Teachers' Stress Level as a Correlate of Deviant Behaviours among Form Two Students in Machakos County, Kenya

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ABSTRACT

Deviant behaviors among secondary school learners have continued to be a global issue and Machakos County is not exceptional. There are limited Studies showing the relationship between teacher level of stress and students' deviant behaviors. This study was designed with the aim of exploring whether students' tendency to engage in deviant behaviors is related to teacher levels of stress. The Cultural Deviance theory by Shaw and Mckay which views deviant behavior as a result of escape from freedom was used. The researcher used a correlational research design. The target population was 53 public secondary schools with 280 teachers. The study's locale as well as the targeted schools were purposively selected. The sample from which data was gathered comprised of 160 teachers. The number of participants in each school was sampled proportionately. Stratified sampling technique helped in grouping the schools into distinct categories from which sample size was drawn from. The questionnaire which the researcher adapted from an existing instrument was filled to yield the data for the research. Piloting was done before the main data collection exercise to ascertain the validity of the adapted tool and enable testing the appropriateness of the data analysis technique. Quantitative data was analyzed through Statistical Package for Social Sciences (SPSS) (Version26). Pearson product moment correlation was applied to test the null hypothesis. The study found out that the higher the levels of teacher's stress the higher the student's deviant behavior and the lower the levels of the teacher stress the lower the student's deviant behavior (152) =.49, p=00. The study concluded that teachers' gender and working experiences were not significant predictors of students' deviant behavior. The R Square value indicated that the predictor variable (teacher level of stress) accounted for about 53% of the total variance in students' deviant behavior. The study recommended that there was need to effectively implement teacher performance, appraisal, and development fully and facilitate capacity building to ensure that the teachers' efficacy skills were improved to reduce students' deviant behavior in secondary schools.

Key words: Correlate, Deviant Behaviour, Life Skills Education, Stress Level, Students' Discipline

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I. INTRODUCTION

Student's deviant behaviors in secondary schools are a major concern which has drawn attention of many educational stakeholders all over the world (Gutuza & Mapolisa, 2015). From a social perspective, deviance is acting or behaving in a manner that violates social norms, including a formally enacted rule (Clinard & Meier, 2011). Culturally, deviance involves engaging in behavior that contradicts what societal and cultures usually consider unacceptable. Despite many views, there is a common understanding that deviant behavior has to do with violation of societal norms deviant behavior as behavior that is opposed to normal social relationship.

Deviance manifests itself in various forms in different schools. From the research, most identified forms of student deviant behaviors include among others bullying, drug and alcohol abuse, vandalism, fighting, stealing and arson attacks (Ali et al.,2014). Students' deviant behaviors in secondary schools have been attributed to many causes in the past. The factors identified most frequently in existing research include school environments, peer pressure, poor parenting, media, teaching experience, teacher self-efficacy, stress levels and affect (Louis,2017).

Globally, researchers have attempted to relate teacher characteristics with student's deviant behaviors. One of these teacher characteristics is teacher levels of stress which have been found to be a good predictor of student's deviant behaviors globally. According to Skaalvik and Skaalvik (2015), teacher stress level can be caused by the workload, administrative pressure, lack of resources among other things. Teachers from different nations have reported elevated levels of stress (Skaalvik & Skaalvik, 2015). A relationship was found to exist between teacher levels of stress and student's behaviors when the two variables were studied in Turkey and Netherland (Harmsen et al., 2017). However, there are a few studies on how teacher levels of stress related to student's deviant behaviors in Kenya. In Machakos County, researchers have attempted to study student's deviant behaviors. Studies done by Ndeto (2015) and Musau (2015) studies indicated that secondary school students manifested various deviant behaviors. According to these two studies, students' deviant behaviors were related to their social environment such as teachers as well as students' involvement by the teachers in formulating school rules and regulations. Therefore, the purpose of

this study was to determine how student tendencies to engage in deviant behaviors are related to teacher levels of stress.

