

29th World Summit on

POSITIVE PSYCHOLOGY, MINDFULNESS AND PSYCHOTHERAPY

May 21-22, 2018 | New York, USA

Sources of occupational stress and coping strategies among teachers in Borstal institutions in Kenya

Margaret Kagwe, Ngigi S Kang'ethe and Mutisya Sabina
Esteem Counseling Services, Kenya

Teaching has emerged as one of the most stressful professions in the last two decades (Fisher, 2011; Chona and Roxas, 2009). The need for knowledge that promotes personal growth and national development puts pressure on teachers to facilitate the achievement of these goals. Some of the stressors that teachers face emanate from heavy work load, student behavior, insufficient resources and multiple roles among others (Detert, Derosia, Caravella and Duquette, 2006). Research indicates that teachers of special populations are likely to be more stressed than other teachers (Ghani, Ahmed and Ibrahim, 2014). Teachers in Borstal schools are expected to teach and rehabilitate young convicts for re-integration into the society. High stress levels can impair teacher effectiveness. Coping with stressors can decrease the level of stress and lessen the negative effects of stress (Lazarus & Folkman, 1984). There are poor coping mechanisms as well as good coping mechanisms. Poor coping mechanisms have long been identified as a primary cause of stress (Montgomery & Rupp, 2005). 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 and Ostergren, 2006). This study focused on sources of occupational stress and coping strategies among teachers in Borstal institutions in Kenya. The phenomenology study design was used and purposive sampling, in particular maximum variation was used to select the study participants. Data were collected using open ended questions and focused group discussions and analysed using summative content analysis and thematic analysis. Results indicated that working conditions, living conditions and lack of resources were the main sources of stressors, while physical exercises, religious intervention and use of alcohol were among the coping strategies used. Lack of professional counseling services also emerged as a situation that led to high stress levels.

Biography

Margaret Kagwe holds a Bachelor's degree from University of Nairobi, a Master's degree in Counseling Psychology from Kenyatta University and a PhD in Educational Research and Evaluation from Catholic University of Eastern Africa. She is passionate about researching and promoting mental health among populations in the education arena. Her Master's thesis was on perceived parental acceptance-rejection and self-esteem among adolescents in secondary schools and her Doctoral dissertation was on emotional intelligence and occupational stress among teachers in Borstal institutions in Kenya. She is currently a Senior Consultant at Esteem Counseling Services. She specializes in Education, Parenting and Adolescents. She is also the Founder and Editorial Director of Esteem Psychology Magazine, Kenya's first psychology magazine. She hopes to educate and sensitize readers on mental health issues and demystify psychology. She is the Director of Shape her Esteem, a project that provides sanitary towels and offers female hygiene education to students in her village.

kagwemargaret@gmail.com

Notes: