables help in describing the population characteristics as well as in the analysis of the variables in the study.

4.3.1 Gender of Teachers in Borstal Institutions

Data were collected to determine the gender distribution among teachers in Borstal institutions in Kenya to give an idea of gender distribution and help determine gender differences in emotional intelligence and occupational stress. The pie chart below was derived.

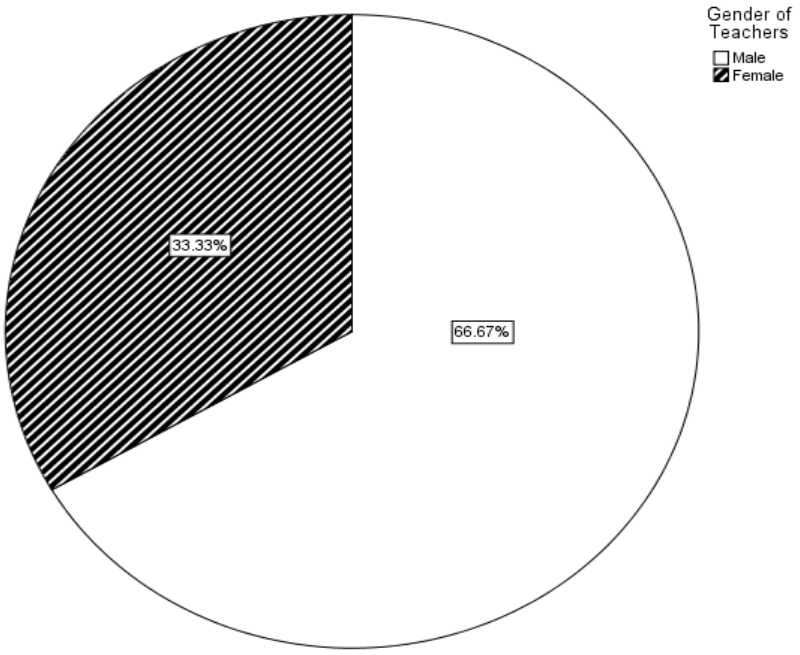


Figure 4: Gender of Teachers

Results indicated that among the participants, 20 were female and 40 were male. The males represented 66.7% of the sample while females represented 33.3% of the sample. This shows gender imbalance among the teachers in Borstal institutions but the numbers may be due to the reason that there is only one Borstal institution for girls dominated by female teachers and the other three rehabilitate boys and dominated by male teachers.

4.3.2 Age of Teachers in Borstal Institutions

Data on age of the teachers were collected show age distribution among teachers in Borstal institutions and also to help determine the extent to which age predicts emotional intelligence. Table 4 was generated.

Table 4
Age of Teachers

Age	Frequency	Percent
Below 30 years	17	28.3
31-35 years	20	33.3
36-40 years	4	6.7
41- 45 years	6	10.0
46-50 years	8	13.3
Above 50 years	5	8.3
Total	**60**	**100.0**

Findings in table 4 indicate that among the teachers who participated in the study, 17 teachers (28.3%) were below 30 years. This indicates that they had not worked for long in the Borstal institutions after training. A total of 20 teachers (33.3%) are between 31 – 35 years and they formed majority of the teachers compared to other categories. Four teachers (6.7%) were between 36 – 40 years, 6 teachers (8%) were between 41- 45 years and 8 teachers (13.33%) were between 46-50 years. 5 teachers (8.3%) were above 50 years. All teachers above 50 years taught in vocational training section.

4.3.3 Marital Status of Teachers in Borstal Institutions

Data on marital status were collected to show the marital status distribution among teachers in Borstal institutions in Kenya. The pie chart figure 5 was generated to give a visual presentation of the distribution of marital status.

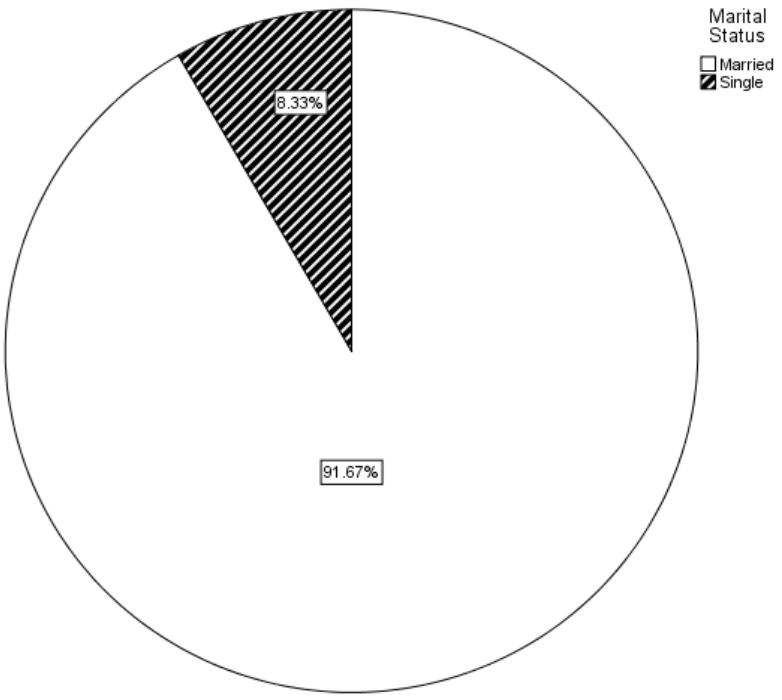


Figure 5 : Marital Status of Teachers

Most of the teachers who participated in the study were married. Fifty five teachers (91.7%) were married while only five teachers (8.3%) were not married. This indicates that majority of teachers had families.

4.3.4 Educational Level of Teachers

Data on educational level were collected to show the educational level distribution among teachers in Borstal institutions. Table 5 was generated. They ranged from Master's degree, Undergraduate Degree, Diploma and technical skills.

Table 5
Educational Level of Teachers

Educational Level	Frequency	Percent
Diploma	26	43.3
Undergraduate Degree	18	30.0
Master's Degree	3	5.0
Technical Skills	13	21.7
Total	**60**	**100.0**

Findings of the study indicated that most of the teachers who participated in the study were diploma holders. A total of 26 teachers (43.3%) were diploma holders, 18 teachers (30%) were degree holders, 3 teachers (5%) were Master's degree graduates while 13 teachers (21.7%) had technical skills. Formal education in Borstal institutions includes primary and secondary school education while informal education includes training technical skills such as carpentry, bead work, masonry and dress making among others. Trainers of technical skills were included in the study alongside those trained as teachers.

4.4 The level of Emotional Intelligence among teachers in Borstal Institutions in Kenya.

Table 6 gives information on the levels of emotional intelligence**.** Teacher's emotional intelligence was measured using Schutte Self-report Emotional Intelligence Test. The table shows the minimum scores, maximum scores, mean and standard deviation.

Table 6
Levels of Emotional Intelligence

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional intelligence	60	94.00	159.00	131.7500	12.31
Valid N (listwise)	60				

The emotional level scores according to Table 6 ranged from a minimum of 94 to a maximum of 159 with a mean score of 131.75. This means that the teachers have high levels of emotional intelligence. The emotional intelligence was relatively high (M = 131, SD = 12.31) but the levels can be enhanced. The findings on high levels of total emotional intelligence score in this study are similar to those by Ramchunder and Martins (2014) among police personnel who scored a mean score of 81.35 %. In another study among lecturers by Kumar and Muniandy (2012) it was found that lecturers had average levels of emotional intelligence. This indicates that educational levels do not necessarily increase emotional intelligence and since emotional intelligence unlike intelligence quotient can be learnt, it is possible to enhance it through training. Teachers in the Borstal institutions also trained as prison wardens may have benefited from training in the two professions and thus have an elevated emotional intelligence. Though emotional intelligence is not taught in both professions as a subject, training in human service helps in relationship management.

Emotional intelligence has four dimensions and an analysis of the dimensions for both gender combined makes it clear which aspect of emotional intelligence is scored better than the rest. Self-awareness mean score was 75.86% for teachers, Self-management mean score was 84.2%, Social awareness mean score was 83% and Relationship management mean score was 76.57%. This shows that self-awareness dimension was least scored in percentage. This could mean that teachers are not aware of their emotions as they experience them. Item ten in the self-awareness dimension which reads, "When I am faced with a challenge, I give up because I believe I will fail" got a

mean score of 1.9. out of a possible maximum of 5. This shows that many teachers were afraid of failure and thus they easily give up.

Table 7

Emotional Intelligence Dimensions

	N	Minimum	Maximum	Mean	Std. Deviation
Self-awareness	60	26.00	46.00	76.86%	4.29
Self-management	60	27.00	50.00	84.20%	4.93
Social-awareness	60	15.00	30.00	83.00%	3.45
Relationship management	60	17.00	34.00	76.57%	3.62
Valid N (listwise)	60				

4.5 The level of Occupational Stress among teachers in Borstal Institutions in Kenya.

Occupational Stress among the teachers was measured using Teacher Stress Inventory by Schultz & Long (1988). The data were collected to help determine levels of occupational stress and to establish the extent to which it is predicted by emotional intelligence. The occupational stress scores ranged from a minimum of 87 to a maximum of 143. The mean score was 113.48. The maximum possible total score is 180 and the minimum possible total score is 36. High scores range from 132 and above, Average scores range from 84 and 131 and low scores range from 83 and below. This shows that teachers in Borstal Institutions had average levels of Occupational stress. The occupational stress was average (M = 113.48, SD = 14.05). Acceptable levels of occupational stress are below 90 and the findings in this study indicate that the average score are above the acceptable scores. The study findings were similar to those of the study conducted by Reddy and Poornima (2012) on university lecturers in India who were found to have moderate levels of stress. The study findings differ with those by

Nyaga (2005) who conducted a study in Kenya on occupational stress among Kenyan police. It was found that police had high levels of stress. In another study by Skaalvik and Skaalvik (2015) on teachers in elementary and middle school in Norway, findings indicated that all teachers experienced a high degree of stress and many teachers showed severe physical and emotional exhaustion. Average levels of occupational stress may be due to the nature of training among the prison wardens that is geared towards hardening them.

Table 8

Levels of Occupational Stress

	N	Minimum	Maximum	Mean	Std. Deviation
Occupational stress	60	87.00	143.00	113.48	14.06
Valid N (listwise)	60				

4.6 Hypothesis Testing

Five hypotheses were tested in the study. These hypotheses are: study was guided by the following hypotheses:

i. H_o: There is no significant gender difference in emotional intelligence among teachers in Borstal institutions in Kenya.

   H_a: There is a significant gender difference in emotional intelligence among teachers in Borstal institutions in Kenya.

ii. H_o: There is no significant difference in emotional intelligence when teachers are compared by age. .

   H_a: There is a significant difference in emotional intelligence when teachers are compared by age..

iii. H_o: There is no significant gender difference in occupational stress among teachers in Borstal institutions in Kenya

H_a: There is a significant gender difference in occupational stress among teachers in Borstal institutions in Kenya

iv. Ho: There is no significant correlation between emotional intelligence and occupational stress among teachers in borstal institutions in Kenya.

Ha: There is a significant correlation between emotional intelligence and occupational stress among teachers in borstal institutions in Kenya.

v. H_o: Emotional intelligence is not a significant predictor of occupational stress among teachers in Borstal institutions in Kenya.

H_a: Emotional intelligence is a significant predictor of occupational stress among teachers in Borstal institutions in Kenya.

