

**EFFECTIVENESS OF TEACHERS COPING MECHANISMS IN
MANAGING WORKLOAD STRESS IN PUBLIC PRIMARY SCHOOLS IN
NAKURU MUNICIPALITY, KENYA**

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ABSTRACT

In the developing world, teaching has been a stress filled profession characterized by burnout. Teaching has also been a helping career which made teachers more susceptible to stress. Previous studies have been able to prove that indeed there was increasing teacher workload in primary schools across Kenya. However studies on the coping strategies remain scanty. This study therefore sought to assess the effectiveness of coping mechanisms employed by teachers in managing workload stress in public primary schools in Nakuru municipality, Kenya. Objectives of the study were: to identify the causes of teacher workload stress in public primary schools in Nakuru Municipality, to find out the coping mechanisms employed by teachers and school managers in managing workload stress in public primary schools in Nakuru Municipality and to assess the effectiveness of the coping mechanisms in managing teacher workload stress. Descriptive survey research design was used to guide the study where 59 public primary schools were surveyed in Nakuru municipality, Nakuru County in the former Rift valley Province of Kenya. The study population therefore was made up of 59 head teachers and 1,059 teachers selected using multi-stage sampling technique. The main instrument for primary data collection was the questionnaire. Data analysis was then done using both descriptive and inferential statistics. Descriptive statistics used included frequency counts, percentages, and measures of central tendency such as mean and mode. Inferential statistics on the other hand included spearman correlation to establish the relationship between dependent and independent variables. It was found out that the teachers in public primary schools in Nakuru Municipality experienced heavy workloads which resulted to increased workload stress. The workload stress were emanating from the high teacher: pupil ratio, the number of contact hours in class, workload in preparing and marking of pupils examination scripts and assignments. Teachers have adopted their own mechanisms for adapting and coping with the stress such as proper planning in execution of their duties, devoting time to themselves and managing their own personal lives. Individual mechanisms for coping with stress were more prevalent compared with measures put in place by the school. The study therefore recommended that the ministry of education in collaboration with the teachers' service commission should devise a teacher social welfare programme which strongly addresses work related stress psychosocial issues and strategies for the management.