

**WORK STRESS AND STAFF EFFECTIVENESS IN SELECTED SECONDARY  
SCHOOLS IN KIAMOKAMA DIVISION MASABA  
SOUTH DISTRICT KISII  
COUNTY KENYA**

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In Partial Fulfillment of the Requirements for the Degree  
Masters of Educational Management

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## DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

BORUMA N.JARED



\_\_\_\_\_  
Name and Signature of Candidate

17/9/2012

\_\_\_\_\_  
Date

## DECLARATION B

"I/We confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision".

Dr. (Mrs.) Anumaka Ijeoma



\_\_\_\_\_  
Name and Signature of Supervisor

17.09.12

\_\_\_\_\_  
Date

## **DEDICATION**

This research is dedicated to my beloved dear wife Jerusa Kwamboka Gesongori, all my children: Judy Biyaki, Malachi Obebo, Deborah Kerubo, Stepline Bonareri and Methuselah Joel Gesongori and also to the researcher's dear parents: Stephen Boruma Obebo (Dad )and Jerusa Okerio Ondieki (Mom).

## **ACKNOWLEDGEMENT**

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## **ABSTRACT**

This study correlated work stress and staff effectiveness in selected secondary schools in Kiamokama division .The study sought to answer questions on (1) what is the profile of the respondents,(2) what is the level of work stress,(3) what is the level of staff effectiveness, (4) Is there a significant relationship between work stress and staff effectiveness. Using descriptive correlation survey design, and with a sample size of 245 teachers of secondary schools in Kiamokama division, Kenya, the study found out that their work stress was at high levels. The study also found out that staff effectiveness is low. The study further discovered a significant negative relationship between work stress and teacher performance. The study recommended that school administration, the employer and teachers themselves should work in a way to minimize stress where necessary since stress impacts negatively on staff effectiveness. A further research should be carried out to find out the extent of the various factors of stress' contribution to staff ineffectiveness and how they can be lessened. In addition, a research should be carried out to find the levels of stress and its impact on staff effectiveness based on gender, age, experience and nature of school.

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## CHAPTER ONE

### PROBLEM AND ITS SCOPE

#### Background to the Study

The definition of stress is not simply a question of semantics and it is important that there is agreement, at least in broad terms, on its nature. A lack of such agreement would seriously hamper research into stress and the subsequent development of effective stress management strategies. Given this, it is unfortunate but popular misconception that there is little consensus on the definition of stress as a scientific concept or, worse, the stress is in some way indefinable and immeasurable. Such belief belies a lack of knowledge of the relevant scientific literature, Conn, (1993).

It has been concluded in several different reviews of the stress literature that there are three different, but overlapping, approaches to the definition and the study of stress, Lazarus (1966). The first approach conceptualizes occupational stress as an aversive or noxious characteristics of the work environment and in related studies treats it as an independent variable i.e the environment as a cause of ill health. This approach has been termed as engineering model.

The second approach define stress in terms of common physiological effects of a wide range of aversie or noxious stimuli. It treats stress as a dependent variable as a particular physiological response to a threatening or damaging environment, this approach is termed the physiological model, Landy F.J(1992).

The third approach conceptualizes work stress in terms of the dynamic interaction between the person and their work environment hence termed as psychological model. The engineering and physiological models are obvious among the earlier theories of stress, while the the more psychological models characterise contemporary stress theory, Lul(1999).

Lipton (1976) asserts that there is evidence that the experience of stress at work is associated with changes in both behavior and physiological function which may be detrimental to employees' health. Much is known about the possible mechanisms underpinning such effects, and particular attention has been paid to pathologies possibly associated with impaired immune activity as well as those more traditionally linked to stress, such as ulcers, coronary heart disease and rheumatoid arthritis.

Loher (1985) argues that sometimes, however, the pressures and demands that may cause stress can be positive in their effect. One example of this is where sportsmen and women flood their bodies with fight-or-flight adrenaline to power an explosive performance. Another example is where deadlines are used to motivate people who seem bored or unmotivated.

In most work (job) situations, stress responses cause performance to suffer. A calm, rational, controlled and sensitive approach is usually called for in dealing with most difficult problems at work. The social inter-relationships are just too complex not to be damaged by an aggressive approach, while a passive and withdrawn response to stress means that people fail to assert the rights they should, Lipton (1976).

The relationship between pressure and performance in detail can be illustrated by "Inverted-U" and second by looking at "Flow". This is the ideal state of concentration and focus that brings excellent performance. Pressure and performance in the Inverted-U. The relationship between pressure and performance is explained in one of the oldest and most important ideas in stress management, the "Inverted-U" relationship between pressure and performance as explained below. The Inverted-U relationship focuses on people's performance of a task. The left hand side of the graph is easy to explain for pragmatic reasons. When there is very little pressure on us to carry out an important task, there is little incentive for us to focus energy and attention on it. This is

particularly the case when there may be other, more urgent, or more interesting, tasks competing for attention, Mihaly (2006)

As pressure on persons increase, the “area of best performance” is entered. Here, people are able to focus on the task and perform well – there is enough pressure on them to focus on their attention but not so much that it disrupts their performance. From the U- inverted illustration, it is realized that pressure can be both positive and negative to the performance depending on the extent prevailing.

According to Cox, Amanda and Eusobia (2000) stress was major cause of health problems among employees in United Kingdom. Further they pointed out that stress greatly affected the performance of employees in their area of work.

In Kenya report (2008) some police employees resorted to all sort of vices including shooting their colleagues at place of work and some being accomplices in hooliganism activities. In the report the major cause is attributed to stress emanating from family problems and financial constraints.

Teachers like any other employees, their performances are affected by stress hence need for a proper management of stress to improve their effectiveness. According to Republic of Kenya (1998), stressed teachers resort to heavy drinking, chronic absenteeism, violence at both school and home, heavy handedness when dealing with students and in some cases, some opt to leniency.