1.1 Statement of the Problem

The government has devised measures to address the vice among them: life skills Education, guidance and counselling programs, mentorship programs. In 2018, the government introduced and assigned a National Education Management Information System (NEMIS) number to every student. The government issued directives that students implicated in indiscipline should be electronically profiled and their record stored in their NEMIS number portal (Nekesa, 2018). Efforts towards addressing the situation have also been made through studies which reveal that teacher affect is a good predictor of students' deviant behaviors. However, little has been done to establish how teacher self-efficacy and levels of teacher stress relate to students' deviant behaviors. Since these teacher characteristics have been found to significantly be related to student's deviant behaviors in Nairobi and Makueni counties, there was need to determine whether these teacher characteristics relate to students' deviant behaviors in Machakos County. Other schools have tried guidance and counselling in an effort to avert this situation. Students' deviant behavior has caused untold suffering to education progress and specifically to students and parents. They attract heavy fines, expulsion and above all academic poor performance.

1.2 Research Objectives

The study aimed at establishing how teachers' level of stress relates to the students' deviant behavior. The following hypothesis guided the study:

1.3 Research Hypothesis

Ho_1: There is a significant relationship between teacher levels of stress and the students' deviant behavior.

II. LITERATURE REVIEW

2.1 Empirical Review

Hecker et al. (2018) carried a study in Tanzania investigating whether teachers' stress can lead to an increase in ferocious disciplining of students in secondary schools. The study used a sample size of 173 teachers. Structural equation modelling was used. The researcher established that teachers' attitudes towards work and their stress burden can influence how they discipline the students. Violence disciplining can be a source of students' deviant behavior. There was need therefore to carry out a study in Kenya using correlational research design to explore the relationships between the variables.

A study that was done by Kimama et al. (2022) investigated teacher's stress and burnout on their professional performance in public secondary schools in Kenya. The target population was 240 secondary school teachers and 20 principals who were randomly drawn from 20 schools. A descriptive survey design was used. Data was collected through questionnaires helped to gather data from experienced teachers. It was found out that a significant majority of teachers (81.9%) acknowledging the influence of stress on their performances. The study illustrates the adverse effects reported by teachers including lack of concentration on student's behavior. This study however gathered in formation from teachers' and principals using descriptive surveys design and therefore there was a need for investigating the association by studying the correlation between the teachers' level of stress and student deviant behavior involving 160 teachers only and using questionnaires to see whether similar results will be obtained.

Răducu and Stănculescu (2022) did a study in Turkey, established a positive and significant relationship between teachers' stress and students' deviant behavior. The study involved health workers 310 and fear of COVID-19 scale. The questionnaire was shared with the participants through electronic platforms such as WhatsApp and e-mail because of infection control and prevention measures taking place due to pandemic. Participants were invited to join the study through a link and if they did not choose the option the survey ended due to its design. The current study addressed this gap by use of self-administered questionnaires which did not require use of electronic platforms in order to reach the participants.

Sainz et al. (2021) did a correlational study in Spain to establish the link between authentic leadership, organizational dehumanization and stress at work. The sample size was 930 organizational workers. The results indicated that higher authentic leadership predicted stress at work and thus low self-efficacy. However, the study was conducted using leadership questionnaires and a sample from the organization. Therefore the current study will engage workers from the school setup (teachers) and correlational research design to examine the relationship between teacher level of stress and students' deviant behavior.

2.2 Theoretical Review

The theory of cultural deviance by Shaw and Mckay (1942) which guided this study states that deviant behavior results in crime as a normal response to the social, structural and cultural characteristics of a community. This theory explains that people are not born deviant, but they are influenced by the surrounding environment. Shaw and McKay explain that there are three key principles in this theory. The first principle is cultural transmission which explains that virtues and vices are passed on from one generation to another. The second principal is social Environment influence which states that peoples' behavior is influenced by the other people that they live with other than the laws or the standards of the society. The third principle suggests conflict leads people to engage in behaviors that said to be deviant by the society.

This theory follows a concentric zone model, where crime incidents are more pronounced at the center and decreases as the population fans out. The following zones are listed from the center to the outward circle, and they include business district, the transitional zone, the working class zone, the residential zone and the commuter zone. The cultural deviance theory also explains that poverty, ethnic diversity, lack of enough resources, heavy workloads and family disruption were some of the causes of deviant behaviors among the society. The theory also explains that there are home related factors that cause deviant behaviors among the society like single parenthood.

