



## Relationship between Workload and Occupational Stress among Teachers in Public Primary Schools in Kasarani, Nairobi, Kenya

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### **Abstract**

The goal of this study was to determine the association between workload and occupational stress among public primary school teachers. The study's goal was to see if there was a link between workload and stress at work. The Cognitive Activation Theory of Stress provided the theoretical underpinning for this study (CATS). Questionnaires were used to collect, analyze, and interpret data in this study, which followed quantitative research technique. The study took place in Kasarani, Nairobi County, Kenya. All Kasarani public primary school teachers were the study's target group. In order to pick the sample, the researcher employed a basic random sampling method. Using Nassiuma's formula, the sample size was estimated (2002). 155 teachers from six schools were studied out of 728 teachers in 25 public schools. A random sample of eight respondents was surveyed at two public primary schools in Kasarani, Nairobi County, which were not part of the study region. The correlation research design was used in this study. Frequency, percentage, mean, and standard deviation, as well as inferential analysis, were used for descriptive and co-relational analysis. There is no significant association between workload and occupational stress among public primary school teachers, according to the null hypothesis examined. The chi-square test was used to evaluate the hypothesis. The data demonstrated that a high level of occupational stress is connected with a high level of workload, with a significant connection of  $p = 0.001$ . The study concluded that primary school teachers should be relieved of their severe workload. Counsellors should collaborate with Head teachers to develop advice and counseling programs to assist teachers in reducing occupational stress. Teachers will be protected from emotional and cognitive injury as a result of this, and will be more effective in their jobs.

**Keywords:** *Occupational Stress; Primary School Teacher; workload*

### **1. Introduction**

Job performance is one of the most important work outcomes in an organization or an institution. Occupational stress compromises workers' well-being and their job performance. Teaching is considered one of the most stressful occupations. Teachers are expected to help the country achieve the educational objectives, but the high level of occupational stress creates a gap between what is desired and actual achievement. The physical and psychological demands of teachers in public primary schools make them

vulnerable to high levels of stress. Crossman and Harris (2006) observed that teachers face high levels of stress which compromise their job performance and the way they interact with students. Stress can be defined as an individual harmony effort that a person reviews against a stimulant that has both physical and psychological excessive pressure on the person (Jepson & Forrest, 2006). As stress begins to be perceived as overwhelming or excessive, the person reaches a fatigue point wherein the performance levels may start to decline. This can result in exhaustion, ill-health, burnout, or breakdown.

Teachers' occupational stress was defined by Kyriacou (2001) as unpleasant emotions, such as anxiety, frustration, tension and depression, experienced by a teacher resulting from aspects of work. Some teachers appear to suffer more than others because the stress they feel is often based on their perception of a situation. Worldwide, studies reveal the widespread worry concerning the consequences of stress on teachers' well-being (Bachkirova, 2005; Mokdad, 2005; Mc Lean, 2006; Eres & Atanasoska, 2011). This shows that stress is a problem for both the developed societies and also for developing countries. However, there are differences in the sources of stress faced by people from these countries and their degree of importance (Bhadoria & Singh, 2010). Research conducted by Galton and Macbeth (2008) for British teachers stated that teachers had high levels of occupational stress which was found to be 41.5% out of the teachers studied.

Mulholland (2013) estimates that 10% of the total workforce, stands for reduced performance due to stress. He states that work stress causes about half of all absenteeism and more than 40% of turnover. According to his study, the teaching profession has the highest annual turnover rate and every three teachers reported teaching to be very or extremely stressful. Yozgat, Yurtkora and Bilginoglu (2013), studied employees in the public sector in research titled work stress and work performance and found a positive relationship between the two. Teachers' stress has therefore received growing concern among researchers. Some factors which contribute to the stress, of educators include students' indiscipline, failing schooling system, many learners per class, specialization, and diversity in the school population (Naidoo, Botha & Bisschoff, 2013). According to Mulholland (2013) occupational stress was a result of increased workload, inadequate salaries, lack of career development, job dissatisfaction and policies, work insecurities and lack of professional recognition.