4.6.1 Relationship between gender and emotional intelligence

In order to measure the relationship between gender and emotional intelligence the researcher stated and tested the following null hypothesis *"Ho: There is no significant gender difference in emotional intelligence among teachers in Borstal institutions in Kenya"*. The researcher adopted independent samples t-test. Independent- samples t-test results as shown in Table 9 indicate there was no significant gender difference in emotional intelligence among teachers in Borstal institutions in Kenya. Males (M=131.3, SD = 12.88) and Females (M=132.6, SD=11.39), t(58) = .375, p = 0.709 which is greater than 0.05. Therefore, we fail to reject the null hypothesis that there is no statistically significant gender difference in emotional intelligence among teachers in Borstal institutions in Kenya.

Table 9

Independent Samples Test for gender in Emotional Intelligence

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Emotional intelligence	Equal variances assumed	.727	.397	-.375	58	.709	-1.27500	3.39616	-8.07316	5.52316
	Equal variances not assumed			-.392	42.71	.697	-1.27500	3.25456	-7.83973	5.28973

The findings are similar with those in a study conducted by Aremu and Tejumola (2008) who assessed the levels of emotional intelligence among the police. The sample included 186 males and 99 females. Findings indicated that there was no significant gender difference on emotional intelligence. However, a study by Martines, Fernández-Berrocal & Extremera (2006) on ethnic group differences in perceived emotional intelligence within the United States and Mexico, significant gender differences were found in both populations.

4.6.2 Relationship between age and emotional intelligence

To measure the relationship between age and emotional intelligence among teachers, the researcher stated and tested the following null hypothesis; *"Ho: there is no significant difference in emotional intelligence when teachers are compared by age".* To test the null hypothesis, the researcher adopted one way analysis of variance statistical technique. Comparison of means across different age groups was done and regression analysis carried out to determine whether the age differences are statistically significant. Results on table 10 show that age between 46 years and 50 years had the highest emotional intelligence mean (M=136.75) and teachers below 30 years had the lowest emotional intelligence mean (M=128.06). The emotional intelligence mean then reduced beyond 50 years with a mean of (M=129.6). This shows that older teachers exhibit higher emotional intelligence compared to younger teachers. These findings are summarized in table 10 below.

Table 10
Means of Emotional Intelligence and Age

Age of Teachers	Mean	N	Std. Deviation
Below 30 years	128.06	17	12.48
31-35 years	132.75	20	12.85
36-40 years	134.00	4	10.65
41- 45 years	132.50	6	13.10
46-50 years	136.75	8	12.66
Above 50 years	129.60	5	11.08
Total	131.75	60	12.31

To ascertain whether these differences in means are significant or not, the data was subjected to one way analysis of variance statistical technique. One way analysis of

variance test results (Table 11) show that there is no difference in emotional intelligence when teachers are compared by age [$F_{(33,26)} = 1.174$, $p > 0.05$].

Table 11

ANOVA results – comparison between age and emotional intelligence

Age of Teachers	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	99.433	33	3.013	1.174	.340
Within Groups	66.750	26	2.567		
Total	166.183	59			

These findings are similar to those by Cook (2006); Alumran and Punamaki (2008) in studies that found that age had no significant effect on emotional intelligence. However, in a study by Kumar and Muniandy (2012) results indicated that there were significant differences between the age groups of the lecturers. Kumar and Muniandy (2012) results are in tandem with those of Goleman (1998) and Fariselli, Ghini and Freedman (2008) which indicated that people's emotional intelligence increases over the years and people's emotional competencies increase as they grow older. The finding suggests emotional intelligence is a developing ability; it is likely that accumulated life experiences contribute to emotional intelligence. This may be due to education that enhances aspects of emotional intelligence like self-awareness and social awareness. Teachers in Borstal institutions are all trained prison wardens and are expected to behave with restraint and express resiliency. Their emotional intelligence may therefore be relatively the same.

4.6.3 Relationship between gender and occupational stress

The researcher measured the relationship between gender and occupational stress. To achieve this, the researcher stated and tested the following null hypothesis; *"Ho:*

There is no significant gender difference in occupational stress among teachers in Borstal institutions in Kenya". To test the hypothesis, the researcher adopted independent samples t-test statistical technique. Descriptive results as seen in table 12 indicate that male teachers scored a mean of 102.3 on the occupational stress scale and females had a mean score of 102.95. This shows that female teachers had slightly higher occupational stress compared to their male counterparts.

Table 12

Group Statistics for gender in Occupational Stress

	Gender of Teachers	N	Mean	Std. Deviation	Std. Error Mean
Occupational Stress	Male	40	102.3000	12.76052	2.01761
	Female	20	102.9500	16.70952	3.73636

However, independent samples t-test results show that the difference in occupational stress among male and female teachers was not significantly different [Male (M=102.3, SD= 12.76) and Female (M=102.95, SD=16.70), $t(58) = -0.167$, $p > 0.05$]. Therefore, we fail to reject the null hypothesis that there is no statistically significant gender difference in occupational stress among teachers in Borstal institutions in Kenya. These findings are summarized in Table 13.

Table 13

Independent Samples Test for gender in Occupational Stress

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Occupational Stress	Equal variances assumed	4.320	.042	.167	58	.868	.65000	3.88221	-7.12109	8.42109
	Equal variances not assumed			.153	30.435	.879	.65000	4.24631	-8.01693	9.31693

The current study has similar findings with a study by Dlamini, Okeke and Mammen (2014) which sought to investigate work-related stress among high school teachers. No statistically significant differences were found between work-related stress and gender. Findings in this study may be attributed to role change where women are exposed to previously male dominated tasks including leadership bringing competition and pressure to perform. However, the results differ from those of a study in India by Tandon, Mahaur and Gupta (2014) which revealed that male teachers experienced higher occupational stress than females. Another study in America among assistant professors found that females experienced more life stress and work stress than men (Ryland & Greenfield, 2011). Another study in Kenya by Oweke, Muola and Ngumi (2014) on relationship between gender and levels of occupational stress among police constables in Kisumu County revealed that statistically significant gender differences in occupational stress exist among police constables. Female officers were found to be more stressed than

male. This is probably because of the police environment which requires officers to act tough and suppress emotions such as fear, empathy, and vulnerability among others.

4.6.4 Emotional intelligence and Occupational Stress

The researcher investigated the relationship that existed between emotional intelligence and occupational stress. The hypothesis that there is no significant correlation between emotional intelligence and occupational stress among teachers in Borstal institutions in Kenya was tested and a multi-linear regression analysis carried out. Table 14 shows a model summary of emotional intelligence dimensions and Occupational stress. From the model summary is evident that there is a fairly weak positive linear correlation between emotional intelligence and occupational stress; R (59) = 0.327. The overall model prediction, adjusted R^2 is 0.042 meaning emotional intelligence accounts 4.2% of variation in occupational stress.

Table 14

Model Summary of Multilinear Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.327[a]	.107	.042	13.75996

a. Predictors: (Constant), Relationship management, self-awareness, Social-awareness, Self-management

4.6.5 Emotional intelligence as a predictor of Occupational Stress.

To achieve this objective, the following null hypothesis was stated and tested; *"H_o: Emotional intelligence is not a significant predictor of occupational stress among teachers in Borstal institutions in Kenya".* The variable "emotional intelligence comprised of four elements/dimensions namely: self-awareness, self-management, social awareness and relationship management. Thus, multiple linear regression analysis was

adopted to assess the prediction ability for each of the four dimensions towards occupational stress. Multiple linear regression model was established to assess the extent to which emotional intelligence (Self-awareness, self-management, social awareness and relationship management) predict teachers' ability to cope with Occupational Stress. The ANOVA summary Table 15 indicates that the regression model is not significant; F (4, $55_{)} = 1.647$, $p > 0.05$. This means that the regression model is not a good fit for the data.

Table 15:

ANOVA[a] of Emotional Intelligence Dimensions and Occupational Stress

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1247.479	4	311.870	1.647	.176[b]
	Residual	10413.504	55	189.336		
	Total	11660.983	59			

a. Dependent Variable: Occupational stress

b. Predictors: (Constant), Relationship management, self-awareness, Social-awareness, Self-management.

The Coefficients Table 16 provides information to predict Occupational Stress from Emotional intelligence, as well as determine whether emotional intelligence contributes significantly to the model. The self-awareness dimension least predicts occupational stress (p=0.793) while relationship management dimension is the highest predictor of occupational stress (p=0.088). However, none of the four dimensions showed statistically significant prediction of occupational stress.

Table 16

Coefficients[a] in Emotional Intelligence Dimensions and Occupational Stress

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	74.924	20.304		3.690	.001
	Self-awareness	-.122	.461	-.037	-.264	.793
	Self-management	.602	.650	.211	.925	.359
	Social-awareness	-.319	.889	-.078	-.359	.721
	Relationship-management	.962	.553	.248	1.739	.088

a. Dependent Variable: Occupational stress

The findings differ with those by Darvish and Nasrollahi (2011) who investigated the relationship between emotional intelligence and occupational stress among employees in Payame Noor University. The results showed that there was an inverse relationship between occupational stress and emotional intelligence that significantly correlated with job performance. Another study in Turkey among nurses conducted by Kalyoncu, Arslan, and Guney (2012) found a significant relationship between emotional intelligence and stress. These findings may be due to the training given to the teachers as correctional officers that require them to be hardened to undertake their jobs and also prolonged exposure to handling criminals making them become less attentive to their own feelings and those of the prisoners. The combative nature of dealing with criminals and suspects by police and prison officers may also influence what the teachers in Borstal institutions may term as stress and how they relate with students and colleagues.

The hypothesis that Emotional intelligence, (Self-awareness, Self-management, Social awareness and Relationship management) are not significant predictors of occupational stress among teachers in Borstal institutions in Kenya is not rejected. Self-

awareness and social awareness as predictors of occupational stress are not significant at 95% confidence level but they show an inverse relationship.

4.7 Sources of work related stress among teachers in Borstal Institutions in Kenya.

Teachers in Borstal institutions are also prison officers. The job of prison officers, in particular, has been rated among the most stressful of all occupations (Cooper, Cooper, & Eaker, 1988). A multivariate logistic regression analysis carried out by Stack and Tsoudis (1997) indicated that the risk of suicide among prison guards was 39 % higher than the rest of the working age population. Prison officers play crucial roles in the functioning of prisons. According to Moon and Maxwell (2004) prison officers can influence the positive behaviour of inmates through daily contact therefore helping to maintain the social and security environment of prisons on a daily basis. However, the responsibility this position holds is fraught with stress (Lambert et al., 2004). Crawley (2004, pp. 418) suggests that this anxiety arises from the unpredictability of prison life; although much of prison life is mundane and routine, the officer is always conscious that a prisoner may assault him, that a prisoner may try to escape, that a prisoner may try to take him hostage.

Qualitative data was collected to determine sources of stress among teachers in Borstal Institutions in Kenya. Open ended questions and focused group discussions were used to collect data. Summative content analysis and thematic analysis was used to analyze the data. For open ended questions every participant was required to write sources of stress in the work place and several sources emerged strongly. Work load was repeated 37 times from among the 60 participants and it was the most repeated source of

stress. Long working hours was repeated 31 times, Inadequate materials was repeated 22 times, poor living conditions was repeated 18 times, low salaries was repeated 15 times, inadequate training was repeated 10 times, long chain of command was repeated 7 times, unfair promotions was repeated 8 times and lack of motivation was repeated 6 times. Other sources of stress included language barrier, boredom, learner engagement in other activities disrupting learning and inadequate working gear.