III. METHODOLOGY

The study used a correlational research design. This design is suitable in investigating the relationships between variables where the manipulation of independent variables is not possible. Correlational design was considered appropriate since it is suitable for describing relationships and making predictions. The strength and direction of the relationship between the variables was described by use of regression coefficients. Pearson's correlation coefficient was also conducted to describe the strength of a correlation between variables.

3.1 Locale of the Study

The study was conducted in Machakos County and specifically in in Masinga Sub-County. The researcher chose the locale based on the fact that some deviancy among secondary school students has been reported. A report by the Machakos County Education Office showed that eleven schools experienced riots and destruction of school property in the year 2022. Fifteen schools were closed and others sent on early midterm break because of different types of indiscipline ranging from destruction of school property, boycotting of examinations and drugs and substance abuse. The choice of Masinga Sub- County was also informed by a research that was conducted by Kaluku et.al (2020) which recommended for further studies to explore the field of management of students discipline through in-cooperating other factors not included in the study like teacher characteristics and how they correlate with students' deviant behaviors.

3.2 Sampling Technique

The researcher selected Masinga sub-county and the public secondary schools by use of purposive sampling. Stratified random sampling was used to select the schools in order to ensure that each school category was represented. Proportionate sampling guided in determination of how many participants were to be drawn from each school. For the actual selection of respondents who participated in the study, simple random sampling was used. A sample of 280 participants was used (90male teachers 70 female teachers and 160 students)

3.3 Research Instruments

In this study questionnaire was used as the research tool.

3.3.1 Questionnaire

The questionnaire which was used to collect the data consisted of two sections. Section A collected information on demographic data of the participants, section B collected data on teacher levels of stress.

3.3.2 Perceived Stress Scale (PSS)

This scale was authored by Cohen in 1994. The scale measures the degree to which situations in one's life is appraised as stressful. The established internal consistency reliability of the scale was.79. (Robertiet.al.,2006). The scale has five-point values ranging from 0=Never,1=Almost Never, 2=Sometimes 3=fairly often and 4=Very often. Scores are obtained by reversing response (0=4,1=3,2=2,3=1 and 4=0) to the four positively stated items (items 4,5,7 and 8) and then summing across all scale items.

3.4 Data Collection Procedure

The researcher got the research authorization permit from the National Council for Science, Technology and Innovation (NACOSTI). Afterwards the Sub-County director of Education was informed of the intention to conduct the research. The principals of the selected schools were also informed of the intention and appointment booked. The administration of the questionnaires was done during tea or lunch breaks and any other time the researcher agreed with the administration. The researcher took about 20 minutes to explain to the respondents what were required to do. Once they indicated that they understood what they were required to do, they were allowed to complete the questionnaires and respond to interview questions. After respondents were through with filling the questionnaires, the research collected them on the same day. This technique was appropriate for this study because the researcher intended to gather information within the shortest time possible.

3.5 Data Analysis Technique

After collecting data, scoring and coding of the data was done. Data was cleaned and thoroughly checked to ensure that no elements were omitted, there were no outliers and test for assumptions were met. Descriptive analysis was used to summarize, organize and simplify data using a combination of tabulated description (tables, graphs) and inferential statistics was used to make the judgment. These tests were done using Statistical Package for Social Sciences (SPSS)(Version21).

IV. FINDINGS & DISCUSSION

4.1 Response Rate

As shown in Table4.1, the results offer an insight that the response rate varied depending on the gender with the males having a higher response rate represented by 96% while their female counter parts were represented by 94% of the total respondents. The overall response rate for this study was 94%. Mugenda and Mugenda (2003) stated that if the rate of responding reaches or exceeds 70%, such information is excellent for data analysis and reporting. Hence, with the overall rate of response being 94%, the data collected in this study was adequate for data analysis and reporting Table 1.

Table 1

Questionnaire Return Rate

Respondent	Questionnaires Administered		Return Rate	
Teachers	Gender		Gender	
	Male	Female	Male	Female
	90	70	86(96%)	66(94%)
Total	**160**		**152(94%)**	

Source*: Masinga Sub-county Office of Education*
Note:*(%) percentage*

4.1.2 Gender of the Respondents

Administration of the questionnaires was done proportionately to teachers of both genders to facilitate generalization of the results for this study across all genders. The data given in Table 2 show the gender representation.