One of the organizational factors that can lead to negative consequences of stress is workload. The workload can be described as work that a person is expected to do in a specified time. When the requirements of work exceed the abilities, knowledge and skills of a worker, it is described as excessive workload (Willis, 2005). Economic globalization effects and rapid technological changes cause working at a faster pace in the workplace and hence increased workloads. The government employees in Canada in a study by Jones and Kinman (2001) were found to have emotional stress which was related to workload. Maslach (2002) suggested that when the excessive workload is given, sufficient rewards to the worker after achieving meaningful outcomes and recognition of control, then the work would not be considered to be stressful. The main reason for the increased workload is personnel shortage and longer working hours which lead to physical and mental stress.

A study by Hecht (2007) in California on role conflict and role overload established that doctors and teachers have more workload than engineers and clerks and they do not have the needed resources. Cooper, Cooper and Eaker (2008) stated that employees, who perceived their workload as stressful, experienced lower levels of occupational stress. They established that even though the workload was regularly reported as a stressor, it was not associated with burnout which suggested that some stress is necessary for a worker to function properly. Naqvi, Khan, Kant and Khan (2013), researched in India and established that stress levels found in nurses were positively related to workload in their study on Job Stress and Employees Productivity.

Locally, Wang'eri and Okello (2014) noted that teachers in Kenya have too much work and they are suffering from stress silently because of inability to raise issues for fear of transfer or even job loss. They also lack support from parents, their superiors and the political establishment. Public primary school teachers in Kenya are subjected to a great deal of stress. This is due to overcrowded classes, performance appraisal and integration of ICT in teaching.

## **2. Theoretical and Conceptual Framework**

The study was guided by the Cognitive Activation Theory of Stress (CATS) advocated by Ursin and Eriksen (2004). It states that whenever there is a difference between what is desired and what is reality, then the stress alarm occurs. When the person has control and has the desired outcome, then the alarm will not be activated and, stressors will not be felt, psychologically or physiologically. The alarm is activated when the individual does not have the resources required in handling the demands. Prolonged cognitive activation has disruptive health effects.

## **3. Research Design and Methodology**

The study adopted the correlation research design. The research determined if there was a positive, zero, or negative relationship between workload and teachers' occupational stress. The correlation design also helped the researcher to find out if teachers' occupational stress is related to job performance.

### **Research Methodology**

The study used a quantitative research methodology. It attempted to quantify social phenomena by collecting, analyzing and interpreting data focusing on relationships of variables. The questionnaire method was used to collect data from teachers.

### **Location of the Study**

The study was conducted in Kasarani, Nairobi County in Kenya which is one of the most populated areas because it hosts Korogocho, Kariandundu, Ngomongo and Soweto slums and so teachers work in overcrowded classes. According to the existing literature, there was no similar study that had been conducted in the area and so the location became more suitable.

### **Target Population**

The target population for this study was all Kasarani public primary School teachers. There are around 728 teachers in Kasarani from 25 public primary schools with a total of 36,820 learners.

### **Sampling Techniques**

The researcher used simple random sampling technique in selecting the sample.

### **Sample Size**

The sample was six schools out of 25 schools in the study area which was calculated using proportional sampling formulae. The total numbers of teachers were 728. A total of 155 teacher was studied which represents 21% of the target population using simple random sampling.

The sample size was calculated using the formula by Nassiuma (2000).

$$n = \frac{NC^2}{C^2 + (N-1)e^2} \quad \text{Where;}$$

$n$  = sample size  
 $N$  = the population  
 $C$  = coefficient variation (assumed to be 70%)  
 $e$  = the standard error (assumed to be 0.05)

$$n = \frac{728 \times 0.7^2}{0.7^2 + (728-1)0.05^2}$$

$$= \frac{356.72}{2.3075}$$

$$= 154.59$$

$$n = 155$$

Allocation was done in Kasarani using proportion sampling formulae,

$$n_i = \left[ \frac{n}{N} \right] N_i$$

Where  $N$  = total population size,  $n_i$  = the sample size of the strata,  $N_i$  = number of individuals in every stratum and  $n$  = the total sample size.