Table 17

Sources of Stress among teachers

Source of Stress	**Frequency (Number of Teachers)**
Workload	37
Long working hours	31
Inadequate teaching materials	22
Poor living conditions	18
Low Salaries	15
Inadequate Training	10
Long chain of command	7
Unfair promotions	8
Lack of Motivation	6

Three themes emerged from analysis of the focused group discussions. Working conditions, learning resources and teacher living conditions were identified by the researcher as the main themes that dominated the two focused group discussions that were held in two Borstal institutions.

4.7.1 Working Conditions

Participants expressed frustration in their attempts to balance family responsibilities and work expectations. They emphasized that family conflicts often arose due to lack of family quality time. The teachers shared how they are expected to work

long hours and also attend night duties yet they were expected to teach in class during the day. Work load as they described it was a combination of teaching and other duties as wardens. The point that dominated the discussion was for the teachers to be relieved off their other duties and be allowed to teach. Salaries also emerged as an issue and they expressed their dissatisfaction with what they got. A teacher in one of the discussions cursed in frustration, "We who do the donkey work receive peanuts while those in authority have enough to eat and spare. It is a very unfair world." An allowance used to be given to teachers working in Borstal institutions but they claimed it was withdrawn without explanation. To them teaching learners with behavior problems qualified them to get an allowance. One teacher lamented and said,

> If a learner in your custody escapes, it is then that you know teaching the young convicts is not the priority, guarding the criminal in the learner is the priority. The trouble you get into is unbelievable. We should be paid risk allowance for the duo duties.

The long chain of command within the institution also made it difficult for the teachers to get attention on issues affecting them. One teacher explained how difficult it is to differ with the authorities, "Our training requires total commitment and obedience to authority. It is therefore awkward and risky to go to the authorities demanding audience. We suffer in silence and fear victimization." Poor working conditions for teachers in Kenya are a big issue and this remains to be a major source of stress for all teachers including those in corrective institutions. In most developing countries teachers have to deal with large classes in all levels of educational institutions. In a study on teacher motivation in Uganda, Aacha (2010) found that primary school teachers were overwhelmed with large classes and the number of learners was not proportional to the number of teachers. In a

study related to school principals' stress and coping mechanisms, Van der Merwe and Parsotam (2011) established that among the many stressors that affected school principals was the issue of work overload.

4.7.2 Learning Resources

Besides issues affecting them directly, teachers expressed their frustration with being expected to teach learners who have no learning materials. From stationery to text books, the learners struggled to share and often ended up borrowing pens, exercise books from the teachers. Learners are prisoners and they did not get materials from outside and so the problem is complex. Uniforms worn by the learners were mainly torn and patched up everywhere a situation that created hopelessness. Desks were fewer than the learners requiring them to write on their laps. Teachers felt demoralized by such classroom environments. One teacher bitterly complained,

> The learners do not have required stationery and furniture and some end up writing on their laps and sharing pens, making it difficult for teachers to move first and finish the syllabus. Most learners also wear torn uniform due to lack of resources, honestly our nation can do better.

The teachers also complained of inadequate health screening on admission of learners to the institutions resulting in spread of communicable diseases like chicken pox. Some of the learners who previously abused drugs were not given proper detoxifying services. A teacher explained how some students suffered upon admission, "Health facilities at this institution are basic and proper screening is not done on the young convicts to ascertain their health conditions. I remember last year, many learners were infected with chicken pox though the situation was contained." The teachers indicated that sometimes they

were forced by circumstances to use their own money to buy simple learning materials like exercise books and pencils.

4.7.3 Poor living conditions

The staff houses within the Borstal institutions were few and in poor condition. Teachers were sometimes expected to share rooms with other prison wardens a situation that robbed them of their privacy and dignity. Most of the teachers opted to live in the institutions without their families because of the living conditions a situation that strains family ties.

> The living conditions within this institution are very poor and it is not possible to bring my family here, too much work and long hours of work make it hard for me to visit my family as I should and I wonder if all my struggle and sacrifice is really worth it? shared another participant.

The poor living conditions presented a dilemma to the teachers who felt that the amount they earn was not sufficient to enable them rent decent houses near the institutions. For those who choose to stay within the institutions, the houses were in deplorable state and needed rebuilding. One teacher who resided in the staff quarters could not stop laughing when we talked about the houses and when the researcher probed; she had this to say,

> You need to go and see for yourself to believe. In my house, there are huge holes on the wall and we keep covering them with any material we can find. Conversations in the neighboring houses are never private. Many of us live each day at a time with the hope that tomorrow will be better. I love my job and I would not want to quit if conditions were bearable.

It was clear that teachers in Borstal institutions were highly stressed and if given the opportunity many of them would leave the institutions. Although many of the problems required intervention from the employer, the need for psychological intervention was high. These findings are similar to those by Betoret and Artiga (2010) who found work load, excessive work demands, low pay among others as the most common sources of stress among teachers in Spain. Another study with similar findings was conducted by Winefield, Gillespie, Stough, Dua, and Hapuarachchi (2002) Sources of stress as reported by participants included diminishing resources, increased teaching loads and high student/staff ratios, pressure to attract external funds, job insecurity, poor management and a lack of recognition and reward were some of the key factors driving the high level of stress.

Unlike teachers in mainstream schools, teachers in Borstal institutions are expected to juggle being teachers and also being prison wardens a situation that makes it hard for them to earn trust from their learners. The sources of stress expressed by the teachers seemed to differ from the level of occupational stress measured quantitatively. This could be attributed to the nature of qualitative data which gives respondents opportunity to clarify and also express themselves freely. From the qualitative data collected, it emerged that the teachers in Borstal institutions were highly stressed and also afraid of forwarding their grievances for fear of victimization.

4.8 Coping Mechanisms among teachers in Borstal Institutions in Kenya.

Qualitative data was collected using open ended questions and focused group discussion. Content analysis and thematic analysis were used to analyze the qualitative data. Physical activities emerged as the common coping strategy among the participants.

Twenty participants indicated walking, jogging, going to the gym or doing manual work in order to overcome stress.

Sourcing for accommodation outside the institution was one way of dealing with poor living conditions within the institution. Ten participants indicated that they talked to colleagues about their struggles and five participants indicated that they turned to spirituality for mental rejuvenation by going to religious places, singing, praying, and meditating among others. Other coping strategies that were mentioned included visiting night clubs to drink, seeking psychological help and reading novels.

Table 18 was generated from responses to open ended questions to show different stress coping strategies that teachers used. The table shows a coping strategy and the number of teachers who listed it as a method of coping.

Table 18

Coping Mechanisms among teachers

Coping Strategies	**Frequency (Number of Teachers)**
Physical exercises like jogging	20
Seeking alternative accommodation	10
Singing	5
Praying	5
Meditating	2
Visiting night clubs	2
Seeking Psychological help	2
Reading novels	1

The focused group discussion brought about the gap that existed in coping strategies. The discussion on coping strategies was difficult to sustain as the participants kept reverting to sources of stress. Lack of coping strategies was also brought out as a source of stress. One participant indicated that “Some problems simply need to be solved

because they make life so unbearable that even time to relax or seek help is not there. Too much work and strict rules make life unbearable." There is no provision for counseling services for teachers within the school. One participant indicated that they are trained to follow orders and persevere and coping strategies such as seeking professional help would be a sign of weakness. After probing, it emerged that some male participants in the group felt that counseling was not likely to help but other participants were able to shed more positive light on what they knew about counseling. Some of the coping strategies that came to light during the discussions included talking with family, friends and spouses, seeking divine intervention. One teacher shared that teaching is a calling and she works with the knowledge that she is fully rewarded by just being alive and having good health. There was heated debate as some other teachers begged to differ and indicated that being paid well was their right and some argued that if they took her belief, nothing would ever change. Another teacher explained how he visits pubs to forget his troubles,

> I frequent the local pubs when I feel overwhelmed. My family resides in our rural home and it is very lonely here. I have tried to apply for transfer to a prison near home but I have been denied because I am also a teacher. Sometimes I spend more money that I should in the pubs but I do not know how else to deal with the situation. Honestly, I need help. I am even willing to seek psychological help.

As the focused discussion was ending, as if to ensure he had the final word, one participant broadly said "If I got another job today, I would not think twice but just quit. I am simply not coping and no amount of jogging or singing can help me feel better. I want to leave this prison." This was a clear indication that the teachers were not coping well and help was needed to enable them cope with their work stress as well as personal stress.

Though it is not possible to separate personal stress and work stress, both types of stress interfered with the ability to rehabilitate the young criminal offenders.

The findings in this study partly differ from other studies where teachers seek counseling services as a major method of coping with occupational stress. In a study by Okeke, Adu, Drake and Duku (2014), coping strategies used by teachers to deal with occupational stress included good time management, taking time for leisure and rest, setting priorities, seeking counseling services, doing physical exercises, praying, and taking drugs among others. This shows similarities in terms of physical exercises, using alcohol and praying. Coping is meant to enable a person feel better and get energized to work but the teachers expressed frustration and a sense of defeat.

The teachers in Borstal institutions follow a programmed schedule and also work as prison wardens making leisure time rare. A study by Kimanzi (2014) found that some of the coping strategies among the participants included practice of good time management, taking out time for leisure and rest, setting priorities, seeking counseling services, physical exercises, drinking water, taking sleeping pills and mood altering drugs, praying and bible reading. Lack of psychological services for the teachers made it difficult for them to come up with healthy ways of coping with work stress and some indicated that they would leave the profession if they found another source of income. Provision of avenues for emotional release and forwarding of grievances could go a long way in making it easier for the teachers to cope with work stress and also eliminate some of the stressors.

Emotional intelligence in itself is a skill that can be enhanced through training and teaching emotional intelligence to teachers can help them in understanding themselves

and improving themselves which makes it possible to understand others and positively manage relationships. With emotional intelligence some of the stressors which may arise from misunderstanding each other are eliminated and with self-management, conflict resolution becomes less confrontational. Teamwork is enhanced with emotional intelligence and student-teacher relationship is improved since the teacher is more aware of individual differences among students. Teachers can be trained to be emotionally intelligent through seminars and workshops while teacher trainees can be trained in college. Besides managing work stress, emotional intelligence helps in managing personal stress and this improves overall life satisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a summary of the study and its findings. Topics addressed include summary of study, conclusions of study, recommendations of the study and recommendations for further research.

5.2 Summary of Study

The study "Emotional Intelligence and Occupational Stress among teachers in Borstal Institutions in Kenya" was conceptualized to bring to light the state of emotional intelligence and occupational stress among teachers in Borstal institutions in Kenya. Teachers in Borstal institutions work with convicted youth offenders and no special training is given to them besides teacher training and prison warden training. Emotional intelligence training is important in order to create emotional awareness among the teachers and learners which in turn helps reduce conflicts arising from misunderstandings between them. In order to create an environment for change in behavior and criminal attitudes, there is need for emotional modeling from the teachers. Singla (2006) identified doctors and teachers as the most stressed professionals and considering that Borstal institutions deal with learners with conduct disorders, the need to find out how such teachers are coping with the special population is necessary. Many studies on emotional intelligence focus on school heads and leaders leaving out classroom teachers.

According to Goleman (2005) emotional intelligence matters more than intelligence quotient and it determines success and happiness to a greater extent.