### **Statement of the Problem**

The economic rationale for the concern for work place stress is based on the direct and indirect organizational costs of work place stress. Stress instruments fall into four constructs categories. These are measures of environmental demands and sources of stress; healthy, normal stress response, modifiers of the

stress response; and psychological behavioral and medical distress (Calnan and Wainwright 2002).

Stress in Kenyan schools has led to many undesirable consequences (session paper 2008). In Kiamokama Division, teachers' effectiveness is steadily on the downward trend. This has led to many undesirable consequences. Most teaching staff in Kiamokama division have pending disciplinary cases due to absenteeism, drunkardness, illicit love affairs with students and poor students' academic performance, Mihaly( 2006). If staff effectiveness is to improve, factors that lead to poor staff effectiveness should be rooted out and addressed. It is against this background that this study seeks to find out if work stress has a relationship with staff effectiveness on secondary school teachers in Kiamokama Division.

### **Purpose of the Study**

1. To test the hypothesis of no significant relationship between work stress and staff effectiveness.
2. To validate the demand-control theory of Karasek (1979)
3. To generate data for further studies and also add to existing body of knowledge on work stress and staff effectiveness.

### **Specific Objectives**

- i). Determine the profile level of respondents in terms of age, gender, marital status, level of education and work experience.
- ii). Determine the level of work stress in terms of physiological, psychological, and emotional, social and financial in selected secondary schools in Kiamokama Division.
- iii). Establish the level of staff effectiveness in terms of punctuality, productivity, record keeping and relationship with staff and the students in selected secondary schools in Kiamokama division.

iv). Find the relationship between level of work stress and Level of staff effectiveness in selected secondary schools Kiamokama Division.

### **Research Questions**

- i). What is the profile level of respondents in terms of age, gender, level of education and level of experience?
- ii). What is the level of work stress symptoms in selected secondary schools in Kiamokama Division in terms of psychological, psychological, social and financial stress?
- iii). What is the level of staff effectiveness in Kiamokama division secondary schools in respect to punctuality, productivity record keeping, relationship with staff/ students?
- iv). Is there any significant relationship between level of work stress and level of staff effectiveness in selected secondary schools in Kiamokama Division?

### **Null hypothesis**

There is no significant relationship between work stress and staff effectiveness in selected secondary in Kiamokama Division.

### **Geographical Scope**

The study was carried out in secondary schools in Kiamokama Division, Masaba South district, Kisii county in Kenya. The respondents will be drawn from teachers in the division. According to Orodho and Kombo (2002), the actual research sheet can be done through progressive elimination. Though Masaba South has two divisions, the researcher has settled on Kiamokama Division.

### **Time scope**

The study was carried out between January 2012 and August 2012

## **Content scope**

The study concentrated on finding out the relationship between work stress and staff effectiveness

## **Theoretical scope**

This study was underpinned by the Person-Environment Fit theory of French et al. (1982) and the Demand-Control theory of Karasek (1979).

## **Significance of the Study**

The findings of the study on work stress and staff effectiveness will benefit **policy makers** in coming up with rehabilitation programs for stressed staff. Further **school managers** will be equipped with necessary skills enabling them to know how to handle their stressed staff.

The study will provide sources of literature for other **future researchers** and research gaps that will be dealt with.

## **Operational Definition of Key Terms**

**Profile of the respondents;** characteristics such as age, gender, level of education, and length of experience.

**Work Stress;** a situation where one is psychologically, socially, financially and physiologically disturbed.

**Staff Effectiveness ;** being able to execute ones roles and duties at workplace efficiently with respect to; productivity, punctuality, staff-student relationship, and record keeping.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Concepts, Opinions, Ideas from Authors/ Experts

##### Work Stress

Selye (1950) defined stress as "a state manifested by a specific syndrome which consists of all the non-specific changes within the biologic system" that occur when challenged by aversive or noxious stimuli. It has been concluded in several different reviews of the scientific literature on stress that there are essentially three different, but overlapping, approaches to the definition and study of stress (Lazarus, 1966; Appley & Trumbull, 1967; Cox, 1978, 1990; Cox & Mackay, 1981; Fletcher, 1988, Cox, 1993). The first approach conceptualizes occupational stress as an aversive or noxious characteristic of the work environment and in related studies, treats it as an independent variable --the environmental cause of ill health. This has been termed the 'engineering approach'. The second approach, on the other hand, defines stress in terms of the common physiological effects of a wide range of aversive or noxious stimuli.

It treats stress as a dependent variable --as a particular physiological response to a threatening or damaging environment. This has been termed the 'physiological approach'. The Third approach conceptualizes work stress in terms of the dynamic interaction between the person and their work environment. When studied, stress is either inferred from the existence of problematic person-environment interactions or measured in terms of the cognitive processes and emotional reactions which underpin those interactions. This final approach has been termed the 'psychological approach'. The engineering and physiological approaches are obvious among the earlier theories of stress, while the more psychological approaches characterize contemporary stress theory.



The engineering approach has treated stress as a stimulus characteristic of the person's environment, usually conceived in terms of the load or level of demand placed on the individual, or some aversive (threatening) or noxious element of that environment (Cox, 1978, 1990; Cox & Mackay, 1981; Fletcher, 1988). Occupational Stress is treated as a property of the work environment, and usually as an objectively measurable aspect of that environment. In 1947, Symonds wrote in relation to psychological disorders in the Royal Air Force flying personnel, that "stress is that which happens to the man, not that which happens in him, it is a set of causes not a set of symptoms." Somewhat later, Spielberger (1976) argued in the same vein, that the term stress should refer to the objective characteristics of situations.

According to this approach, stress was said to produce a strain reaction which although often reversible, could on occasions, prove to be irreversible and damaging (Cox & Mackay, 1981; Sutherland & Cooper, 1990). The concept of a stress threshold grew out of this way of thinking and individual differences in this threshold have been used to account for differences in stress resistance and vulnerability. Stress is treated as a generalized and nonspecific physiological response syndrome. For many years, the stress response was largely conceived of in terms of the activation of two neuron-endocrine systems, the anterior pituitary-adrenal cortical system and the sympathetic-adrenal medullary system (Cox & Cox, 1985; Cox *et al.*, 1983).