#### *Sample and Sampling Frame*

Respondents	Population ( $N$ )	Sample size ( $n$ )
Kahawa	30	26
Kiwanja	21	18
Murema	38	33
Thika Road	25	22
Babadogo	36	31
Mahiga	29	25
Total	179	155

#### **4. Research Instruments**

This study adopted the use of a questionnaire as the main data collection.

#### **Data Analysis**

Data was analyzed using the Statistical Package of Social Sciences (SPSS). First, the data was converted to numerical codes representing attributes of measurements of variables. Descriptive statistics (frequency, percentage, mean and standard deviation), chi-square test and Pearson product-moment correlation coefficient were used for purposes of descriptive and co-relational testing.

### The Null hypotheses were as follows:

$H_0$  There is no significant relationship between workload and occupational stress among public primary school teachers in Kasarani, Nairobi County in Kenya. The hypothesis was tested using the chi-square test because the measurement was at the nominal level.

### 5. Presentation of Findings, Interpretation and Discussion

#### Return Rate

The return rate was 100 percent as per the sampling plan given in the table below.

#### *Return Rate*

Location	Number of Respondents	Percentage
Kahawa	26	16.77
Kiwanja	18	11.61
Murema	33	21.29
Thika Road	22	14.20
Babadogo	31	20
Mahiga	25	16.13
Total	155	100

Data shows that the return rate was 100 % with the majority of the respondents, 33(21.29%) coming from Mirema, followed by Babadogo, 31(20%). This was followed by Kahawa with 26(16.77) of the respondents then Mahiga 25(16.13) and Thika Road with 22(14.20) of the respondents. The least numbers of respondents, 18(21%) were from Kiwanja.

#### Demographic Characteristics

Data was collected on five variables which represented the respondents' demographic characteristics and the output on the analysis of these five variables is shown in the following table:

*Respondents' Demographic Characteristics*

<b>Variable</b>		<b>Frequency</b>	<b>Percent</b>
Gender	Male	39	25.2
	Female	116	74.8
	<b>Total</b>	<b>155</b>	<b>100</b>
Age (Years)	Below 30	17	11
	31-40	32	20.6
	41-50	52	33.5
	50+	54	34.8
	<b>Total</b>	<b>155</b>	<b>100</b>
Highest Level of Education	University	51	32.9
	A Level	27	17.4
	O Level	50	32.3
	KCSE Level	27	17.4
	<b>Total</b>	<b>155</b>	<b>100</b>
Professional Qualification	Master's degree	8	5.2
	Bachelor degree	51	32.9
	Diploma	56	36.1
	A.T.S	15	9.7
	P1	25	16.1
	<b>Total</b>	<b>155</b>	<b>100</b>
Teaching Experience	0-5	14	9
	6-10	31	20
	11-20	31	20
	20+	79	51
	<b>Total</b>	<b>155</b>	<b>100</b>

From the table, the study revealed that most of the teacher respondents were female accounting for 116(74.8%) of the sample, while 39(25.2%) of the total respondents were male. The results also revealed that the majority of the respondents 52(33.5%), were in the 41-50 age brackets while the minority of the respondents 17(11%) were below 30 years. In term of the Highest Level of Education, it is evident that 51(32.9%) of the respondents had reached university level, 50(32.9%) had gone up to the O-Level, 27(17.4%) had reached 'A' Level while 27(17.4%) had gone up to K.C.S.E Level.

In terms of professional qualification, the findings show that a majority of the respondents 56(36.5%) had acquired diploma certificates. Degree holders accounted for 51(32.9%). P1 holders of the respondents were 25(16.1%) while ATS holders were 15(9.7%). The data also reveals that a minority of the teachers were master degree holders accounting for 8(5.2%). In terms of Teaching Experience, the findings revealed that a majority of the teachers 79(51%) had taught for over 20 years while only 14(9%) of the teachers had taught for 5 years and below. Generally, therefore, most of the teachers were highly experienced.