Research also shows that teacher's emotional intelligence is crucial in the educational setting (Ergur, 2009). Teachers with high emotional intelligence are said to be likely to involve students in learning experiences and promote creativity and they are more likely to succeed in influencing learner behavior and academic performance. Teacher training and recruitment in Kenya mainly focuses on cognitive abilities and teaching, which leaves the teachers' emotional resources largely ignored. Research also indicates that emotional intelligence is important in different settings which include education and business. Emotional intelligence is also related to achievement, leadership, job performance, and reduced stress (Oginska-Bulik, 2005; Butler & Chinowsky; Hopkins, O'Neil & Williams, 2007).

The study was anchored on the Transactional Model of Stress and Coping proposed by Lazarus (1966). It is a framework for evaluating the processes of coping with stressful events. Stressful experiences are believed to result from transactions between individuals and the environment. The theory of stress depicts people as meaning-building creatures who constantly evaluate everything that happens and who use emotional cues (which often occur early on in a stress encounter) in the process of appraisal. Coping strategies emerge from the appraisal of threat and resources available. Coping may be emotion focused or problem focused and they determine short term and long term outcomes in the individual. Therefore emotional intelligence becomes a importance factor in determining the levels of occupational stress and choice of coping strategies.

Emotional intelligence was measured using an adapted version of Schutte Self-report Emotional Intelligence Test. Items measuring the same dimensions were put

together for easy scoring. The tool was developed in 1998 by Schutte and others. Occupational stress was measured using Teacher Stress Inventory by Schultz & Long (1988). Rather than use a general inventory of occupational stress, the researcher choose to use a teacher-specific test which captures the stressors that affect teachers. Open ended questions were used to collect data on sources of stress among teachers in Borstal institutions and also the coping strategies. Focused group discussions were also used to get an in-depth account of what teachers experience as they execute their duties in the Borstal institutions.

In undertaking literature review, the researcher looked at emotional intelligence and its four dimensions namely self-awareness, self-management, social awareness and relationship management. The relationship between emotional intelligence and other constructs like burnout, job performance were also reviewed in different populations. Research indicates that emotional intelligence is important for success (Butler & Chinowsky; Hopkins, O'Neil & Williams, 2007). Literature on occupational stress was also reviewed for different populations and its relationship with emotional intelligence. Findings of this study mainly indicate that emotional intelligence is not a significant predictor of occupational stress. Sources of stress among teachers were also reviewed and workload, low salaries, learner indiscipline among others emerged as the main stressors. Coping strategies used by teachers according to this study included physical exercises, alcohol, religious activities and sharing with friends.

The study used the mixed method design in particular the embedded design. Quantitative data was collected using two questionnaires and qualitative data was collected using open ended questions and focused group discussions. The study aimed at

conducting a census but not all questionnaires were returned but all teachers who could be reached were included in the study. The response rate for teachers was 65.9%. To select participants of the focused group discussions, the researcher used purposive sampling in particular maximum variation.

The following are findings of the study as per research questions:

Level of Emotional Intelligence among teachers in Borstal Institutions in Kenya.

From data analysis emotional intelligence among the teachers was found to be high. The scores ranged from a minimum of 94 to a maximum of 159 with a mean score of 131. An analysis of different emotional intelligence dimensions indicated that self-awareness mean score was 75.86%, Self-management mean score was 84.2%, Social awareness mean score was 83% and Relationship management mean score was 76.57%. This indicates that self-awareness dimension was least scored in percentage.

Gender differences and emotional intelligence among teachers in Borstal institutions in Kenya.

To address the issue of gender and emotional intelligence, Hypothesis H_o1 which stated "There is no significant gender difference in emotional intelligence among teachers in Borstal institutions in Kenya" was tested. An independent- samples t-test indicated that scores were not significantly different Male (M=131.3, SD= 12.88) and Female (M=132.6, SD=11.39), $t(58) = .375$, $p>0.05$. Therefore the researcher failed to reject the null hypothesis. This therefore indicates that both male and female teachers in Borstal institutions have similar levels of emotional intelligence.

Age and Emotional Intelligence among teachers in Borstal Institutions in Kenya.

To address the issue of age and emotional intelligence, Hypothesis H_o2 which stated "there is no significant difference in emotional intelligence when teachers are compared by age" was tested. Regression analysis was carried out and found that emotional intelligence was not statistically significantly different in different ages, F (1, 58) = 0.988, p=0.324 with an R^2 of 0.017. Therefore the researcher failed to reject the null hypothesis. This meant that the teachers' age did not influence their levels of emotional intelligence.

Level of Occupational Stress among teachers in Borstal Institutions in Kenya.

From the data analysis, occupational stress levels were found to be average. Scores ranged from a minimum of 87 to a maximum of 143. The mean score was 113.48. This meant that teachers in Borstal institutions do not have high levels of stress contrary to findings from the focused group discussion which found that teachers are highly stressed and they lack an avenue for emotional release.

Gender differences and Occupational Stress among teachers in Borstal institutions in Kenya.

To address the issue of gender and occupational stress, Hypothesis H_o3 which stated "There is no significant gender difference in occupational stress among teachers in Borstal institutions in Kenya" was tested. An independent- samples t-test indicated that scores were not significantly different.

Male (M=102.3, SD= 12.76) and Female (M=102.95, SD=16.70), t(58) = -.167, p>0.05. Therefore, the researcher failed to reject the null hypothesis that there is no statistically significant gender difference in occupational stress among teachers in Borstal institutions

in Kenya. This meant that the teachers in both gender experience relatively similar levels of occupational stress.

Emotional intelligence and Occupational stress

Multiple regression analysis was carried out and a model summary of emotional intelligence dimensions and Occupational stress derived. From the model summary it is evident that there is a fairly weak positive linear correlation between emotional intelligence and occupational stress; R (59) = 0.327. The overall model prediction, adjusted R^2 is 0.042 meaning emotional intelligence accounts 4.2% of variation in occupational stress.

Emotional intelligence as a predictor of teachers' ability to cope with occupational stress.

A multiple linear regression was calculated to predict Occupational Stress based on Self-awareness, self-management, social awareness and relationship management. The regression equation was not found to be significant. F (4, 55) = 1.647, p> 0.05 with an R^2 of 0.107. None of the four variables had statistically significant prediction at p > 0.05. This meant that levels of different emotional intelligence dimensions did not affect the levels of occupational stress among the teachers.

Sources of work related stress among teachers in Borstal Institutions in Kenya

From the analysis of the open ended questions and the focused group discussion, the major sources of stress among teachers in Borstal institutions in Kenya included:

i Poor working conditions like too many hours at work, poor salaries, unfair promotions, too long chain of command, uncooperative seniors, congested housing, poorly built houses, lack of motivation or rewards.

ii Inadequate teaching-learning materials like desks, stationery, text books, uniform for learners, teachers' training gear, tools, equipment.

iii Disruption of class to do other activities like farming, language barrier, boredom.

Stress coping strategies available for teachers in Borstal Institutions in Kenya.

From the analysis of the open ended questions and the focused group discussion, the major coping mechanisms among teachers in Borstal institutions in Kenya included physical activities like walking, jogging, going to the gym or doing manual work in order to overcome stress. Sourcing for accommodation outside the institution was one way of dealing with poor living conditions within the institution. Some participants indicated that they turn to spirituality for mental rejuvenation by going to religious places, singing, praying, and meditating among others. Other coping strategies that were mentioned included visiting night clubs to take alcoholic drinks, which is a negative way of coping that could lead to more social and health problems. Such negative coping strategies are an indication of low emotional intelligence. Seeking psychological help was mentioned by few teachers who had to pay for the services from their earnings. It is however worth noting that some participants indicated that they were not coping well and were much stressed and would consider quitting their jobs if they had another source of income. This

may be an indication of low levels of emotional intelligence and there is urgent need to help such teachers for their own sake and the sake of the learners they serve.

5.3 Conclusions of the Study

Based on the findings of the current study, the researcher makes the following conclusions:

Teachers in Borstal institutions have high levels of emotional intelligence and there are no significant gender differences in levels of emotional intelligence. According to data collected using quantitative tool, teachers in Borstal institutions have moderate levels of occupational stress and there are no significant gender differences in occupational stress. However from the focused group discussion, the findings differ from those of quantitative data and expression of frustration and stress emerged strongly. This shows that stress levels are more than average. Qualitative data gave in-depth information on feelings and perceptions of teachers that lead to more than average occupational stress levels and emotional intelligence, self-awareness, self-management, social awareness and relationship management are not significant predictors of occupational stress.

Sources of stress among the teachers in Borstal institutions in Kenya include work load, poor salaries, too many working hours, lack of motivation, unfair promotions, inadequate materials, poor living conditions, long chain of command among others

Coping mechanisms among teachers in Borstal institutions include physical exercises, religious activities, seeking professional help individually, taking alcohol among others. Some participants said they are not coping and they appealed for help.

5.4 Recommendations of the Study

Based on the conclusions of this study, the researcher makes the following recommendations on training of teachers and administration of Borstal institutions.

Findings revealed lack of avenues for emotional release for teachers in Borstal institutions. The institutions should organize teacher empowerment seminars and also ensure teachers get continuous teacher education to enable them deal with emerging issues and the constantly changing societal environment.

It emerged from the findings that there are no professional psychologists or counselors available for teachers. Considering the type of work entrusted to the teachers to rehabilitate young criminal offenders, the government should employ professional psychologists to help teachers in dealing with personal problems and work related stress. This is to prevent teachers from getting depressed and transferring negative emotions to learners.

It also emerged that teachers live in less than ideal housing and the researcher recommends that the government in collaboration with specific institutions should improve the quality and quantity of houses for teachers in the staff quarters.

One of the factors that increased stress levels in teachers was lack of motivation and unfair promotion scheme. The individual institutions should organize for evaluation and rewarding of good work. Lack of recognition or promotion for hardworking teachers leads to low morale and frustration which reduces effectiveness of teachers. An avenue

for reporting grievances should also be created to ensure teachers are not victimized for their suggestions. This helps to deal with unfair practices and uncooperative seniors.

One of the issues that emerged as a source of stress among the teachers was withdrawal of a previously awarded allowance. The government should see to it that the allowance is re-instated to ensure that teachers in Borstal institutions are well remunerated for their efforts. Teachers in the institutions should be allowed to work like other teachers in normal institutions and be relieved of duties as wardens to ensure they concentrate on ways of promoting the academic welfare and behavior change of learners.

Resources necessary in teaching and learning should be provided to make sure that teaching is optimal and thus good outcomes. Those in charge should provide desks, stationery and uniforms for the learners in the institutions for effective learning. The government should also follow up the young convicts after they are released in order to certify that those who excel in their education do not drop out of school for lack of fees. Tools should also be provided for those who learn technical skills to ensure they do not go back to crime for lack of capital.

Though the study found that teachers in Borstal institutions have high levels of emotional intelligence, literature reviewed indicates that it is possible to enhance it through training. Therefore policy makers should include emotional intelligence in the teacher training curricular to ensure that teachers have the emotional resources they need while handling learners. Basic psychological courses should also be emphasized to ensure that teachers understand different types of learners and how to deal with them.

5.5 Recommendations for further research

The current study focused on emotional intelligence using a quantitative instrument and researcher recommends an in depth study of the four dimensions of emotional intelligence using qualitative data collection methods among teachers in Borstal institutions.

The current study also focused on emotional intelligence in relation to occupational stress and the researcher recommends a study of emotional intelligence as a predictor of life satisfaction among teachers.