Selye (1950, 1956) argued that the physiological response was triphasic in nature involving an initial alarm stage (sympathetic-adrenal medullary activation) followed by a stage of resistance (adrenal cortical activation) giving way, under some circumstances, to a final stage of exhaustion (terminal reactivation of the sympathetic adrenal medullary system).

Repeated, intense or prolonged elicitation of this physiological response, it has been suggested, increases the wear and tear on the body, and contributes to what Selye (1956) has called the 'diseases of adaptation'. This apparently paradoxical term arises from the contrast between the immediate and short-term advantages bestowed by physiological response to stress (energy mobilization for an active behavioral response) to the long-term disadvantages (increased risk of certain 'stress related' diseases).

Scheuch (1996) considers stress as one of the psycho physiological activities of human beings as they attempt to adapt to changes in the internal and external milieu. This activity relates to the quantity and quality of the relationship between demands and individual somatic, psychological and social capacities or resources in a specific material and social environment. Stress is understood by Scheuch as a reactive activity to a disturbed homeostatic state of organic functions, psychological functions and/or in the interaction between the human being and his or her social environment.

The adaptation follows the principles of economization of function, the principle of minimization of effort, and the principle of well-being. Stress itself is the expression of a disorder of these principles (Scheuch, 1990, 1996).

The third approach to the definition and study of stress conceptualizes it in terms of the dynamic interaction between the person and their work environment. When studied, it is either inferred from the existence of problematic person-environment interactions or measured in terms of the cognitive processes and emotional reactions which underpin those interactions. This has been termed the 'psychological approach'.

The development of psychological models has been, to some extent, an attempt to overcome the criticisms leveled at the earlier approaches. There is now a consensus developing around this approach to the definition of stress. For

example, psychological approaches to the definition of stress are largely consistent with the International Labor Office's definition of psychosocial hazards (International Labor Organization, 1986) and with the definition of well-being recommended by the World Health Organization (1986)<sup>5</sup>. They are also consistent with the developing literature on personal risk assessment (Cox & Cox, 1993; Cox, 1993; Cox & Griffiths, 1995, 1996). These consistencies and overlaps suggest an increasing coherence in current thinking within occupational health and safety. Variants of this psychological approach dominate contemporary stress theory.

Individual differences play a role towards stress management. Most contemporary theories of stress allow for individual differences in the experience of stress and in how well are coped with, (Payne, 1988)

According to Cox and Griffiths (1996), the distinction between individual differences as components of the appraisal process and moderators of stress – outcome relationship can be easily understood in terms of transactional models of stress. Primary appraisal is by its very nature subject to individual differences. First individual differences may exist in relation to the person's perception of job demands and pressures. Kahn (1974) for example found a modest relationship between objective and subjective measures of role conflict. The objective measures were based on the sum pressures to change behavior as reported by those who had formal influence on the role in question. Further analysis revealed that this relationship largely resulted from those in the sample who were in anxiety proneness.

Various different measures have been established and not all of which strongly interrelate (Arthur et al, 1999, Powell 1987), thus the question operational precision and construct validity. Perhaps of the measurements that have attracted most attention are (i) control and (ii) anger and hostility. The issue of control is important in understanding the nature of behavior. Individuals feel that

there are ways of fighting to maintain control over events which are often seen to be just beyond their grasp are likely to be subjected to stress. Faced with these situations, they expend more time and effort trying to get events under control and never really feel as if they have succeeded (Glass and Singer, 1972). The issue of control and being in control is what differentiates individuals in coping with stress (Kobasa 1979, Weinberg et al, 1999). Indices of anger and hostility have been validated as signals of stress (Matthews et al 1977). Anger and hostility tend to be moderated by host of factors such as age, sex, socio-economic, education status, employment status, medication etc (Powell 1987).

### **Staff Effectiveness**

Several researchers have suggested that the goodness of fit between the person and their (work) environment frequently offers a better explanation of behavior than individual or situational differences. Based on the explicit concept of the Person-Environment Fit, French et al. (1982), identified two basic aspects of fit were identified, the degree to which an employee's attitudes and abilities meet the demands of the job. The extent to which the job environment meets the workers' needs, and in particular the extent to which the individual is permitted and encouraged to use their knowledge and skills in the job setting. It has been argued that stress is likely to occur, and well-being is likely to be affected when there is a lack of fit in either or both respects. Based on this theory, the researcher is concerned to find out job environment and attitudes of the teacher contribution to stress.

Karasek (1979), drew attention to the possibility that work characteristics may not be linearly associated with worker health, and that they may combine interactively in relation to health. He initially demonstrated this theory through secondary analyses of data from United States and Sweden, finding that employees in jobs perceived to have both low decision latitude and high job demands were particularly likely to report poor health and low satisfaction.

Later studies appeared to confirm the theory. For example, a representative sample of Swedish working men was examined for depression, excessive fatigue, cardiovascular disease and mortality. Those workers whose jobs were characterized by heavy workloads combined with little latitude for decision making were represented proportionately on all these outcome variables. The lowest probabilities for illness and death were found among work groups with moderate workloads combined with high control over work conditions (Ahlbom et al, 1977; Karasek, 1981; Karasek et al., 1981). Based on this theory, the researcher will find the kind of management styles in various schools and how they relate to stress effects and management. Do teachers provided with some degree of freedom in carrying out their activities and level of delegation?

### **Theoretical Perspective**

Interaction theories of stress focus on the structural characteristics of the person's interaction with their work environment. Two particular interaction theories stand out as seminal among the various which have offered, the Person-Environment Fit theory of French et al. (1982) and the Demand-Control theory of Karasek (1979). Neither is however without criticism. The other theory of stress is transactional model of 'effort-reward imbalance' which argues that the experience of chronic stress can be best defined in terms of a mismatch between high costs spent and low gains received.