## 1. Relationship between Workload and Occupational Stress

### Workload related Variables

Data on workload related variables, that is, number of pupils in class, responsibility at school, number of lessons per week and the overall workload was analyzed and the results given in the following Table:

<i>Workload Related Variables</i>			
Variable		Frequency	Percent
Number of Pupils in class	0-40	19	12.3
	41-60	63	40.6
	60+	73	47.1
	<b>Total</b>	<b>155</b>	<b>100</b>
Responsibility at School	H/T	4	2.6
	D/HT	10	6.5
	SR/T	12	7.7
	CL/T	87	56.1
	ASS/T	35	22.6
	Others	7	4.5
	<b>Total</b>	<b>155</b>	<b>100</b>
Number of Lessons Per Week	0-18	13	8.4
	19-30	52	33.5
	30+	90	58.1
	<b>Total</b>	<b>155</b>	<b>100</b>
Overall Workload	Too Much	77	49.7
	Normal	76	49
	Too Little	2	1.3
	<b>Total</b>	<b>155</b>	<b>100</b>

### Key

H/T- Head teacher; D/HT-Deputy Head teacher; SR/T- Senior teacher; CL/T-Class teacher; ASS/T-Assistant teacher.

From the given table, it is observed that the majority of the respondents 73(47.1) reported that they had a class of more than 60 pupils. This was followed by 63(40.6) of the respondents who reported that they had a class of between 41 to 60 pupils. The findings indicate that a majority of the teachers indeed taught overcrowded classes. Only a small number of the respondents teach manageable classes of less than 40 pupils at 19(12.3%). It is therefore correct to say that most teachers teach overcrowded classes and overcrowding could be a determinant of stress among teachers.

In terms of responsibility at school, class teachers were the majority of the respondents 87(56.1) followed by assistant class teachers 35(22.6) of the respondents. Class teachers are in charge of classes that have a large number of learners with a myriad of differences and needs. Their responsibilities include; teaching different subjects, testing learners, giving feedback, addressing class discipline issues, marking class registers and conducting class meetings. From the findings, it was clear that a majority of the teachers accounting for 90(58.1%) taught over 30 lessons per week. Only a minority accounting for 13(8.4%) taught 18 lessons and below. This displays that there is a heavy workload for teachers in terms of the number of teaching lessons per week.

The findings revealed that a majority of teachers 77(49.7%) perceived that their workload was too much against a minority 2(1.3%) who felt that the workload was too little. The workload can lead to negative consequences of stress.