REFERENCES

Aacha M. (2010). *Motivation and the Performance of Primary School Teachers in Uganda: A Case of Kimaanya-Kyabakuza Division, Masaka District.* Master of Arts Dissertation. Kampala: Makerere University.

AbiSamra Salem, N. (2011) Emotions and emotional intelligence (EQ) in curriculum theory: on incorporating EQ skills in teacher education. In *Society for Information Technology & Teacher Education International Conference* (pp. 1040-1045). Association for the Advancement of Computing in Education (AACE).

Adeyemo, D. A., El-Sayed, S. H., El-Zeiny, H. H. A. (2014). Relationship between occupational stress, emotional intelligence, and self-efficacy among faculty members in faculty of nursing Zagazig University, Egypt. *Journal of Nursing Education and Practice*, *4*(4), 183-194.

Ahmad, M. N., & Shaikh, M. N. Time management skills of teacher educators. *The e-journal samwaad, Review, 24-33.*

Akintayo, D. I. (2010). Influence of emotional intelligence on work-family role conflict management and reduction in withdrawal intentions of workers in private organizations. *The International Business & Economics Research Journal*, *9*(12), 131-140.

Akpochafo, G. O. (2011). Emotional intelligence and self efficacy as correlates of career commitment in Nigeria. *African Research Review*, *5*(1), 212-225.

Alhasmei, E.S. & Hajee, R.Z., (2013). The relationship between leadership, educational level and emotional intelligence: A case study in Bahrain. Prabhandan: *Indian Journal of Management, 6, 24-32.*

Almran, J. I., & Punamaki, R. (2008). "Relationship between gender, age, academic achievement, emotional intelligence, and coping styles in Bahraini adolescents". *Individual Differences Research*, vol. 6, no. 1, pp. 104-119.

André-Petersson, L., Hedblad, B., & Janzon, L. (2006). Social support and behavior in a stressful situation in relation to myocardial infarction and mortality: who is at risk? Results from prospective cohort study "Men born in 1914," Malmö, Sweden. *International journal of behavioral medicine*, *13*(4), 340-347.

Antoniou, A. S., Ploumpi, A., & Ntalla, M. (2013). Occupational stress and professional burnout in teachers of primary and secondary education: the role of coping strategies. *Psychology*, *4*(03), 349-355.

Aremu, A. O., & Tejumola, T. O. (2008). Assessment of emotional intelligence among Nigerian Police. *Journal of Social Science*, *16*(3), 221-226.

Ayiro, L. P., & Sang, J. K. (2012). Emotional Intelligence and Leadership–A Case for Quality Assurance Managers in Kenyan Universities. *Emotional Intelligence-New Perspectives and Applications*. www.intechopen.com.

Ballogun, A.G., & Olowodunoye, S.A (2012). Psychological factors as predictions of turnover intention among employees of post- consolidation banks in Nigeria. European Scientific Journal .8 (20), 81-95.

Barling, J., Slater, F. & Kelloway, E.K. (2000). Transformational study. *Leadership and Organisation Development Journal.21, 157-161.*

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Belias, D., Koustelios, A., Sdrollias, L., Koutiva, M., & Zournatzi, E. (2013). Job burnout Greek bank employees: a case study. *International Journal of Human Resource Management and Research*, *3*(2), 105-120.

Betoret, F. D., & Artiga, A. G. (2010). Barriers perceived by teachers at work, coping strategies, self-efficacy and burnout. *The Spanish Journal of Psychology, 13*(2), 637- 654.

Bissessar C. (2011) *Gender, Age Differences and Emotional Intelligences: Implications for Workforce Development* http://hdl.handle.net/2139/8699. Retrieved on 08/08/2017.

Borg, M. G., & Riding, R. J. (1991). Stress in teaching: A study of occupational stress and its determinants, job satisfaction and career commitment among primary schoolteachers. *Educational Psychology, 11*(1), 59-75.

Borstal Institutions Act (2012). *Kenyan Constitution*. Published by the National Council for Law Reporting with the Authority of the Attorney-General. www.kenyalaw.org

Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and social psychology bulletin*, *29*(9), 1147-1158.

Brouwers, A., Evers, W. J., & Tomic, W. (2006). Self-efficacy in eliciting social support and burnout among secondary-school teachers. *Journal of Applied Social Psychology*, *31*(7), 1474-1491.

Brown, M., Ralph, S., & Brember, I. (2002). Change-linked work-related stress in British teachers. *Research in Education*, *67*(1), 1-12.

Butler, C. J., & Chinowsky, P. S. (2006). Emotional intelligence and leadership behavior in construction executives. *Journal of Management in Engineering*, *22*(3), 119-125.

Carstensen, L. L., Pasupathi, M., Mayr, U., & Nesselroade, J. R. (2000). Emotional experience in everyday life across the adult life span. *Journal of Personality and Social Psychology, 79(4), 644-655.*

Caruso, D. R., & Salovey, P. (2004). *The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership*. San Francisco: Jossey-Bass.

Castro-Schilo, L., & Kee, D. W. (2010). Gender differences in the relationship between emotional intelligence and right-hemisphere lateralization for facial processing. *Brain and Cognition, 73*, 62-67.

Chan, A. H. S., Chen, K., & Chong, E. Y. L. (2010). Work stress of teachers from primary and secondary schools in Hong Kong. *Proceedings of the International Multiconference of Engineers and Computer Scientists. 3, 17-19, Hong Kong.*

Chan, D. W. (2003). Perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong. *Personality and Individual Differences, 36*(8), 1781-1795.

Chaplin, T. M., & Aldao, A. (2013). Gender differences in emotion expression in children: A meta-analytic review. *Psychl Bull. 139(4): 735-765.*

Check, R. F., & Okwo, F. A. (2012). Influence of demographic factors on stress perceptions of teachers of public secondary schools in Cameroon. *Procedia-Social and Behavioral Sciences, 47*, 439-443.

Chona, C. & Roxas, M. A. (2009). Stress among public elementary school teachers. *University of the Cordilleras Research Journals, 1(4), 86-108.*

Ciarrochi, J., Chan, A. Y. C., Caputi, P., & Roberts, R. (2001). *Measuring emotional intelligence. In C. Ciarrochi,J. P. Forgas, & J. D. Mayer (Eds.), Emotional intelligence in everyday life: a scientific inquiry* (pp. 25–45). Philadelphia, PA: Psychology Press.

Creswell, J. W. (2005). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (2nd ed.). Upper Saddle River, NJ: Pearson.

Darvish, H., & Nasrollahi, A. A. (2011). Studying the relations between emotional intelligence and occupational stress: A case study at Payame Noor University. *Journal of Economic Sciences Series*, *63*(2), 38-49.

Darwin, C. (1872). *The expression of the emotions in man and animals*. London: John Murray.

Day, A. L., & Carroll, S. A. (2004). Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviours. *Personality and Individual Differences, 36*, 1443-1458.

Dlamini, C. S., Okeke, C. I., & Mammen, K. J. (2014). An investigation of work-related stress among high school teachers in the Hhohho region of Swaziland. *Mediterranean Journal of Social Sciences*, *5*(15), 575.

Dusseldorp, L. R., van Meijel, B. K. G., & Derksen, J. J. (2011). Emotional intelligence of mental health nurses. *Journal of Clinical Nursing*, *20*(3-4), 555-562.

Edannur, S. (2010). Emotional intelligence of teacher educators. *International Journal of education science*, *2*(2), 115-121.

Ekundayo, H. T., & Kolawole, A. O. (2013). Stress Among Secondary School Teachers In Ekiti State, Nigeria. *Journal of Educational and Social Research, 3*(2), 311-15.

Ergur, D. O. (2009). How Can Education Professionals Become Emotionally Intelligent?. *Procedia-Social and Behavioral Sciences, 1*(1), 1023-1028.

Extremera, N., & Fernández-Berrocal, P. (2005). Perceived Emotional Intelligence And Life Satisfaction: Predictive And Incremental Validity Using The Trait Meta-Mood Scale. *Personality and Individual Differences, 39*(5), 937-948.

Extremera, N., & Fernández-Berrocal, P. (2009). *Test de Inteligencia Emocional de Mayer Salovey Caruso*. [Mayer Salovey Caruso Emotional Intelligence Test]. Madrid: TEA.

Extremera, N., Fernández-Berrocal, P., & Salovey, P. (2006). Spanish Version of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) Version 2.0: Reliabilities, Age, and Gender Differences. *Psicothema, 18,* 42-48.

Fako T.T. (2010) Occupational Stress among University Employees in Botswana. *European Journal of Social Sciences Aug; 15(3): 313-326.*

Fariselli, L., Ghini, M., & Freedman, J. (2008). *Age and emotional intelligence*. Six seconds: The Emotional Intelligence Network (pp. 1-10). Retrieved January 8, 2016, from http://www.6seconds.org/sei/media/ WP_EQ_and_Age.pdf

Farrelly, D., & Austin, E. (2007). Ability EI as an intelligence? Associations of the MSCEIT with performance on emotion processing and social tasks and with cognitive ability. *Cognition and Emotion, 21,* 1043-1063.

Feist, G. J., & Barron, F. (1996). Emotional intelligence and academic intelligence in career and life success. In *Annual Convention of the American Psychological Society, San Francisco, CA.*

Fisher, M. H. (2011). Factors influencing stress, burnout, and retention of secondary teachers. *Current issues in education*, *14*(1).

Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & organization development journal*, *23*(2), 68-78.

Goleman, D., Boyatzis, R. E., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Boston: Harvard Business School Press.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.

Goleman, D. (2001). An EI-based theory of performance. *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*, *1*, 27-44.

Goleman, D. (2006). *Emotional intelligence*. New York: Bantam.

Goldenberg, I., Matheson, K., & Mantler, J. (2006). The assessment of emotional intelligence: A comparison of performance-based and self-report methodologies. *Journal of Personality Assessment, 86,* 33-45.

Gulwadi, G. B. (2006). Seeking restorative experiences: Elementary school teachers' choices for places that enable coping with stress. *Environment and Behavior, 38*(4), 503-520.

Gunnigle, P. & Cross, C. (2007). *Working in the Irish Prison Service: A Survey of Employee Opinion.* Limerick : Kemmy Business School, University of Limerick.

Guthrie, R. (2006). Teachers and Stress. Australia & New Zealand. *Journal of Law & Education, 11 (1), 5-18.*

Gray-Stanley, J. A. (2008). *Stress and coping of direct care workers serving adults with intellectual/developmental disabilities*. ProQuest.

Hafezi, F., Eftekhar, Z., & Shojaee, R. (2011). The relationship between emotional intelligence and time management with job stress among the workers of bid boland refinery. *New findings in psychology, 6(19):19–35.*

Hunter, J. E., & Hunter, R. F. (1984). Validity and utility of alternative predictors of job performance. *Psychological bulletin, 96*(1), 72-98.

Indoo S, Ajeya J.(2012). Emotional Intelligence and Occupational Stress among the Faculty Members of Private Medical and Engineering Colleges of Uttar Pradesh: A Comparative Study. *Advances in Management 5(7), 52-57.*

Ishak N.A. (2011). Moderating Effect of Gender and Age on the Relationship between Emotional Intelligence with Social and Academic Adjustment among First Year University Students. *International Journal of Psychological Studies 3, 1.*

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of educational research, 79*(1), 491-525.

Jepson, E., & Forrest, S. (2006). Individual contributory factors in teacher stress: The role of achievement striving and occupational commitment. *British Journal of Educational Psychology*, *76*(1), 183-197.

Jick, T. D., & Mitz, L. F. (1985). Sex differences in work stress. *Academy of Management Review*, *10*(3), 408-420.

Johannsen, S. E. (2011). An analysis of the occupational stress factors identified by certified teachers.

Johnson, B., & Christensen, L. (2008*). Educational research: Quantitative, qualitative, and mixed methods*. London: SAGE Publication.

Johnson, U. (2006). Sport injury, psychology and intervention: an overview of empirical findings. *Int J Sport Exercise Psychol*, *57*, 1-10.

Jorfi, H., Yaccob, H. F. & Shah I. M., (2011). The relationship between demographics variables, emotional intelligence, communication effectiveness, motivation, and job satisfaction. *International Journal of Academic Research in Business and Social Sciences,* 1 (1), 35-58.

Jude, A. M. (2011). Emotional Intelligence, Gender and Occupational stress among secondary school teachers in Ondo State, Nigeria. *Pakistan Journal of Social Sciences*, *8*(4), 159-165.

Kalyoncu Z, Guney S, Arslan M, Guney S, Ayranci E. (2012) Analysis of the Relationship Between Emotional Intelligence and Stress Caused by the Organization: A Study of Nurses. *Business Intelligence Journal 5(2),* 334-346.

Kauts, A., & Kumar, V. (2013). Occupational stress in relation to emotional intelligence, age and qualification among secondary school teachers. *International Journal of Education and Psychological Research (IJEPR), 2*(4), 60-74.

Kerr, R. A., Breen, J., Delaney, M., Kelly, C., & Miller, K. (2011). A qualitative study of workplace stress and coping in secondary teachers in Ireland. *Irish Journal of*

Applied Social Studies, *11*(1), 26-38.

Khalili, A. (2011). Gender differences in emotional intelligence among employees of small and medium enterprise: an empirical study. *Journal of International Management Studies*, *6*(2), 184-193.

Khan A, Shah IM, Khan S, Gul S 2012. Teachers' stress, performance and resources: The moderating effects of resources on stress and performance. *International Review of Social Sciences and Humanities,* 2(2): 21-29.

Khaniyan, M., Foroughan, M., Hosseini, M. A., & Biglarian, A. (2013). Emotional Intelligence and Occupational Stress among Rehabilitation Staffs working in Tehran's Training Hospitals. *Iranian Rehabilitation Journal*, *11*(1), 68-74.

Khurshid, F., Butt, Z. U., & Malik, S. K. (2011). Occupational Role Stress of the Public and Private Sector Universities Teachers. *Language in India*, *11*(8).

Koech, D. J. (2014). *Effects of Occupational Stress on Job Performance among Public Primary School Teachers in Kuresoi Sub-County, Nakuru County* (Masters Thesis).

Krishnaswamy, K. N., Sivakumar, A. I., & Mathirajan, M. (2009). *Management research methodology: integration of principles, methods and techniques*. Pearson Education India.

Kumar, J. A., & Muniandy, B. (2012). The Influence of Demographic Profiles on Emotional Intelligence: A Study on Polytechnic Lecturers in Malaysia. *International online journal of educational sciences, 4*(1), 62-70.

Lambert, E. G., & Paoline, E. A. (2008). The influence of individual, job, and organizational characteristics on correctional staff job stress, job satisfaction, and organizational commitment. *Criminal Justice Review*, *33*(4), 541-564.

Lazarus, R. S. (1966). Psychological stress and the coping process. New York: McGraw-Hill.

Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer.

Lazarus, R. S., & Cohen, J. B. *(*1977*).* Environmental stress. *In I.* Altman *& J. Y.* Wohl-will *(Eds.), Human behavior and environment 2,* 89-128.

Lazarus, R. S. (2006). *Stress and emotion: A new synthesis*. Springer Publishing Company.

Liljestrom, A., Roulston, K., & deMarrais. (2007). There is no place for feeling like this in the workplace": Women teachers' anger in school settings. *Emotion in education,* 275-291.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75). Sage.

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (Vol. 28). John Wiley & Sons.

Lumley, M. A., Gustavson, B. J., Partridge, R. T., & Labouvie-Vief, G. (2005). Assessing Alexithymia and Related Emotional Ability Constructs Using Multiple Methods: Interrelationships Among Measures. *Emotion, 5,* 329-342.

Madaki, M. (2011). A Study of the Legal Rights of Convicted Prisoners and the Unintended Consequences of Incarceration in Kano Central and G/dutse Prisons, Nigeria. *Unpublished PhD Dissertation Submitted to the Department of Sociology, Bayero University, Kano.*

Makasa J.W. (2013). Percieved Levels Of Occupational Stress Among Basic School Teachers: A Case Study Of Selected Lusaka Urban Schools. *Master's Thesis University of Zambia.*

Mahdavi HR, Mahdavi HM, Safarkhani M. (2008). *Effect of emotional intelligence on college students' life satisfaction.* Forth Seminar of University. Student's Mental Health. Shiraz University; [Persian]

Male, D. B., & May, D. (1997). Research Section: Stress, Burnout and Workload in Teachers of Children with Special Educational Needs. *British Journal of Special Education, 24*(3), 133-140.

Mandell, B., & Pherwani, S. (2003). "Relationship between emotional intelligence and transformational leadership style: A gender comparison". *Journal of Business and Psychology, 17*(3), 387-404.

Martines, D., Fernandez, B., & Extremera, N. (2006). Ethnic Group Differences in Perceived Emotional Intelligence within the United States and Mexico. *Anxiety & stress (Ansiedady Estrés), 12(2-3), 317-327.*

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), Emotional development and emotional intelligence: Educational implications (pp. 3-27). New York: Basic Books.

Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008). Human abilities: Emotional intelligence. *Annu. Rev. Psychol., 59*, 507-536.

McIntyre, M. H. (2010). Gender differences in the nature and linkage of higher-order personality factors to trait and ability emotional intelligence. *Personality and Individual Differences, 48, 617-622.*

McKinley, S. K., Petrusa, E. R., Fiedeldey-Van Dijk, C., Mullen, J. T., Smink, D. S., Scott- Vernaglia, S. E., & Phitayakorn, R. (2014). Are there gender differences in the emotional intelligence of resident physicians?. *Journal of surgical education, 71*(6), 33-40.

McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry*. Pearson Higher Ed.

McNabb, D. E. (2015). *Research methods for political science: Quantitative and qualitative methods*. Routledge.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Michele, R. G. (2011). *An investigation of the emotional intelligence competencies of national middle schools to watch principals* (Doctoral dissertation, Eastern Kentucky University).

Mintz, J. (2007). Psychodynamic perspectives on teacher stress. *Psychodynamic practice*, *13*(2), 153-166.

Monacha, R., Gignac,G., Palmer, B. R., & Stough, C. (2003).“Examining the factor structure of the Bar-On Emotional Quotient Inventory with an Australian general population sample*. ”Personality and Individual Differences, 35*, 1191-1211

Mondal, J., Shrestha, S., & Bhaila, A. (2011). School Teachers: Job stress and Job Satisfaction, Kaski, Nepal. *International Journal of Occupational Safety and Health, 1, 27 – 33.*

Montgomery, C., & Rupp, A. A. (2005). A meta-analysis for exploring the diverse causes and effects of stress in teachers. *Canadian Journal of Education/Revue canadienne de l'éducation*, 458-486.

Mwathi, K. B. (2010). Relationship between emotional intelligence and job performance among service providers in rehabilitation schools in Kenya Kathungu Beatrice. *Unpublished doctoral dissertation, University of Kenyatta*.

Naghavi, F., & Redzuan, M. (2011). The relationship between gender and emotional intelligence. *World Applied Sciences Journal*, *15*(4), 555-561.

Nelson, D., & Cooper, C. (2005). Stress and health: A positive direction. *Stress and health*, *21*(2), 73-75.

Noriah, M.I.,Ramlee, M.,Zuria,M.,Siti Rahayah, I.A, (2006). Emotional intelligence of Malaysian teachers: Implications on workplace productivity. *International Journal of Vocational Education and Training , 14* (2), 7-24.

Nyaga, W. E. *Occupational Stress among Kenyan Police: A Case study of Police officers in Nairobi Province* (Master's Thesis, University of Nairobi).

Nyamai S. & Waiganjo M. (2014). Factors influencing performance of children homes and Rehabilitation centers within Nakuru municipality and its environs, Kenya. *International Journal of Economics, Finance and Management Sciences 2(6): 362- 377.*

Nzomo L.N. (2012). *Relationship Between Principals' Emotional Intelligence And Students' Learning Achievements In Public Secondary Schools In Nairobi County, Kenya. (*PhD Thesis Kenyatta University).

Obiora, C.A. & Iwuoha, V.C. (2013) Work related stress, Job satisfaction and due Process in Nigerian Public service; *European Scientific Journal. 9(20), 2014-232.*

Oginska-Bulik, N. (2005). Emotional intelligence in the workplace: Exploring its effects on occupational stress and health outcomes in human service workers. *International Journal of Occupational Medicine and Environmental Health*, *18*(2), 167-175.

Ogola F. (2015). Strategic approach to stamping out strikes afflicting Kenya. Digital News Retrieved from http://www.standardmedia.co.ke/mobile/article/2000174865/strategic-approach-to-stamping-out-strikes-afflicting-kenya?pageNo=2

Okoza, J., Imhonde, H.O. & Aluede, O. (2010). The jailor or the jailed: Stress and prison workers in Nigeria, *Research Journal of Social Sciences*, 2 (2), 65-68.

Okutoyi A.M. (2015). *Rehabilitation of Children In Conflict With the Law: A Case Of ShikusaBorstal Institution, Kakamega, Kenya.* (Unpublished Master's Degree Thesis, University of Nairobi).

Okwara, L. V. (2013). Prevalence of Psychiatric Morbidity Among Juvenile Offenders Committed To Borstal Institutions In Kenya. *University of Nairobi*.

Oliver P. (2010). *The Students Guide to Research Ethics*. McGraw-Hill.

Opie, T., Dollard, M., Lenthall, S., Wakerman, J., Dunn, S., Knight, S., & MacLeod, M. (2010). Levels of occupational stress in the remote area nursing workforce. *Australian Journal of Rural Health*, *18*(6), 235-241.

Otero López, J. M., Santiago, M. J., Godás, A., Castro, C., Villardefrancos, E., & Ponte , D. (2008). An integrative approach to burnout in secondary school teachers: Examining the role of student disruptive behaviour and disciplinary issues. *International Journal of Psychology and Psychological Therapy*, *8*(2), 259-270.

Oweke, J. A., Muola, J., & Ngumi, O. (2014). Relationship between gender and levels of occupational stress among police constables in Kisumu County, Kenya. *Journal of Humanities and Social Science, 19*(11), 21-26.

Palmer, B., Walls, M., Burgess, Z., Stough, C. (2000). Emotional Intelligence and effective leadership. *Leadership and Organisation Development Journal 22, 5-11*.

Perry, C., & Ball, I. (2007). Dealing constructively with negatively evaluated emotional situations: The key to understanding the different reactions of teachers with high and low levels of emotional intelligence. *Social Psychology of Education*, *10*(4), 443-454.

Petrides, K. V., & Furnham, A. (2003). On the dimensional structure of emotional intelligence. *Personality and Individual Differences*, 29, 313-320.

Poornima, R. (2012). *Emotional intelligence, occupational stress and job satisfaction of special education teachers*. Discovery Pub., House.