Table 2

Gender of the Respondents

Gender		Frequency	Percent
	Female	66	43.4
	Male	86	56.6
	Total	**152**	**100.0**

The results in Table 2 have indicated that majority of those who participated in completing the questionnaires were male teachers represented by 56.6% while female teachers were represented by 43.3%. The gender difference in representation was marginal and therefore the disparity could not have much effect on the interpretation of the obtained findings. Therefore, the disparity was disregarded.

Table 3
Gender and School Type Cross-Tabulation

		Gender		Total
		Female	Male	
School category	Boys boarding	31(20.4%)	15(9.9%)	46(30.3%)
	Mixed boarding	10(6.6%)	26(17.1%)	36(23.7%)
	Mixed day	14(9.2%)	14(9.2%)	28(18.4%)
	Girls Boarding	11(7.2%)	31(20.4%)	42(27.6%)
Total		**66(43.4%)**	**86(56.6%)**	**152(100%)**

Table 3 shows that female teachers from Boys' boarding category were the majority represented by 20.4% while male teachers were represented by 9.9%. In the Mixed boarding category, the male teachers were the majority represented by 17.1% while the female teachers were represented by 6.6%. For the Mixed day category, there was equal representation of the male and female teachers, each represented by 9% of the respondents. In the Girls' boarding category, the male teachers were the majority represented by 20.4% while their female counterparts were represented by 7.2%. In overall, the Boys' boarding teachers were the majority in this study, represented by 30.3%, followed by Girls' boarding teachers at 27.6%, then the mixed boarding teachers at 23.7%. The minority were the teachers from mixed day category represented by18.4%.

The descriptive statistics of working experience for the participants were obtained to determine the lowest, highest and the mean scores as well as the standard deviation. The outcome of the analysis was as given in Table 4.

Table 4
Descriptive Statistics of Working Experience of the Respondents

	N	Min	Max	Mean	*SD*
Working experience	152	2.00	21.00	6.93	3.46

From Table 4, the lowest score obtained was 2 with the highest score being 21. The mean of the scores stood at 6.93 with a standard deviation of 3.46 indicating that the high number of teachers who completed questionnaires to yield data forth is study had a working experience of approximately 7 years.

The descriptive regarding the duration of teaching of the respondents was also obtained by gender. Table 5. displays the generated results.

Table 5
Descriptive Statistics of Working Experience of the Respondents by Gender

Gender	*N*	Min	Max	Range	Mean	*SD*
Female	66	2.00	18.00	16.00	6.63	3.29
Male	86	3.00	21.00	18.00	7.16	3.57
Total	152	2.00	21.00	19.00	6.93	3.45

Table 5 shows that female respondents recorded scores whose values were spread from 2 to 18. Their mean score stood at 6.63 (S.D=3.30). For the male respondents, the lowest score was 3 with the highest being 21 while the mean score was 7.16 (S.D=3.57). The findings obtained in this analysis shows that male teachers had participants with the longest working experience of 21 years compared to that for the female teachers which stood at 18years.

In order to evaluate the significance of the mean differences in working experiences and determining whether the differences affect the overall interpretation of the results, independent samples T-test was conducted and the outcomes of the test are given in Table 6.

Table 6
Independent Samples T-test

	t	df	Sig.(2-tailed)
Equal variances assumed	-0.93	150	0.35
Equal variances not assumed	-0.94	144.92	0.35

The statistics in Table 6 reveal that the mean differences in teachers' working experience that exist in male and female teachers were not statistically significant, t (150) =-0.93, *p*>.05. This implies that the mean gender differences that were evident in the working experience did not significantly affect the overall mean score of the entire sample size.

The descriptive statistics of working experience of the teachers were also analyzed by their school category. The analyzed figures are given in Table 7.

Table 7
Descriptive Statistics of Working Experience of the Respondents by School Category

School Category	N	Min	Max	Range	Mean	SD
Boys boarding	46	2.00	14.00	12.00	6.34	2.67
Mixed boarding	36	4.00	16.00	12.00	6.61	2.91
Mixed day	28	3.00	12.00	9.00	6.39	2.19
Girls Boarding	42	2.00	21.00	19.00	8.21	4.83
Total	**152**	**2.00**	**21.00**	**19.00**	**6.93**	**3.45**

As indicated in Table 7, the participants in the category of Girls' boarding obtained a mean score of 8.21(*SD*=4.83) which was rated as the highest among the categories. The scores in this category varied from 2 to 21. The Mixed boarding followed with a mean score of 6.61 (*SD*=2.91). Their minimum score was 4 (which was the highest minimum score) while the maximum score stood at 16. The Mixed day followed closely with a mean score of 6.39 (*SD*=2.19) with the category's scores being spread from 3 to12. The maximum score for this category was the lowest recorded among the four school categories. This indicates that the teachers take shorter time teaching in the schools which are grouped in this category. A mean score of 6.34 (*SD*=2.67) that was rated as the least was obtained by Boys' boarding school. Their minimum score stood at 2 while their maximum was 14.

The study's objective was to establish whether there is a relationship between teacher's level of stress and students' deviant behavior. This objective was achieved by carrying out the following analyses.

4.2 Description of the Teacher's Level of Stress
The descriptive statistics of the teacher's level of stress were obtained to determine the minimum score, maximum score, the range, the mean score, and standard deviation, coefficient of skewness and kurtosis coefficient. The results are presented in Table 8.

Table 8
Description of the Teacher's Level of Stress

	N	Range	Min	Max	Mean	SD	Sk	Kur
Teacher Stress	152	28.00	18.00	46.00	30.03	4.90	.11	-.03

The results in Table 8 indicates that the minimum score obtained for the teacher's level of stress was 18 which was way above the expected minimum value of 10, while the maximum was 46 which was slightly below the expected value of 50. The mean score stood at 30.03 with a standard deviation of 4.90. This demonstrates that the teacher's level of stress score was average. The coefficient of skewness was .11, indicating a distribution that was approximately symmetric. The kurtosis coefficient was-.03 which implied that the distribution was platykurtic.

The descriptive statistics of teacher's stress was also obtained by gender to determine whether there exist gender differences and the results represented in Table 9.

Table 9
Descriptive Statistics of Teacher's Stress by Gender

Gender	N	Min	Max	Range	Mean	SD
Female	66	19.00	46.00	27.00	30.27	5.01
Male	86	18.00	40.00	22.00	29.84	4.84
Total	**152**	**18.00**	**46.00**	**28.00**	**30.03**	**4.90**

Table 4.9. shows that the female teachers recorded the highest mean score of 30.27 (*SD*=5.01) with a minimum score of 19 and a maximum of 46. Their male counter parts obtained a mean score of 29.84 (*SD*=4.84) with a minimum score of 18 and a maximum of 40. To determine whether these mean differences were statistically significant, independent samples T-test was conducted. The results are presented in Table 10.

Table 10
Independent Samples T-test for Teacher's Stress and Gender

		T	Df	Sig.(2-tailed)
Teacher Stress	Equal variances assumed	0.54	150	0.01
	Equal variances not assumed	0.54	137.57	0.01

From Table10, the results reveal that the mean differences for the teacher's stress were statistically significant, *t* (150) =0.54, *p*<.05. This implies that the teacher's stress differed greatly based on gender.

The descriptive statistics of teacher's stress was also obtained by the school category to determine if the teachers' stress can be associated in any way to the type of school they came from. The results are presented in Table 11.

Table 11
Descriptive Statistics of Teacher's Stress by School Category

School Category	*N*	Min	Max	Range	Mean	*SD*
Boys boarding	46	19.00	46.00	27.00	29.84	5.58
Mixed boarding	36	22.00	40.00	18.00	31.47	4.38
Mixed day	28	18.00	40.00	22.00	28.75	4.58
Girls Boarding	42	20.00	37.00	17.00	29.83	4.59
Total	**152**	**18.00**	**46.00**	**28.00**	**30.03**	**4.90**

Table 11 shows that teachers from mixed boarding schools obtained the highest mean score of 31.47 (4.38) with a minimum score of 22 and a maximum of 40. Teachers from Boys' boarding followed with a mean score of 29.84 (*SD*=5.58). They had a minimum score of 19 and a maximum of 46. The teachers from Girls' boarding came third with a mean score of 29.83 (SD=4.59). They obtained a minimum score of 20 and a maximum of 37. The Mixed day obtained the lowest mean score of 28.75 (*SD*=4.59) with a minimum score of 18 and a maximum of 40. To establish if the mean differences were significant, ANOVA was used. The results are presented in Table 12

Table 12
ANOVA Test for Differences in Teachers Stress

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	123.90	3	41.30	1.74	.16
Within Groups	3507.990	148	23.70		
Total	3631.895	151			

The outcomes in Table 12 indicates that the mean differences noted in Table 12 were not statistically significant, *F* (3,148) =1.74, *p*>.05.The value of the sum of the squares within the group was small indicating a small degree of variability from the mean.