### **Related studies**

#### **The relationship between Work Stress and staff Effectiveness**

The experience of stress is partly dependent on the individual's ability to cope with the demands placed on them by their work and on the way in which they subsequently cope with those demands, and related issues of control and support. Dewe (2000), argue that the nature, structure and effectiveness of individuals' abilities to meet work demands determine on how to cope with any stress. The need for more information on coping is widely recognized by (Dewe,

2000), but relatively less attention has been paid to the need better to understand the concept of work ability or competence, although this is being flagged in relation to ageing research ( Griffiths, Ilmarinen & Rantanen, 1999).

Some of the findings by local researchers such as Olembo et al, (1992) acknowledge that the demands on the teacher change considerably during his career. In view of the continuous renovation and development of teaching knowledge and of the constant change taking place within educational systems, the managing of stress vary with the change in the system.

Okumbe (1998) found that there was a strong indication that most teachers in both primary and secondary schools in developing countries had been conscripted into the teaching professions. This implies that the teaching profession in developing countries has two lots of teachers, those who chose the profession for intrinsic reasons and those who for reasons beyond their control have found themselves in the profession. Those teachers conscripted to teaching face more stress as opposed to those who had interest in teaching hence need for an efficient management system of stress.

Njuguna (2005) argues that a stressed teacher cannot perform effectively and if anything there high chances of him or her being on the wrong side of the school regulations as he or she is characterized with absenteeism, excessive drinking, and poor social relations with authorities.

In light of these effects and problems of stress, the researcher is concerned in finding how stress can be managed to obtain an effective staff.

### **Summary of gaps indentified**

The gaps indentified from the literature review include the geographical gap. This study is embarked on Kiamokoma division, Masaba South District county Kenya. There is no research that has been done on stress in this region. If there is, their time was different because this study was done in 2012 September. If any research was done on the same topic, it may slightly differ because of time frame. Things change from time to time hence some research cannot bring some finding when time is different.

## CHAPTER THREE

### METHODOLOGY

#### Research Design

This study employed the *descriptive survey* design specifically the *descriptive correlation* design. The descriptive correlation will be used to test the significant relationship between the study variables. The exposit factor design will be used to get data that already exists on work stress and staff effectiveness.

#### Research Population

The population of the study comprised of 716 teachers in 9 public secondary schools in Kiamokama Division.

#### Sample Size

This study selected all the 9 schools for the purpose of the study. The schools had a population of 400 staff. The Slovene's formula was used to determine the minimum sample size as shown in table 1.

$$n = \frac{N}{1 + N \alpha^2}$$

N= target population

n= sample size =  $0.05^2$  = (level of significance)

N=716

n= 716

$1 + 716(0.0025)$

**Table 1****Respondents of the Study**

<b>(Selected secondary schools)</b>	<b>Population</b>	<b>Sample Size</b>
Mobamba secondary school	35	21
Mosisa High school	30	18
Riuri Mixed school	90	55
Amasege mixed school	40	25
Mogweko mixed school	70	43
Ramasha secondary	35	21
ST. Lukes Ekwere sec school	40	25
Masimba high school	30	18
Amabuko sec school	30	18
<b>Total</b>	<b>400</b>	<b>245</b>

***Sampling Procedures***

From the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.



## Research Instruments

The research tool that was used in this study included the following: (1) *face sheet* to gather data on the respondents profile (gender and age); (2) *researcher devised questionnaires* to determine the levels of work stress and levels of employee effectiveness. The response modes and scoring are as follows:– 4) strongly agree (3); agree (2); disagree (3); strongly disagree

### Validity

$$CVI = \frac{RQ}{TQ} \text{ Where}$$

$$CVI = \frac{CVI_1 + CVI_2 + CVI_3}{3}$$

$$= \frac{\frac{40}{44} + \frac{42}{44} + \frac{39}{44}}{3}$$

$$= \frac{0.91 + 0.94 + 0.88}{3}$$

$$= 0.92$$

$$= 92\%$$

The questionnaire was valid since 0.92 is above 0.7 (Cronbach's Alpha correlation coefficient)

RQ – Relevant questions

TQ – Total number of questions

Face validity was ensured by subjecting the researcher devised questionnaires to the research specialists who estimated its validity on the basis of their experience. The supervisor and other experts also gave the instrument to see and evaluate it so as to ensure that it is fit to be administered.

### Reliability of the Instruments

The test-retest technique was used to determine the reliability (accuracy) of the researcher devised instruments to 30 qualified respondents, 18 from school Moremani secondary school and Mobamba high school. These respondents were not included in the actual study. In this test- retest technique, the questionnaires was administered twice to the same subjects. If the test is reliable and the trait being measured is stable, the results are considered consistent and essentially the same in both times (Hullock, 1950).

## **Data Gathering Procedures**

### ***Before the administration of the questionnaires***

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. Reproduced more than enough questionnaires for distribution.
5. Select research assistants who assisted in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

### ***During the administration of the questionnaires***

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized on getting back of the questionnaires within fourteen (14) days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

### ***After the administration of the questionnaires***

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

## Data Analysis

Frequency tables and percentage distribution was used to determine the profile of the respondents. The means was used to measure the levels of work stress and staff effectiveness.

To determine whether there was significant relationship between work stress and teachers' effectiveness, Pearson linear correlation coefficient (PLCC) was used to compute the influence of the independent variable to dependent variable.

*The following mean ranges was used for levels of stress ;*

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	high
1.76- 2.50	Disagree	low
1.00-1.75	Strongly Disagree	Very low

*The following mean ranges was used for the level of staff effectiveness;*

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26-4.00	Strongly agree	Very satisfactory
2.51-3.25	Agree	Satisfactory
1.76- 2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	Poor

## Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities will be implemented by the researcher:

1. Seek permission to adopt the standardized questionnaire on self esteem through a written communication to the author.
2. The respondents will be coded instead of reflecting the names.
3. Solicit permission through a written request to the concerned officials of the selected secondary schools included in the study.
4. Request the respondents to sign in the *Informed Consent Form* (Appendix 3)
5. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Present the findings in a generalized manner.