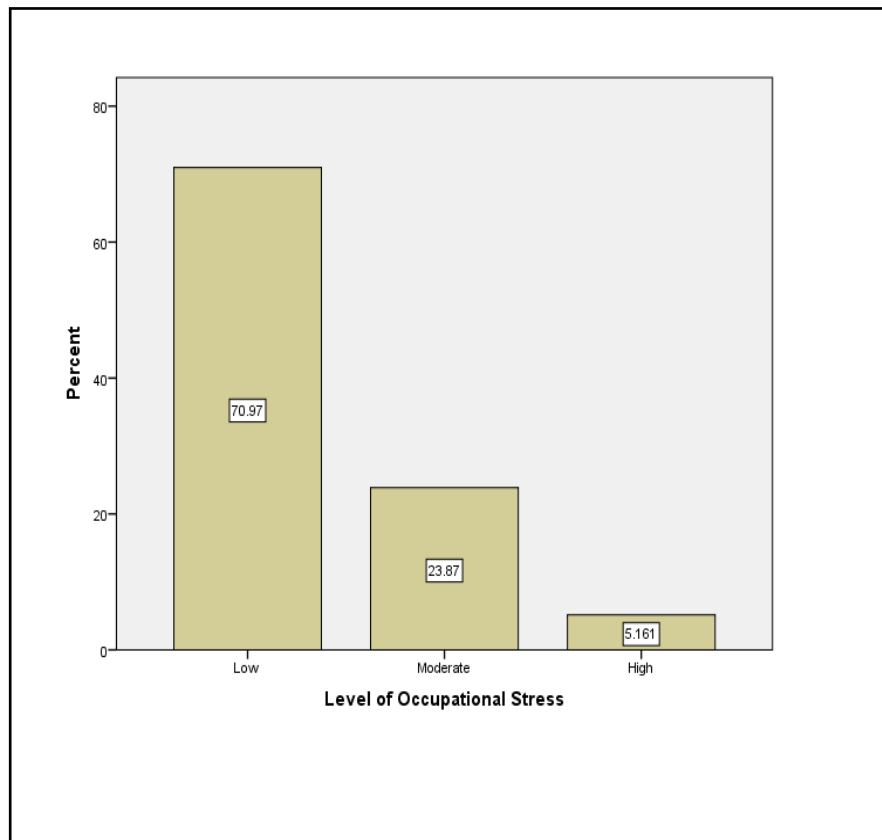
## Respondents' Occupational Stress

Occupational stress scores were analyzed to get relevant descriptive statistics. The output is given as follows:

*Descriptive Analysis of Respondents' Occupational Stress Scores*

N	Valid	Missing
	155	0
Mean	73.49	
Std. Deviation	14.78	
Skewness	-.99	
Kurtosis	.51	
Range	66.00	
Minimum	32.00	
Maximum	98.00	

Results show that the coefficient of skewness was negative ( $sk = -.99$ ) meaning that the majority of the respondents rated themselves highly on the teachers' occupational stress scale. The occupational stress scores were widely spread in the sample ( $M = 73.49$ ,  $SD = 14.78$ ). The occupational stress scores were further used to categorize the respondents in terms of the level of occupational stress experienced, that is, low, moderate, or high. The cut of scores was; above 70 for low, between 41 and 70 for moderate and less than 40 scores for the high level of stress. The outcome of this analysis is given below:





## Respondents' Level of Occupational Stress

The results revealed that the majority 110(70.97%) of the respondents had a low level of occupational stress while 37(23.87%) had a moderate level of occupational stress. Only a small number of the respondents 8(5.161%) reported a high level of occupational stress.

## Level of Occupational Stress and Number of Pupils

Having established the level of occupational stress among the respondents, it was important to establish a cross-tabulation of the level of occupational stress and the various workload variables. To begin with, the outcome of the analysis of the level of occupational stress and the number of pupils in the class is given in the following Table:

*Level of Occupational stress and Number of Pupils in Class*

			Level of Occupational Stress			Total
			Low	Moderate	High	
Number of pupils in class	0-40	F	15	2	2	19
		%	9.7	1.3	1.3	12.3
	41-60	F	44	16	3	63
		%	28.4	10.3	1.9	40.6
	60+	F	51	19	3	73
		%	32.9	12.3	1.9	47.1
Total	F	110	37	8	155	
	%	71.0	23.9	5.2	100.0	

Key: F-Frequency, % - Percentage

Results reveal that majority of the respondents 73(47.1%) taught a class with over 60 pupils and it was observed that among these respondents, 51(32.9%) had a low level of occupational stress followed by 19(12.3%) with a moderate level of occupational stress and only a small number 3(1.9%) of the respondents had a high level of occupational stress.

The respondents who taught a class with between 41-60 pupils were 63(40.6%) and 44(28.4%) of the respondents reported a low level of occupational stress followed by 16(10.3%) with a moderate level of occupational stress and 3(1.9%) with a high level of occupational stress. Finally, the respondents who reported that they teach a class of fewer than 40 pupils were 19(12.3%) and the majority of the 15(9.7%) perceived that they had a low level of occupational stress while 2(1.3%) perceived that they had a moderate level of occupational stress with the same number reporting having a high level of occupational stress.

## Level of Occupational stress and Responsibility in School

The second cross-tabulation was on the respondents' level of occupational stress and responsibility in School. The results of this analysis are given in the following Table:

*Level of Occupational stress and Responsibility in School*

			Level of Occupational Stress			Total
			Low	Moderate	High	
Your Responsibility	H/T	F	3	1	0	4
		%	1.9	0.6	0.0	2.6
	D/HT	F	9	1	0	10
		%	5.8	0.6	0.0	6.5
	SR/T	F	10	2	0	12
		%	6.5	1.3	0.0	7.7
	CL/T	F	55	27	5	87
		%	35.5	17.4	3.2	56.1
	ASS/T	F	27	5	3	35
		%	17.4	3.2	1.9	22.6
Other	F	6	1	0	7	
	%	3.9	0.6	0.0	4.5	
Total	F	110	37	8	155	
	%	71.0	23.9	5.2	100.0	

From the findings, it was observed that in terms of responsibility, only 5(3.2%) class teachers reported having a high level of occupational stress followed by assistant teachers accounting for 3(1.9%). A large number of class teachers 55(35.5%) felt that they had low occupational stress and 27(17.4%) of the same felt that their stress was moderate.

**Occupational Stress and Number of Lessons per Week**

The third cross-tabulation was on the respondents' level of occupational stress and the number of lessons per week. The results of this analysis are given in the table below:

*Level of Occupational Stress and Number of Lessons per Week*

			Level of Occupational Stress			Total
			Low	Moderate	High	
Number of Lessons Per Week	0-18	F	11	2	0	13
		%	7.1	1.3	0.0	8.4
	19-30	F	41	9	2	52
		%	26.5	5.8	1.3	33.5
	30+	F	58	26	6	90
		%	37.4	16.8	3.9	58.1
Total	F	110	37	8	155	
	%	71.0	23.9	5.2	100.0	

From the findings, it was observed that the majority of teachers 90(58.1%) who recorded occupational stress taught more than 30 lessons per week with 58(37.4%) recording low occupational stress, followed by 26(16.8%) having moderate occupational stress and 6(3.9) recording high occupational stress. This was followed by teachers who taught between 19-30 lessons per week 52(33.5%) with 41(26.5%) recording low level of occupational stress, 9(5.8%) recorded moderate occupational stress and 2(1.3%) recorded high level of occupational stress. The data also reveals that a minority of the respondents 13(8.4%) who taught less than 18 lessons per week reported that 11(7.1%) had low occupational stress, 2(1.3%) had moderate occupational stress and non-had high occupational stress in this category.

## Occupational Stress and Level of Workload

The next cross-tabulation was on the respondents' level of occupational stress and workload. The results of this analysis are given below:

*Level of Occupational Stress and Level of Workload*

		Workload			Total	
		Too Much	Normal	Too Little		
Level of Occupational Stress	Low	F	43	66	1	110
		%	27.7	42.6	0.6	71.0
	Moderate	F	29	7	1	37
		%	18.7	4.5	0.6	23.9
	High	F	5	3	0	8
		%	3.2	1.9	0.0	5.2
Total	F	77	76	2	155	
	%	49.7	49.0	1.3	100.0	

The majority of teachers who reported having a low level of occupational stress were having a normal workload 66(42.6%), followed by 43(27.7%) having too much workload and a minority of 1(0.6%) having too little workload. The majority of the respondents who reported having high levels of occupational stress, felt that they had too much workload 5(3.2%) while 3(1.9%) reported having normal workload and no respondent reported having too little workload.

## Hypothesis Testing

The first null hypothesis of the study was stated as follows:

There is no significant relationship between workload and occupational stress.

To test this hypothesis, the data on respondents' level of occupational stress and workload was subjected to a chi-square test since the level of measurement for the two variables was nominal. The result of this analysis is shown below:

*Chi-square Test results for  $H_{01}$*

	Value	Df	Asymp. (2-sided)	Sig.
Pearson Chi-Square	19.439 <sup>a</sup>	4	.001	
Likelihood Ratio	20.617	4	.000	
Linear-by-Linear Association	10.818	1	.001	
N of Valid Cases	155			

The results show that a significant relationship existed,  $X^2(4,155) = 19.44$ ,  $p = 0.001$ . Therefore too much workload is associated with a high level of occupational stress. The null hypothesis was rejected. This means that public primary school teachers are suffering from stress associated with too much workload.

## **6. Discussion of these Results**

According to the current study, the main reasons for increased workload for teachers teaching in public Primary Schools in Kasarani are; personnel shortage which leads to having too many pupils per class, teaching many lessons per week and longer working hours due to attending to other duties apart from teaching. Most of the teachers are entrusted with other responsibilities in their respective schools. It was observed that the majority of the respondents 73(47.1) reported that they had a class of more than 60 pupils. This was followed by 63(40.6) of the respondents who reported that they had a class of between 41 to 60 pupils.

The findings indicate that a majority of the teachers indeed taught overcrowded classes. Only a small number of the respondents teach manageable classes of less than 40 pupils at 19(12.3%). It is therefore correct to say that most teachers teach overcrowded classes and overcrowding could be a determinant of stress among teachers. This is in line with Naidoo, Botha and Bisschoff's (2013) observation that many pupils per class are one of the factors that contribute to stress among educators.

In terms of responsibility at school, class teachers were the majority of the respondents 87(56.1) followed by assistant class teachers 35(22.6) of the respondents. Class teachers are in charge of classes that have a large number of learners with a myriad of differences and needs. Their responsibilities include; teaching different subjects, testing learners, giving feedback, addressing class discipline issues, marking class registers and conducting class meetings. From the findings, it was clear that a majority of the teachers accounting for 90(58.1%) taught over 30 lessons per week. Only a minority accounting for 13(8.4%) taught 18 lessons and below. This displays that there is a heavy workload for teachers in terms of the number of teaching lessons per week.

The findings revealed that a large number of teachers 77(49.7%) felt that their workload was too much against a minority 2(1.3%) who felt that the workload was too little. In this current study, the majority of teachers who reported having low levels of occupational stress were having a normal work load 66(42.6%), while the majority who reported a high level of occupational stress, felt that they had too much work load 5(3.2%). The researcher concludes that too much workload is associated with a high level of occupational stress.

### **Summary, Conclusions and Recommendations**

The research findings revealed that a majority of the teachers 73(47.1%) handled classes with over 60 pupils. Besides teaching, a majority of these teachers held key leadership positions with a majority 87(56.1%) being class teachers. Regarding workload, the respondents revealed to have too much workload 77(49.7%) with a majority 90(58.1%) handling over 30 lessons per week.

It was revealed that teachers perceived occupational stress at different levels. The majority 110(70.97%) of the respondents had a low level of occupational stress while 37(23.87%) had a moderate level of occupational stress. Only a small number of the respondents 8(5.61%) reported a high level of occupational stress. This means that majority of the respondents rated themselves highly on the teachers' occupational stress scale. The researcher established a cross-tabulation of the level of occupational stress and the various workload variables. It was observed that the majority of the respondents 51(32.9%) who taught a class with over 60 pupils, had a low level of occupational stress followed by 19(12.3%) with a moderate level of occupational stress. It was further observed that only a small number 3(1.9%) of the respondents who taught a class with over 60 pupils had a high level of occupational stress.

In terms of responsibility, only a small number 5(3.2%) of class teachers reported having a high level of occupational stress followed by assistant teachers accounting for 3(1.9%). In terms of the number

of lessons per week, it was observed that the majority of teachers 6(3.9) who recorded high-level occupational stress taught more than 30 lessons per week. In terms of workload, the majority of teachers 66(42.6%) who reported having a low level of occupational stress were having a normal workload, while the majority 5(3.2%) who reported a high level of occupational stress, felt that they had too much workload.

The first null hypothesis of the study which stated that there is no significant relationship between workload and occupational stress was subjected to a chi-square test. The result showed that a significant relationship existed,  $X^2(4,155) = 19.44$ ,  $p = 0.001$  which means that too much workload is associated with a high level of occupational stress and so the null hypothesis was therefore rejected. This means that one of the predictors of occupational stress among public primary school teachers is workload.

### **Conclusion**

This study has resulted in two (2) main conclusions as follows:

There exist a relationship between workload and occupational stress among teachers in public primary schools in Kasarani, Nairobi Kenya.

- i) A majority 110(70.97%) of public primary school teachers are suffering from a low level of occupational stress while a minority of the teachers 8(5.61%) are suffering from a high level of occupational stress and this may affect their performance and that of the students they teach.

### **Recommendation**

The study recommended that there is a need to reduce the heavy workload of primary school teachers. Counsellors in conjunction with Head teachers should create guidance and counselling programs to help reduce teachers' occupational stress. This will prevent teachers from psychosocial and cognitive harm but will make them more effective in their job performance.

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