The teachers' stress was categorized into two levels as either low or high and their frequencies obtained. Table 13: below presents the results.

Table 13
Levels of Stress of Teachers

	Frequency	Percent
Low	87	57.2
High	65	42.8
Total	**152**	**100**

The results in Table 13 reveal that the teachers with low level of stress were the majority represented by 57.2% while those with high level of stress were represented by 42.8%. The researcher went further to obtain the mean scores of students' deviant behavior based on the teachers' stress levels. The results are presented in Table 14

Table 14
Levels of Teachers' Stress and Deviant Behaviour

Stress Levels	*N*	Deviant behaviour Mean	*SD*
Low	87	49.29	7.29
High	65	55.69	8.87
Total	152	52.03	8.58

The teachers with high level of stress reported the highest students' deviant behavior mean score of 55.69 (*SD*=8.87). The teachers with low level of stress obtained a mean score of 49.29 (*SD*=7.29). Teachers with high level of stress may pass on such stress to the students which may negatively alter their behaviors. To determine if the mean differences recorded in Table 14 were statistically significant, independent samples T test was conducted. The results are presented in Table 15 below.

Table 15
T-test for Teachers' Stress and Students' Deviant Behaviour

		t	df	Sig.(2-tailed)
Teacher Stress	Equal variances assumed	-16.52	150	0
	Equal variances not assumed	-16.62	140.92	0

From Table 15 above the findings reveal that the mean differences for the teacher's stress levels against students' deviant behaviors were statistically significant, t (150)=-16.52,p<.05. This implies that the higher the teacher's stress, the higher the students' deviant behavior and vice versa.

4.3 Hypothesis Testing

The study's second objective aimed at measuring the extent of the correlation that connected teacher's level of stress to students' deviant behavior. To determine if this relationship was significant, it was necessary to formulate and test this null hypothesis.

H_{01}: Teacher's level of stress and students' deviant behavior have no significant correlation.

The above hypothesis was tested by use of Pearson correlation test. The statistics which were generated after conducting the test were as given in Table 16 below.

Table 16
Pearson correlation for Teacher Stress and Students' Deviant Behaviour

		Deviant Behaviour
Teacher Stress	Pearson Correlation	.49**
	Sig.(2-tailed)	.00
	N	152

From Table 16, the results reveal that teachers' level of stress and students' deviant behavior had a positive correlation that was significant, r (152) =.49, p=.00. These findings led to the rejection of the null hypothesis which had been advanced in regard to the relationship between the two variables. Consequently, the rejection necessitated an adoption of the alternative hypothesis which held that teachers level of stress and students' deviant behaviors are positive correlates. The implication of the obtained results was that increased levels of teachers' stress resulted to rising cases of students' deviant behaviors while reduced levels of teachers' stress could be associated with diminishing state of deviancy among the learners.

4.4 Discussions

In regard to this objective which measured the extent to which teacher's level of stress related to students' deviant behavior, it was found that a positive correlation that was significant linked teachers' level of stress and students' deviant behavior. From the findings obtained in this study, it may be inferred that, when teachers get more stressed, the students get more engaged in deviant activities hence resulting to high number of cases of deviant behaviors being reported in such situations. Contrary to this, reduced stress among the teachers contributed greatly towards lowering cases of deviancy among the students. That why low levels of teacher's stress related positively with lower levels of deviant behaviors among the students. The Escape from Freedom Theory supports these findings as explained by Fromm (1980). Fromm argues that an increase in the level of teachers' negative freedom (which includes barriers, constraints, stress, etc.) leads to not being able to fully realize his/herself-efficacy and thus being unable to

deal with students' deviant behavior. This can be used to explain the establishment that increased stress levels among the teachers resulted to increased number of cases of deviant behavior among the students.