### **Limitations of the Study**

In view of the following threats to validity, the researcher claims an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. *Extraneous variables* which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This chapter consists of the data presentation and summary of findings of the study obtained from the respondents.

Table 2.

#### Respondents' Profile

		Frequency	Percentage
<b>1</b>	<b>GENDER</b>		
	Male	165	67
	Female	80	33
	<b>Total</b>	245	100
<b>2</b>	<b>AGE</b>		
	Below 25	4	2
	26-39	180	73
	40-54	55	22
	55 and above	6	3
	<b>Total</b>	245	100
<b>3</b>	<b>MARITAL STATUS</b>		
	Single	40	16
	Married	190	79
	Widowed	7	2
	Divorced	8	3
	<b>Total</b>	245	100
<b>4</b>	<b>Highest Level of Education</b>		
	Diploma	65	26.5
	Degree	150	62.3
	Masters	30	12.2
	PhD	-	
	<b>Total</b>	245	100
<b>5</b>	<b>Working Experience</b>		
	Below 3 years	65	26.5
	3-7 years	115	47
	8 years and above	65	26.5
	<b>Total</b>	245	100

from table 2, it is evident that the profile of the respondents in respect to gender was such that there were more male teachers (67%) than female (33%), this implies that there exists gender disparity in employment of teachers in this area. As pertains to Age, most teachers are between 26-30 years of age. This formed (73%) whereas very few teachers are below 25 years of age and fewer still are above 55 years of age. Majority of the teacher respondents are married, forming 79% of the total population. More than half of the respondents have bachelors degree. This could be explained by the fact that a basic requirement for teaching in a secondary school is a university degree. Majority of the respondents have between 3-7 years of teaching experience. This can be explained by the fact that most teacher leave teaching for other lucrative ventures after some time.

**Table 3.**  
**Level of Work Stress**

<b>Indicators of work stress</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
<b>Psychological: The respondent;</b>			
Has time pressure to complete his work	3.87	Very High	1
Has inflexible working hours	3.56	Very high	2
Do not make contribution in decision making	3.48	Very high	3
Finds his work unclear because he was given not adequate orientation	3.34	Very high	4
Is given unrealistic and unachievable goals	3.20	High	5
Is so much inconvenienced with his work environment	2.70	High	6
<b>Total</b>	<b>3.36</b>	<b>High</b>	
<b>Social : The respondent;</b>			
Is afraid of the frequent (abrupt) changes in the school policy and programs	3.24	High	1
Is asked for sex favours by superiors for approval of documents or promotion	3.21	High	2
His supervisors do not focus on his positive side as well as his contribution	2.82	High	3
He does not properly understand his responsibilities, functions, level of Authority or performance expectations	2.64	High	4
His always afraid of his supervisors	2.19	Low	5
Is bothered by the uncooperative colleagues at his work place	1.98	Low	6
He does not often take vacation with his family and friends although he badly needs it.	1.88	Low	7
<b>Total</b>	<b>2.56</b>	<b>Low</b>	
<b>Financial: The respondents;</b>			
Is afraid of the irregular payment system by his employers	2.98	High	1
He does not receive fringe benefits from his organization	2.86	High	2
He is un comfortable with the salary he gets here	2.24	Low	3
He is not helped /supported by his supervisor whenever he seeks advice	1.92	Low	4
<b>Total</b>	<b>2.50</b>	<b>Low</b>	
<b>Physiological: The respondent;</b>			
He is afraid of unfair appraisal by his supervisors	2.92	High	1
He faces communication problems at his workplace	2.45	Low	2
He works with a noisy and stinking environment	2.07	Low	3
<b>Total</b>	<b>2.48</b>	<b>Low</b>	
<b>Overall mean</b>	<b>2.67</b>	<b>High</b>	

Table 3 reveals that the overall level of work stress was ranked high with a mean of 2.67. Within the sub constructs, psychological constructs ranked highest with a mean of 3.16. Items that ranked very high include (3.87); I have time pressure to complete my work (3.56), I have inflexible working hours (3.48), I do not make contribution in decision making (3.34). I find my work unclear because I was given inadequate orientation (3.20), whereas, I am so much inconvenienced with my work environment ranked lowest with a mean of (1.98)

The items that ranked high in social aspects include; I am afraid of the frequent (abrupt) changes in the school policy and programs, (3.24), I am asked for sex favors by superiors for approval of documents or promotion (3.21), My supervisors do not focus on my positive side as well as my contribution (2.82), I do not properly understand my responsibilities, functions, level of Authority or performance expectations (2.64). The items that ranked low include; I am always afraid of my supervisors (2.19) and I am bothered by the uncooperative colleagues at my work place (Low) among others.

With respect to financial stress, two items ranked higher; I am afraid of the irregular payment system by my employers (2.98), I do not receive fringe benefits from my organization (2.86), whereas I am uncomfortable with the salary I get here (2.24), and I am not helped /supported by my supervisor whenever I seek advice (1.94) all ranked low

As pertains to physiological stress, only one item ranked high; I am afraid of unfair appraisal by my supervisors, with a mean of (2.92).



**Table 4**  
**Level of Teachers' Performance**

<b>Indicators of staff effectiveness</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
<b>Productivity: The respondents ;</b>			
Efficiently utilizes the school resources/facilities	3.85	Very satisfactory	1
Devote enough time to supervise his student's academic work	3.67	Very satisfactory	2
Devote enough time to carryout research to update himself	2.52	Satisfactory	3
Sets clear objectives for his work	2.49	Fair	4
Bases on students assessment to improve his performance	2.45	Fair	5
Ensures minimum wastage of resources in the course of his work	2.25	Fair	6
<b>Average mean</b>	<b>2.87</b>	<b>Satisfactory</b>	
<b>Punctuality: The respondents;</b>			
Finishes his work/cover syllabus in time	3.19	Satisfactory	1
Meet deadline for submission of work /course and examination results	3.11	Satisfactory	2
Devotes enough time to prepare and attend to his work	2.02	Fair	3
<b>Average mean</b>	<b>2.77</b>	<b>Satisfactory</b>	
<b>Staff/ student relationships: The respondents;</b>			
Feels like part of the family of that school	2.81	Satisfactory	1
Bases on peer assessment to improve on his performance	2.67	Satisfactory	2
Bases on HOD assessment to improve his performance	2.58	Satisfactory	3
Participates in departmental meeting	2.50	Satisfactory	4
Provides guidance and counselling to colleagues and juniors	2.48	Fair	5
Safeguards the school properties	2.44	Fair	6
Devotes enough time to seminar presentation	2.40	Fair	7
Feels as if the schools' problems are his	2.37	Fair	8
Would be happy to spend the rest of his life in this institution	2.20	Fair	9
Participates in community projects and activities	2.07	Fair	10
Even if the institution went down financially he would be reluctant to leave	1.62	Poor	11
<b>Average mean</b>	<b>2.39</b>	<b>Fair</b>	
<b>Record Keeping: The respondents;</b>			
Sets students' exam basing on objectives and class coverage	2.42	Fair	1
Uses suitable and appropriate work methods and materials	2.01	Fair	2
Adequately plans for my work	1.78	Fair	3
Follows his job description while executing his duties	1.62	Poor	4
<b>Average mean</b>	<b>1.95</b>	<b>Fair</b>	
<b>Overall mean</b>	<b>2.49</b>	<b>Fair</b>	

Table 4 reveals the overall level of staff effectiveness at low levels, with a mean of (2.49). The sub constructs within staff effectiveness were such that productivity ranked highest with a mean of 2.87, whereas record keeping ranked lowest with a mean of (1.95). Under staff productivity, I efficiently utilize the school resources/facilities and I devote enough time to supervise my student's academic work ranked very satisfactory with means of (3.85) and (3.67) respectively. The item that ranked satisfactory was that I devote enough time to carryout research to update myself with a mean of (2.52). the items that ranked fair includes I set clear objectives for my work with a mean of (2.49) among others.

As pertains to punctuality, I finish my work/cover syllabus in time ranked satisfactory with a mean of 3.19, whereas I devote enough time to prepare and attend to my work ranked fair with a mean of 2.02.

With respect to staff/student relationships, 4 items ranked satisfactory, including; I feel like part of the family of this school (2.81), and I base on peer assessment to improve on my performance with a mean of (2.67) among others. The remaining items, I provide guidance and counselling to colleagues and juniors (2.48), I safeguard the school properties (2.44), I devote enough time to seminar presentation (2.40), I feel as if the schools' problems are mine (2.37), I would be happy to spend the rest of my life in this institution (2.20) and I participate in community projects and activities (2.07) all ranked fair except, even if the institution went down financially I would be reluctant to leave that ranked poor with a mean of (1.62).

With respect to record keeping, 3 items ranked fair including; I set students exam basing on objectives and class coverage (2.42), I use suitable and appropriate work methods and materials (2.01) and I adequately plan for my work (1.78). only one item ranked poor ; that I follow my job description while executing my duties with a mean of (1.62)

**Table 5:**

**Relationship between work stress and staff effectiveness**

<b>Variables correlated</b>	<b>Mean</b>	<b>R value</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision on Ho</b>
Level of work stress vs Level of teachers' effectiveness	2.67 2.49	0.007	0.000	Significant correlation Positive	Rejected

*Source: Primary data (2012)*

The r-value ( $r = 0.007$ ,  $sig = 0.000$ ) in table 6 indicated that there is a significant correlation between the level of work stress and the level of teachers' effectiveness in secondary schools in Kiamokama division. The significant value indicates that the two variables (level of Work stress and level of teachers' effectiveness) are significantly correlated (significance is less than 0.01, which is the maximum significance value to declare a significant relationship).

Of course, the higher the stress levels at work, the lower the teachers perform. Data analysis using Pearsons' Linear Correlation Coefficient showed that there was a significant correlation between the level of work stress (independent variable) and the level of teachers' effectiveness (dependent variable) in selected secondary schools in Kiamokama division where the r value is 0.007 and significance is 0.000.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

#### Introduction

This chapter consists of conclusion and recommendations based on the findings of the study. Recommendations for further study are also given.

#### Findings

1. In line with the respondents' profile, gender was such that there were more male teachers (67%) than female (33%), this implies that there exists gender disparity in employment of teachers in this area. As pertains to Age, most teachers are between 26-30 years of age. This formed (73%) whereas very few teachers are below 25 years of age and fewer still are above 55 years of age. Majority of the teacher respondents are married, forming 79% of the total population. More than half of the respondents have bachelors degree. This could be explained by the fact that a basic requirement for teaching in a secondary school is a university degree. Majority of the respondents have between 3-7 years of teaching experience. This can be explained by the fact that most teacher leave teaching for other lucrative ventures after some time.
2. Objective two revealed that the overall level of work stress was ranked high with a mean of 2.67. Within the sub constructs, psychological constructs ranked highest with a mean of 3.16. Items that ranked very high include (3.87); I have time pressure to complete my work (3.56), I have inflexible working hours (3.48), I do not make contribution in decision making (3.34). I find my work unclear because I was given inadequate orientation (3.20), whereas, I am so much inconvenienced with my work environment ranked lowest with a mean of (1.98)

The items that ranked high in social aspects include; I am afraid of the frequent (abrupt) changes in the school policy and programs, (3.24), I am asked for sex favors by superiors for approval of documents or promotion (3.21), My supervisors do not focus on my positive side as well as my contribution (2.82), I do not properly understand my responsibilities, functions, level of Authority or performance expectations (2.64). The items that ranked low include; I am always afraid of my supervisors (2.19) and I am bothered by the uncooperative colleagues at my work place (Low) among others. With respect to financial stress, two items ranked higher; I am afraid of the irregular payment system by my employers (2.98), I do not receive fringe benefits from my organization (2.86), whereas I am un comfortable with the salary I get here (2.24), and I am not helped /supported by my supervisor whenever I seek advice (1.94) all ranked low. As pertains to physiological stress, only one item ranked high; I am afraid of unfair appraisal by my supervisors, with a mean of (2.92).

3. Objective three found out that overall level of staff effectiveness at low levels, with a mean of (2.49). The sub constructs within staff effectiveness were such that productivity ranked highest with a mean of 2.87. Whereas record keeping ranked lowest with a mean of (1.95). Under staff productivity, I efficiently utilize the school resources/facilities and I devote enough time to supervise my student's academic work ranked very satisfactory with means of (3.85) and (3.67) respectively. The item that ranked satisfactory was that I devote enough time to carryout research to update myself with a mean of (2.52). The items that ranked fair includes I set clear objectives for my work with a mean of (2.49) among others. As pertains to punctuality, I finish my work/cover syllabus in time ranked satisfactory with a mean of 3.19, whereas I devote enough time to prepare and attend to my work ranked fair with a mean of 2.02. With respect to staff/student relationships, 4 items ranked satisfactory, including; I feel like part of the family of this school (2.81), and I base on peer assessment to improve on my performance with a mean of

(2.67) among others. The remaining items, I provide guidance and counselling to colleagues and juniors (2.48), I safeguard the school properties (2.44), I devote enough time to seminar presentation (2.40), I feel as if the schools' problems are mine (2.37), I would be happy to spend the rest of my life in this institution (2.20) and I participate in community projects and activities (2.07) all ranked fair except, even if the institution went down financially I would be reluctant to leave that ranked poor with a mean of (1.62). With respect to record keeping, 3 items ranked fair including; I set students exam basing on objectives and class coverage (2.42), I use suitable and appropriate work methods and materials (2.01) and I adequately plan for my work (1.78). only one item ranked poor ; that I follow my job description while executing my duties with a mean of (1.62)

4. The r-value ( $r = 0.007$ ,  $sig = 0.000$ ) in table 6 indicated that there is a significant correlation between the level of work stress and the level of teachers' effectiveness in secondary schools in Kiamokama division. The significant value indicates that the two variables (level of Work stress and level of teachers effectiveness) are significantly correlated (significance is less than 0.01, which is the maximum significance value to declare a significant relationship). Of course, the higher the stress levels at work, the lower the teachers perform. Data analysis using Pearsons' Linear Correlation Coefficient showed that there was a significant correlation between the level of work stress (independent variable) and the level of teachers' effectiveness (dependent variable) in selected secondary schools in Kiamokama division where the r value is 0.007 and significance is 0.000.

## **Conclusion**

Basing on the purpose of the study, the following conclusions were reached at;

1. In testing the null hypothesis of no significant relationship between work stress and staff effectiveness, the study refuted this hypothesis and

accepted its alternate that indeed there is a strong negative relationship between work stress and teachers' performance.

2. The study also validated the demand-control theory of Karasek (1979).
3. Data on the study variables was generated data for further studies and also a lot of literature was added to the existing body of knowledge on work stress and staff effectiveness.

### **5.3 Recommendation**

Based on the findings above, school administration, the employer and teachers themselves should work in a way to minimize stress where necessary since stress impacts negatively on staff effectiveness. A further research should be carried out to find out the extent of the various factors of stress' contribution to staff ineffectiveness and how they can be lessened.

In addition, a research should be carried out to find the levels of stress and its impact on staff effectiveness based on gender, age, experience, nature of school.

### **Areas for further research**

1. Predictors of performance in Kenya Certificate of Secondary School Exams
2. Use of Information Technology and Teachers' performance
3. Management style of the Head teacher and Staff productivity

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**APPENDIX I**  
**Transmittal letter**



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

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Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION  
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: April 26, 2012

**RE: REQUEST FOR JARED N. BORUMA MED/S0887/102/DE  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Education in Educational Administration and Management.


He is currently conducting a research entitled "**Work Stress and Staff Effectiveness in Selected Secondary School in Kiamokama Division Masaba South Kenya.**"

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

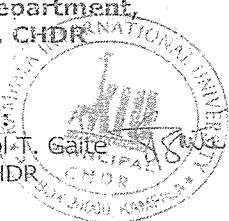
Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

  
Dr. Fred Ssemugenyi  
Head of Department,  
Education, CHDR

**NOTED BY:**  
Dr. Sofia Sol-T. Gaito  
Principal-CHDR



*"Exploring the Heights"*

## APPENDIX II

### Research instrument

#### Questionnaire on work stress and staff effectiveness in Kiamokama division Secondary schools

---

Dear Sir/Madam,  
Greetings!!

I am a Candidate for Master of Educational management and Administration at Kampala International University with a dissertation on **Work stress and Staff effectiveness in Kiamokama Division Secondary schools**. As I pursue to complete this academic requirement, may I request your assistance by being part of this study?

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be for academic purpose only and will be kept with utmost confidentiality.

May I retrieve this questionnaire in 1 week after you receive it? Thank you very much in advance.

Yours faithfully

Master's Candidate

---

**APPENDIX 111**

**FACE SHEET: PROFILE OF THE RESPONDENTS**

Code# ..... Date received by respondent.....

**Gender:**

Male (a

Female (b

**Age:**

Below 25

26-39

40-54

55 & above

**Marital Status**

Single

Married

Divorced

Widowed

**Highest Level of education**

\_\_\_1. Diploma

\_\_\_2. Degree

\_\_\_3. Masters

\_\_\_4. PhD

## Working experience

Below 3yearsrs

3 - 7years

8yearsrs & above

## SECTION B: EXTENT OF WORK STRESS

Please respond to the options and kindly be guided with the scoring system below. Please write your rating in the space provided before each item.