Ramchunder, Y., & Martins, N. (2014). The role of self-efficacy, emotional intelligence and leadership style as attributes of leadership effectiveness. *SA Journal of Industrial Psychology*, *40*(1), 01-11.

Raykov, T., & Marcoulides, G. A. (2013). *Basic statistics: An introduction with R*. Rowman & Littlefield Publishers.

Ravichandran, R., & Rajendran, R. (2007). Perceived sources of stress among the teachers. *Journal of the Indian Academy of Applied Psychology*, *33*(1), 133-136.

Reddy, G. L., & Poornima, R. (2012). Occupational stress and professional burnout of University teachers in South India. *International Journal of Educational Planning & Administration*, *2*(2), 109-124.

Rothman, S. (2008). Job Satisfaction, Occupational stress burnout and work engagement as component of work- related wellbeing. *SA Journal of Industrial psychology*. 34(3), 11-16.

Ryland, E. K., & Greenfeld, S. (2011). An investigation of gender differences in occupational stress and general well being. *Journal of Applied Business Research (JABR)*, *6*(4), 35-43.

Sabherwal, N., Ahuja, D., George, M., & Handa, A. (2015). A study on occupational stress among faculty members in Higher Education Institutions in Pune. *SIMS Journal of Management Research*, *1*(1), 18-23.

Salami S O. (2010) Occupational stress and well-being: emotional intelligence, self-efficacy, coping, negative affectivity and social support as moderators. *The journal of international social research [Internet]*. *3(12):387-398*.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, *9*(3), 185-211.

Santiago, M. J., Otero-López, J. M., Castro, C., & Villardefrancos, E. (2008). Occupational stress in secondary school teachers: examining the role of students' disruptive behaviour and/or attitudes and the perceived difficulty in conflict management. *European Journal of Education and Psychology*, *1*(1), 39-50.

Sarki, Z. M., & Mukhtar, J. I. (2015). The Role of Borstal Homes in Nigeria: Reformation or Remaking Criminality? Retrieved on 17th November 2015 from www.academia.edu/12181779/The_Role_of_Borstal_Homes_in_Nigeria_Reformation_or_Remaking_Criminality

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and individual differences*, *25*(2), 167-177.

Schutz, R. W., & Long, B. C. (1988). Confirmatory factor analysis, validation and revision of a teacher stress inventory. *Educational and Psychological Measurement*, *48*(2), 497-511.

Seaward, B. L. (2016). *Essentials of managing stress*. Jones & Bartlett Publishers.

Sharma, M. (2016). *Theoretical foundations of health education and health promotion*. Jones & Bartlett Publishers.

Shehzad, S., & Mahmood, N. (2013). Gender Differences in Emotional Intelligence of University Teachers. *Pakistan Journal of Social & Clinical Psychology*, *11*(1), 16-21.

Sheikholeslami R., Ahmadi S. (2011). The relationship between emotional intelligence and academic satisfaction in students. *International Journal of Behavioral Sciences, 5,* 135–142.

Shin, L. T. (2011). *Gender differences in emotional intelligence: Are you as smart as you think emotionally?* (B.Sc. Honors Thesis). Universiti Tunku Abdul Rahman, (UTAR). Selangor, Malaysia. Retrieved on 15th March 2016 from http://eprints.utar.edu.my/276/1/PY-2011-0802449.pdf

Singla, G. (2006). *A study of the occupational stress among Employees from different Careers of Chandigarh, M. Ed* (Doctoral dissertation, Dissertation, DCS, Punjab University, Chandigarh).

Straub, D. W. (1989). Validating instruments in MIS research. *MIS Quarterly, 13(2), 147-170.*

Lath S. K. (2010). A Study of the occupational stress among teachers. *International Journal of Education Administration*, *2*(2), 421-432.

Skaalvik, E. M., & Skaalvik, S. (2015). Job Satisfaction, Stress and Coping Strategies in the Teaching Profession—What Do Teachers Say?. *International Education Studies*, *8*(3), *181-192*.

Slaski, M., & Cartwright, S. (2003). Emotional intelligence training and its implications for stress, health and performance. *Stress and health*, *19*(4), 233-239.

Sprenger, J. (2011). *Stress and coping behaviors among primary school teachers*. East Carolina University.

Srivastava, K. B.N. , & Bharamanaikar, S. R. (2004). Emotional intelligence and effective -leadership behavior. *Psychological Studies. 49(2-3), 107-113.*

Steger, F.M., Littman - Ovadia, H., Miller, M.Menger, L. & Rothman, S. (2013). Engaging In Work Even When It Is Meaningless: Positive Affective Disposition and Meaningful Work Interact in Relation To Work – Engagement. *Journal of career Assessment. 21(2), 26-29.*

Tandon J.K., Mahaur C. Gupta A. (2014). Effect of Age and Gender on Occupational Stress: A Study on Teaching Fraternity. *International Journal of Engineering Technology, Management and Applied Sciences,* 2(2), 41-46.

Tompkins, D. S., Galbraith, D., & Bas, B. (2011). Comparison of emotional intelligence in American and Turkish university students. *Journal of International Business and Cultural Studies*, *5*, 1-15.

Travers, C., & Cooper, C. (1997). *Stress in teaching*. In Shorrocks -Taylor D (ed) Directions in educational psychology. Whurr, London.

Vaezi, S., & Fallah, N. (2011). The Relationship between Self-efficacy and Stress among Iranian EFL Teachers. *Journal of Language Teaching & Research*, *2*(5).

Van der Merwe H, Parsotam A 2011. School Principal Stressors and A Stress Alleviation Strategy Based on Controlled Breathing. *Journal of Asian and African Studies*, 47(6): 666-678.

Venkatesh, V., Brown, S. A., & Bala, H. (2013). Bridging the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information systems. *MIS quarterly*, *37*(1).

Wangeri, T., & Okello, L. W. (2014). Role Overload, Teacher-Pupil-Ratio, School Type, Years of Teaching Experience, Gender and Burn Out as Factors Related to Work Stress among Primary School Teachers in Kasarani Division, Nairobi County, Kenya. *Global Journal of Human-Social Science Research*, *14*(1).

Winefield, A. H., Gillespie, N., Stough, C., Dua, J., & Hapuararchchi, J. (2002). *Occupational Stress in Australian Universities: A National Survey* (Doctoral dissertation, National Tertiary Education Union).

Yamani N., Shahabi M. & Haghani F. (2014). The Relationship Between Emotional Intelligence and Job Stress in The Faculty of Medicine in Isfahan University of Medical Sciences. *Journal of Advances in Medical Education & Professionalism*, *2*(1), 20-26.

Zeidner, M., Matthews, G., & Roberts, R.D.(2004). Emotional Intelligence in The Workplace: A Critical Received. *Applied psychology: An International Review. 53(3), 371-399.*

Appendices 1: Emotional Intelligence and occupational stress questionnaire for teachers in Borstal institutions in Kenya

Introduction

This appendix is organized into three major sections. Section A solicits demographic information of teachers; section B which comprised of a Self-Reported Emotional Intelligence Test (SSEIT); while section C is an Occupational Stress inventory.

Instructions: You are requested to read each statement carefully and the put an X in the box that represents your response. You are required to respond to all items in the three sections. The questionnaires are not an examination but a tool to help determine how you feel about the construct being measured. There are no right or wrong answers and you are requested to be honest in your responses.

Example:

		SA	A	U	D	SD
1.	**I can tell when other people are angry at me**		**X**			

Section A: Demographic Information

Questionnaire Serial no.……

In this section, tick the box that represents your response or write response as required

Gender Male ☐ Female ☐

Age: Below 30 years ☐ 31 – 35 years ☐

36 – 40 years ☐ 41 – 45 years ☐

46 – 50 years ☐ Above 50 years ☐

Marital Status

Married ☐ Single ☐ Separated ☐ Divorced ☐

Educational Level

Primary School Certificate only ☐

Secondary School Certificate only ☐

Post-Secondary vocational training ☐

SECTION B

Instructions

The following statements are meant to bring out your emotions as you experience them in different situations. This is not a test of your cognitive intelligence.

You are kindly requested to read each statement carefully and put an X in the box that accurately represent your response in each statement. There is no right or wrong answer.

You are requested to be honest in your responses.

Key:

		Weighting (scoring scale)	
		Positively stated statement	Negatively stated statement
SD:	Strongly Disagree	1	5
D:	Disagree	2	4
U:	Not Sure/uncertain	3	3
A:	Agree	4	2
SA:	Strongly Agree	5	1

	Emotional Intelligence Scale	**SD**	**D**	**U**	**A**	**SA**	**SCORE**
		1	2	3	4	5	

	SELF-AWARENESS						
1.	I know when to speak about my personal problems to others						
2.	I expect that I will do well on most things I try						
3.	When my mood changes, I see new possibilities						
4.	Emotions are one of the things that make my life worth living						
5.	I am aware of my emotions as I experience them						
6.	I know why my emotions change						
7.	I have control over my emotions						
8.	I easily recognize my emotions as I experience them						
9.	When I feel a change in emotions, I tend to come up with new ideas						
10	When I am faced with a challenge, I give up because I believe I will fail*						
	SELF-MANAGEMENT						
11	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them						
12	Some of the major events of my life have led me to re-evaluate what is important and not important						
13	I expect good things to happen						
14	When I experience a positive emotion, I know how to make it last						
15	I seek out activities that make me happy						
16	When I am in a positive mood, solving problems is easy for me						
17	When I am in a positive mood, I am able to come up with new ideas						
18	I motivate myself by imagining a good outcome to tasks I take on						
19	I use good moods to help myself keep trying in the face of obstacles						
20	I can tell how people are feeling by listening to the tone of their voice						
	SOCIAL-AWARENESS						
21	Other people find it easy to confide in me						
22	I find it hard to understand the non-verbal messages of other people*						
23	By looking at their facial expressions, I recognize the emotions people are experiencing						
24	I am aware of the non-verbal messages other people send						
25	I know what other people are feeling just by looking at them						
26	It is difficult for me to understand why people feel the way they do*						
	RELATIONSHIP MANAGEMENT						
		SD	**D**	**U**	**A**	**SA**	**SCORE**
27	I like to share my emotions with others						
28	I arrange events others enjoy						
29	I am aware of the non-verbal messages I send to others						
30	I present myself in a way that makes a good impression on others						
31	I compliment others when they have done something well						
32	When another person tells me about an important event in his or						

	her life, I almost feel as though I have experienced this event myself						
33	I help other people feel better when they are down						
	Self-Awareness (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)						
	Self-Management (11, 12, 13, 14, 15, 16, 17, 18, 19, 20)						
	Social Awareness (21, 22, 23, 24, 25, 26)						
	Relationship Management (27, 28, 29, 30, 31, 32,33)						
	TOTAL (summated score)						

SECTION C Teacher Occupational Stress Scale

Instructions

The following statements represent situations that result in stress among teachers. You are requested to read each statement carefully and put a tick in the box that accurately represents your response. There are no right or wrong answers and you are requested to be honest.

	Weighting/scale
NEVER	1

RARE	2
SOMETIMES	3
OFTEN	4
ALWAYS	5

Teacher Occupational Stress Scale

	STATEMENT	**NEVER**	**RARE**	**SOMETIMES**	**OFTEN**	**ALWAYS**	**Score**
1.	I can predict what will be expected of me in my work tomorrow.						
2.	I am unclear on what the scope and responsibilities of my job are.						
3.	I am uncertain what the criteria for evaluating my performance actually are.						
4.	I receive enough information to carry out my job						

	STATEMENT	NEVER	RARE	SOMETIMES	OFTEN	ALWAYS	Score
	effectively.						
5.	When asked, I am able to tell someone exactly what the demands of my job are.						
6.	I find that I have extra work beyond what should normally be expected of me.						
7.	The criteria of performance for my job are too high.						
8.	I am given too much responsibility without adequate authority to carry it out.						
9.	I receive conflicting demands from two or more people or groups in the school setting.						
10.	I have to buck a rule or policy in order to carry it out.						
11.	I have a hard time satisfying the conflicting demands of students, parents, administration and teachers						
12.	I am given school-related duties without adequate resources and material to carry them out						
13.	I have influence over what goes on in my school.						
14.	I'm informed of important things that are happening in my school.						
15.	My administrative head asks my opinion on decisions that directly affect me.						
16.	All in all, I would say that I am extremely satisfied with my job.						
17.	My job is extremely important in comparison to other interests in my life.						
18.	Knowing what I know now, if I had to decide all over again whether to take this job, I would definitely do so						
19.	In general, my job measures up extremely well with the sort of job I wanted before I took it.						
20.	My administrative head brings me together with other faculty in joint meetings to make decisions and solve common problems						
21.	My administrative head gives me full information about the things which directly involve my work						
22.	I currently find my life very rewarding.						
23.	My life is currently quite lonely.						
24.	I currently find my life quite enjoyable.						
25.	I currently find my life quite boring.						
26.	My life is currently very hopeful.						
27.	Trying to complete reports and paper work on time causes me a lot of stress.						

	STATEMENT	NEVER	RARE	SOMETIMES	OFTEN	ALWAYS	Score
28	I find that dealing with student discipline problems puts a lot of stress on me.						
29.	There is a lot of stress just keeping up with changing professional standards.						
30.	Trying to keep my work from being too routine and boring puts a lot of stress on me.						
31.	Having to participate in school activities outside of the normal working hours is very stressful to me						
32.	I find that trying to be attentive to the problems and needs of fellow faculty is very stressful.						
33.	When I really need to talk to my administrative head, (s) he is willing to listen.						
34.	My administrative head pays attention to what I am saying.						
35.	My administrative head stands up to outsiders for the people (s) he supervises						
36.	When I have conflicts with parents or students my administrative head gives me the kind of support I need						
SUB-TOTAL							
Summated Score (TOTAL)							

SECTION C Sources of Stress and Coping Mechanisms

You are kindly requested to write your responses to the following questions.

1. List sources of work related stress
   _____
   _____
   _____
   _____
   _____
   _____
2. Briefly write how you cope with the above stressors

Appendix 2 CONSENT FORM

Emotional Intelligence and Occupational Stress among Teachers in Borstal Institutions in Kenya

Greetings,

My name is Margaret Kagwe a student from Catholic University of Eastern Africa pursuing a doctorate degree in Educational Research and Evaluation. I am undertaking a study on emotional intelligence and occupational stress among teachers in Borstal institutions in Kenya with the hope of determining what can be done to help teachers in

Borstal institutions cope with work stress. Results can also be used to justify government policy or introduction of internal programs to help teachers cope with work related stress.

Your participation will be helpful in attaining useful results. Your participation is voluntary and you are free to withdraw from the study at any time with no consequences. Information you give will be kept confidential and only used for the purpose of the study only. Name codes will be used to ensure confidentiality.

Any questions and concerns are welcomed before participation.

Thank You.

Participants Consent to Participate in this Evaluation

Having understood there is no risk in participating in this study and the importance of the study, I consent to participate. I understand that I can discontinue my participation at any time, without any penalty.

Participants Name Date

_____ _____

Appendix 3 Focused Group Discussion Guide

Welcoming and appreciating participants

Introduction: This focus group discussion is designed to help identify sources of stress as a teacher in a borstal institution and coping strategies you use to deal with the stress. The focus group discussion will take one hour and I request for you permission to tape the proceedings for purposes of analysis of the data (If Yes, I switch on recorder)

Anonymity: I would like to assure you that the discussion will remain confidential and after the data is transcribed the tape will be destroyed. You are also requested to maintain confidentiality

Accuracy of Responses: You are requested to answer your questions and make comments truthfully

Ground rules:

- Turn taking while speaking
- There are no right or wrong responses
- Respect for views of others
- Active participation for all

Address any questions or concerns

Assume the horse-shoe arrangement

Warm up: Self introduction

Guiding Questions

1. How do you feel being a teacher of young criminal offenders?
2. What challenges do you encounter from your learners, colleagues and seniors and how do you deal with them?
3. What challenges do you encounter from institution climate?
4. Are there challenges besides those already mentioned? If so mention them
5. Give examples of emotional encounters you had at work either with learners, colleagues or the administrators and how you resolved them.
6. What do you do to overcome challenges encountered at work?

Conclusion

- Give opportunity for burning issue
- Give thanks for participation and re-assure about confidentiality

Appendix 4:

Convergent Validity of Schutte Self Report Emotional Intelligence Test and Wong Emotional Intelligence test For Pilot Study

Correlations

		Wongs Emotional Intelligence	Schutte Emotional Intelligence Test
Wongs Emotional Intelligence	Pearson Correlation	1	.691*
	Sig. (2-tailed)		.027

	N	10	10
Schutte Emotional Intelligence Test	Pearson Correlation	.691*	1
	Sig. (2-tailed)	.027	
	N	10	10

Correlations

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 5:

Split-Half Reliability of Schutte Self Report Emotional Intelligence Test For Pilot Study

		Schutte Self Report Emotional Intelligence Test 1	Schutte Self Report Emotional Intelligence Test 2
Schutte Self Report Emotional Intelligence Test 1	Pearson Correlation	1	.672*
	Sig. (2-tailed)		.033
	N	10	10
Schutte Self Report Emotional Intelligence Test 2	Pearson Correlation	.672*	1
	Sig. (2-tailed)	.033	
	N	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 6:
Split-Half Reliability of Teacher Stress Inventory For Pilot Study

Correlations

		Teacher Stress Inventory 1	Teacher Stress Inventory 2
Teacher Stress Inventory 1	Pearson Correlation	1	.772**
	Sig. (2-tailed)		.001
	N	14	14
Teacher Stress Inventory 2	Pearson Correlation	.772**	1
	Sig. (2-tailed)	.001	
	N	14	14

**. Correlation is significant at the 0.01 level (2-tailed).

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/001/Feb 2017

6th February, 2017

The Director,
National Commission for Science, Technology and Innovation (NACOSTI),
NAIROBI, KENYA.

Dear Sir/Madam,

RE: MARGARET KAGWE **REG. NO. PhD/1024282**

I am writing to introduce to you **Margaret Kagwe** who is a final year PhD in Education Degree student with specialization in Education Research and Evaluation at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Margaret has completed all course work requirements for this programme. However, every student in the programme is required to conduct a research and write a report/dissertation submitted during the final year of studies.

Accordingly, Margaret's research topic has been approved. She will conduct research on the following topic:

"Emotional Intelligence as a Determinant of Teachers' Ability to cope with Occupational stress. The Case of Borstal Institutions in Kenya".

Thanking you in advance for any assistance you give to Margaret.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA * DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION * 06 FEB 2017 * P. O. Box 62157 - 00200, NAIROBI

Dr. Marcella Momanyi,
Head of Department,
Postgraduate Studies in Education.

THIS IS TO CERTIFY THAT:
MS. MARGARET WAMBUI KAGWE
of CATHOLIC UNIVERSITY OF EASTERN AFRICA, 0-902 KIKUYU,has been permitted to conduct research in *All Counties*

on the topic: *EMOTIONAL INTELLIGENCE AS A DETERMINANT OF TEACHERS' ABILITY TO COPE WITH OCCUPATIONAL STRESS. THE CASE OF BORSTAL INSTITUTIONS IN KENYA*

for the period ending:
11th February,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/48144/15674
Date Of Issue : 13th February,2017
Fee Recieved :Ksh 2000



.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 12706

CONDITIONS: see back page

MINISTRY OF INTERIOR & CO- ORDINATION OF NATIONAL GOVERNMENT
KENYA PRISONS

Telegrams: "COMPRISONS" Nairobi
Telephone: +254 07 2727900 6
E mail Comprisons@yahoo.com
When

PRISONS HEADQUARTERS
P.O.BOX 30175 00100
NAIROBI

Ref. No. PRIS 10/18/VOL.1/95

Date 13/02/2017

23 FEB 2017

Margaret Wambui Kagwe
P. O. Box 1287-00902
KIKUYU

RE: PERMISSION TO CARRY OUT A RESEARCH PROJECT AT OUR BORSTAL INISTITUTION.

Reference is made to your letter dated 14th March, 2016 on the above subject.

Please be informed that your request to undertake research on "emotional intelligence and occupational stress among teachers in borstal institutions in Kenya" has been approved by the Commissioner General of prisons.

Upon completion of the same, you will be required to submit a copy of the report to this office and another to the officer in charge.

By a copy of this letter, the Officer-in-Charge is requested to accord you the necessary assistance.

Thank you and good luck in your research.

Susan Nyasinga, PSWO
FOR: COMMISSIONER GENERAL OF PRISONS

C.c. The Superintendent
Shimo B.I.
P.O Box 90152
MOMBASA
The Superinedent In Charge
Shikusa B.I
Po Box 77
KAKAMEGA

23 FEB 2017

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY

Telephone: 056 - 30411
FAX : 056 – 31307
E-mail : wespropde@yahoo.com
When replying please quote.

COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY
P. O. BOX 137 - 50100
KAKAMEGA

STATE DEPARTMENT OF EDUCATION

REF:WP/GA/29/17/VOL.III/195 **23rd February, 2017**

Margaret Wambui Kagwe
Catholic University of Eastern Africa
P. O. Box 62157 – 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

The above has been granted permission by National Council for Science & Technology vide letter Ref. NACOSTI/P/17/48144/15674 dated 13th February, 2017 to carry out research on "**Emotional intelligence as a determinant of teachers' ability to cope with occupational stress. The case of borstal institutions in Kenya, in all Counties**" for a period ending 11th February, 2018

Please accord her any necessary assistance she may require.

FREDRICK M. KIIRU
COUNTY DIRECTOR OF EDUCATION
KAKAMEGA COUNTY

Appendix 11: Researcher experiences during data collection

The choice to conduct the study in Borstal institutions was motivated by desire to find out how teachers in these institutions cope with work stress and establish their emotional intelligence levels. Dealing with learners who have already been convicted means that the teachers need to be prepared to deal with conduct disorders. This necessitates emotional regulation.

i. The data collection process was an eye opener and the researcher experienced the Borstal institution environment which involves very high security detail. The researcher was detained at the gate for more than one hour in the first institution until it is ascertained that she had an appointment. This in itself communicated that the learning environment in these institutions was not an ordinary environment. This was confirmed by the intensive search at the gate and strict instructions not to take pictures.

ii. Activities in the institutions are strictly structured and the researcher had to wait for long hours to get the opportunity to meet teachers.

iii. The researcher noted that the teachers were interested in anonymity and when it was assured, they were willing to speak freely. They were not willing to be audio taped during focused group discussion and the researcher had to write a lot of notes to compensate which was very tiring.

iv. Brief interaction with the young criminal offenders was a clear indication that a lot of work had gone into rehabilitating them due to the respect and courtesy they exhibited.

The researcher felt that teachers in Borstal institutions are to be revered for their good work.