

**THE IMPACT OF TEACHING WORKLOAD ON MENTAL STRESS AMONG
PUBLIC PRIMARY SCHOOL TEACHERS IN JUJA SUB-COUNTY IN
KIAMBU COUNTY: KENYA.**

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**A RESEARCH PROJECT SUBMITTED IN FULFILLMENT FOR THE
AWARD OF MASTER OF ARTS DEGREE IN COUNSELLING
PSYCHOLOGY OF MOUNT KENYA UNIVERSITY.**

OCTOBER, 2014

ABSTRACT

The teaching workload challenges that were being experienced by primary school teachers were worrying, and if not addressed, the effectiveness of teaching would be reduced. The purpose of the research sought to assess the impact of teaching workload on mental stress among public primary school teachers in Juja Sub- County in Kiambu County. Most of the evaluations and studies had only targeted interventions addressing pupil's issues forgetting the teachers' welfare. There was little research done which investigated the impact of workload on mental stress among primary school teachers. The research objectives tried to find out whether teaching workload and school resources, class size and school administration may have induced different levels of mental stress among primary teachers. It also tried to establish other relevant factors and effective interventions that would mitigate the challenges of mental stress among primary school teachers in Juja –Sub County. The research was significant because the findings and recommendations would be used by the Government of Kenya, Teachers Service Commission and other educational Institutions in the development of education policy and source of reference in future. The research was based on Piaget theory of constructivist learning which emphasizes on the importance of leaving the traditional ways of doing things and adjusting to the new technology. When teachers encounter new changes, they have to reconcile them with their previous ideas and experience, by changing what they believed, and not discarding the new information as irrelevant, regardless of the challenges they may be encountering. The study employed descriptive survey design. This design was useful because it determined and reported the way things were in the schools. It also attempted to describe such things as possible behavior, attitudes, values and characteristics of the respondents. The population targeted was 390 teachers from 24 primary schools. Random sampling was used to select 29 teachers and 10 head teachers from 10 primary schools, giving a total of 39 respondents. This was 10% of the target population (Mugenda, 2003). The researcher personally administered the questionnaires for teachers and the interview schedule for head teachers. Data collected was analyzed using the Scientific Package for Social Sciences (SPSS) 2011 Version. The findings reflected the impact of teaching workload on teachers' mental stress among public primary schools teachers in Juja Sub-County.