Score	Response Mode	Interpretation
4	Strongly Agree	I agree with no doubt at all
3	Agree	I agree with some doubt
2	Disagree	I disagree with some doubt
1	Strongly disagree	I disagree with no doubt at all

## Psychological

\_\_\_ 1. Has time pressure to complete my work

\_\_\_ 2. Is so much inconvenienced with my work environment

\_\_\_ 3. Finds his work unclear because he was given inadequate orientation

\_\_\_ 4. Has inflexible working hours

\_\_\_ 5. Is given unrealistic and unachievable goals

\_\_\_ 6. Does not make contribution in any decision

## **Social**

- \_\_\_ 7. Rarely take vacation with his family and friends although he badly needs it
- \_\_\_ 8. Is always afraid of his supervisors
- \_\_\_ 9. Is bothered by the uncooperative colleagues at his work place
- \_\_\_ 10. Is afraid of the frequent (abrupt) changes in the university policy and Programs
- \_\_\_ 11. Is asked for sex favors by superiors for approval of documents or promotion
- \_\_\_ 12. His supervisors focuses on his negative side without recognizing any of his contribution
- \_\_\_ 13. Does not properly understand his responsibilities, functions, level of authority or performance expectations

## **Financial**

- \_\_\_ 14. Is uncomfortable with the salary he gets here
- \_\_\_ 15. Is afraid of the irregular payment system by his employers
- \_\_\_ 16. He hardly receives fringe benefits from his my organization
- \_\_\_ 17. Is not helped /supported by his supervisor whenever he seek advice



## **Physiological**

- \_\_\_ 18. Is afraid of unfair appraisal by his supervisors
- \_\_\_ 19. He faces a communication problem at his workplace
- \_\_\_ 20. Works in a noisy and stinking environment

## **SECTION C: LEVEL OF STAFF EFFECTIVENESS**

### **Productivity**

- \_\_\_ 1. Devotes enough time to supervise his student's academic work
- \_\_\_ 2. Devotes enough time to carryout research to update himself
- \_\_\_ 3. Sets clear objectives for his work
- \_\_\_ 4. Bases on student's assessment to improve his performance
- \_\_\_ 5. Ensures minimum wastage of resources in the course of his work
- \_\_\_ 6. Efficiently utilize the school resources/facilities

### **Punctuality**

- \_\_\_ 7. Devotes enough time to prepare and attend to his work
- \_\_\_ 8. Finishes his work/cover syllabus in time
- \_\_\_ 9. Meets deadline for submission of work /course and examination results

### **Staff/ student relationships**

- \_\_\_10. Devotes enough time to seminar presentation
- \_\_\_ 11. Feels like part of the family of this school
- \_\_\_12 Feels as if the schools' problems are his
- \_\_\_13 Would be happy to spend the rest of his life in this institution
- \_\_\_14. Even if the institution went down financially he would be reluctant to  
leave
- \_\_\_15. Bases on HOD assessment to improve his performance
- \_\_\_16. Bases on peer assessment to improve on his performance
- \_\_\_ 17. Safeguards the school properties
- \_\_\_ 18. Provides guidance and counseling to colleagues and juniors
- \_\_\_ 19. Participates in community projects and activities
- \_\_\_ 20. Participates in departmental meeting

### **Record keeping**

- \_\_\_ 21. Follows his job description while executing his duties
- \_\_\_ 22. Uses suitable and appropriate work methods and materials
- \_\_\_ 23. Adequately plan for his work
- \_\_\_24. Sets students exam basing on objectives and class coverage

### **Thank you for your cooperation**

**APPENDIX IV**

**INFORMED CONSENT**

I am giving my consent to be part of the research study of Boruma Nyabera Jared that will focus on Work Stress and Staff Effectiveness in Selected Secondary Schools In Kiamokama Division Masaba South District Kisii County.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: \_\_\_\_\_

Date: \_\_\_\_\_

## CURRICULUM VITAE

Name : Boruma Nyabera Jared  
Telephone no : +254727517811  
Address : Moremani sec school  
P.O. Box 1962-40200 Kisii  
Date of birth : 12-12-1967  
Citizenship : Kenyan  
Gender : Male  
Marital status : Coupled  
Religion : Christian  
Language : English, Kiswahili & Ekegusii  
Physical data : Height 5.4 weight 76kg

### Career aspiration

To secure a challenging and rewarding job either in local or international organization in all endeavor to improve and serve for the betterment of the organization and the society in aspects of my life on earth.

### Education background

Year	Institution	Level	Grade/Course
2010-2012	Kampala International University	Masters	ADM AND MGT
1990-1994	Kenyatta university	Bachelors	B.ED
1987-1989	Nyanturago high	A-level	K.A.C.E.
1981-1986	Nyanturago high	O-level	K.C.E.
1973-1980	Riuri primary	Primary	C.P.E

**Ability:** Able to listen and communicate carefully and converting knowledge gained into actual definite solutions.

### Working experience (employment)

TSC number 350224

Years	School	Duty
1994-1997	Kerongeta sec.	Assistant teacher

1997-2001	Gesicho sec	Assistant teacher
2001-2002	Riuri mixed sec	Acting principal
2002-2010	Riuri mixed sec	Principal
2010 to date	Moremani P.A.G. sec	Principal

**Subject teaching-** *major* Kiswahili, *minor* Christian Religious Education(CRE)

Co-curricular responsibilities

1987-2001	Overall games teacher and volley ball couch
2009-2010	Elected divisional sports chairman (Masimba division)
2011todate	Elected sports chairman (Masaba South District)

### Present duties

- Formulating educational plans and developing strategies for the institution
- Initiating and conducting educational courses, conferences, seminars and workshops for capacity building of my workmates
- Prepare estimates of the recurrent development expenditure for the institution as secretary of the board
- Plan and organize games(sports) activities for my school and the district etc
- **Personal interests(hobby)**
- Reading, sports, guidance and counseling, music, writing Kiswahili poems,

**Immediate supervisor:** District Education Officer (D.E.O.) Masaba South Mr.Jucton Gangre

### Referees

D .E .O. MASABA SOUTH  
P.O. BOX 757- 40202, KEROKA  
PHONE +254723261811

CHAIRMAN KSSHA  
DOUGLAS OKEMWA MOROTI  
PHONE +254727914483

I certify that the information given is correct and true to the best of my knowledge

SIGN.....*Jared N. Boruma*.....DATE...*17/9/2012*...BY JARED N. BORUMA