Studies which had been previously conducted by various researchers on the correlation between the two variables reported findings which are supported by the current findings. For instance, Ali et al. (2019) did an investigation whose aim was to address the impact of stressful situations that teachers can come across as they begin their careers on students. The variables under study included non-supportive, and uncivilized senior staff and school management which can be a source of stress to the teachers. The study found that any teacher stress can negatively affect their delivery of services where the students will be on the receiving end. The students will in turn become disruptive and indiscipline cases may increase. This indicates the effects of stress on the students' behavior. These results portrayed a similarity with those of the current study.

Harmsen et al. (2018) designed a research study whose aim was to correlate causes of teachers' stress to teaching behaviors of the targeted teachers when stressed up. The researchers found that stressful situations can evoke emotions among the teachers whose effects may negatively affect the students causing them to engage in deviant behaviors. These findings are congruent to those of the current study. Anderer (2020) investigated the effects of stressed-out teachers on students. The researcher reported that teacher stress can have a trickle-down effect on the students resulting in increased students' deviant behaviors results which are consistent with those of the current study. Crudup (2020) correlated teacher stress and students' deviant behavior in a study that sought to measure the existing relationship between the two variables. A positive correlation which met the threshold of significance was reported between teacher stress and students' deviant behaviors, and it was recommended that the school administrators should come up with ways to increase teacher value and ways of reducing teacher stress.

In Africa, Hecker et al. (2018) investigated whether teachers' stress can lead to an increase in ferocious disciplining among high school learners in Tanzania. The researchers established that teachers' attitudes towards work and their stress burden can influence how they discipline the students. Violent disciplining can be a source of students' deviant behaviors in schools. The reported findings are similar to the current study's findings. In Kenya, Koross (2010) investigated how teachers' stress impacted on academic achievement of the learners. The researcher established that a negative linked the two variables which were being studied. Despite the correlation being negative, it was significant. Teachers' stress has been proven as per the findings s reported in this study to be a positive correlate of students' deviant behavior which in turn negatively impacts on academic results because of the disruptions that can be witnessed when lessons are on.

Another study done by Baraza (2017) in Kakamega County determined how teachers' stress affected academic achievement of the students established that the teachers' stress negatively impacted on how the students achieved in academics. The negative impacts of teacher stress which were evident in that study could be attributed to the trickle-down effects it has on students such as deviant behaviors and low engagement levels. Chewen et al. (2018) carried out another study to determine whether academic related stress has an impact on students' deviant behaviors in Eldoret County. The researchers established that academic related stress is strongly related to the students' deviant behaviors, where the higher the stress the higher the deviant behaviors witnessed. The results confirm that teachers stress is associated with the students' deviant behavior.

In this study the descriptive statistics regarding the participating teachers established that the teacher's level of stress score was average. The frequencies for teachers' level of stress obtained revealed that the teachers with low level of stress were the majority represented by 57.2% while those with high level of stress were represented by 42.8%. The mean scores of students' deviant behavior obtained based on the teachers' stress levels revealed that the teachers with high level of stress obtained the highest students' deviant behavior mean score of 55.69 (*SD*=8.87). The teachers with low level of stress obtained a mean score of 49.29. In order to examine the existence of the hypothesized relationship, the null hypothesis was tested using the Pearson correlation test. Teachers' level of stress and students' deviant behavior were found to be positive and significant correlates, *r* (152) =.49, *p*=.00. The results imply that when teachers are more stressed, cases of deviancy among the students are likely to increase while cases of deviancy among the students drop drastically when teachers exhibit low levels of stress.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

In relation to the objective of this study that sought to measure the extent to which teacher's level of stress correlates to students' deviant behavior, it is concluded that teachers' level of stress and students' deviant behavior are positive and significant correlates. Based on this conclusion, when teachers are more stressed, there are increased cases of deviant behaviors among the students and a reduction in the number of cases of deviant behaviors is noted in times when teachers report to be less stressed. Thus, reduced teacher stress will reduce cases of deviant behaviors common among students.

5.2 Recommendations

In reference to the study's findings, the study provides policy recommendations and recommendations for further research. There is a need for the school management, parents, teachers and other relevant educational stakeholders to join hands in devising strategies that may help to reduce teachers' stress level in secondary schools. This will help in bringing down the students' deviant behavior in schools.

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