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**Influence of Work-Related Stress on the Performance of Teachers in Public Secondary
Schools in Kiambu County, Kenya**

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Abstract

Purpose: The aim of the study was to influence of work-related stress on the performance of teachers in Public Secondary Schools in Kiambu County, Kenya

Methodology: The psychological well-being theory, the person-environment fit theory, and the Job Demands-Resources model served as the guiding theories for the study. The study used a descriptive survey research approach. Target population was 4288 teachers in public high schools out of which a sample size of 365 was selected using Yamane formula. The sample size was chosen using stratified random sampling method. Primary data was collected using questionnaires. To determine the validity and reliability of the questionnaires, a pilot test was carried out. Quantitative analysis of the data gathered from the surveys was conducted. Inferential and descriptive statistics was used for analysis. The data was summarized into frequencies, percentages, means and standard deviation and presented using pie charts and frequency tables.

Findings: From the findings, it was established that work related stress ($b=0.018$, $p=0.000<0.05$), had a statistically significant relationship with the performance of teachers in public secondary schools in Kiambu County, Kenya. Notably, aspects such as being upset because of things have happened unexpectedly, being unable to control the important things in life, being overwhelmed by the workload significantly affected the performance of teachers in the public secondary schools.

Unique Contribution to Theory, Practice and Policy: The study was guided by the person-environment fit theory. The study therefore recommended that the public secondary schools should introduce regular stress management workshops and training for teachers. These programs should focus on coping mechanisms, mindfulness, and relaxation techniques. In order to enhance the environmental mastery of teachers, the school administration needs to offer ongoing professional development opportunities that focus on enhancing adaptability, problem-solving skills, and decision-making abilities.

Keywords: *Work-Related Stress, Performance, Teachers, Public Secondary Schools*

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INTRODUCTION

Mental health is a state of mental wellbeing whereby people are able to cope with stress (World Health Organization, 2022). Mental well-being refers to the state of individuals who possess the capacity to make independent life choices, effectively manage their surroundings, cultivate harmonious connections with others, pursue and achieve life goals, maintain a positive self-image, and continuously develop their abilities over time (Arnold, 2017). The concept of mental well-being has six dimensions: autonomy, environmental mastery, personal progress, healthy interactions with other people, meaning in life, and acceptance of oneself (Bojanowska & Piotrowski, 2019). Psychological well-being, a component of positive psychology, is utilized in psychotherapy research to generate recommendations for enhancing mental health and quality of life. This research focuses on identifying positive mental functions through psychotherapy interventions (Trudel-Fitzgerald et al., 2019).

Mental health refers to the whole state of well-being including cognitive, behavioral, and emotional aspects. The topic revolves on the cognitive, emotional, and behavioral aspects of humans. Mental health is essential for fostering positive relationships, maintaining emotional stability, and promoting societal engagement. A significant number of individuals experience mental illness, yet they often lack the bravery to publicly discuss it. Mental disorders may impact persons of any age, gender, financial level, social standing, race, religion, sexual orientation, or cultural background (Newman & Zainal, 2020).

The mental well-being of teachers is a crucial element that enables them to effectively oversee and lead their classrooms in a comprehensive manner. Teachers have a crucial role in education by directly presenting the curriculum, providing services, and helping students acquire skills (Jimenez, 2021). They participate in training sessions and seminars and get guidance from professionals and mentors to acquire the necessary skills for school-related tasks, enhance their teaching abilities, and grow into well-rounded educators of the students (Cantor et al, 2021). The combination of professional and personal experiences shapes the inherent traits of instructors in 21st-century education. As educators working at the forefront of the education system, it is essential for the teachers' employer to prioritize their physical, mental, social, and psychological well-being. Additionally, it is essential for education authorities to guarantee that instructors possess the requisite information, cognitive perspective, skills improvement, and technological competence to effectively cater to learners with diverse requirements. It is important for individuals to have a strong cognitive comprehension and a manageable level of stress (Cox, Kuk & Leiter, 2017).

Globally, the issue of mental health is becoming increasingly common among many employees including teachers. The USA, UK, New Zealand, and Australia have recognised numerous prevalent mental health concerns typically connected with teachers. The factors contributing to job dissatisfaction encompass insufficient remuneration, excessive workload, time limitations, limited prospects for advancement, infrequent performance evaluations, shifting job responsibilities, insufficient acknowledgment, inadequate managerial involvement and involvement in making decisions, insufficient funding and resources, deficient policies, and even student misbehavior (Kutcher *et al.*, 2013). In UK, there have been several cases raised concerning the mental health of teachers. For instance, a survey conducted in 2019 among 5500 teachers in UK showed that 70% of the teachers' mental health was affected by their jobs (NASUWT, 2019). Additionally, another survey by National Foundation for Education Research (NFER) (2023) showed that 10%-12% of early career teachers (5 years and below of

profession experience and qualification) had left their profession between 2015 and 2020 due to mental health issues.

Researchers, Jakubowski and Sitko-Dominik (2021), discovered a significant rise in mental health issues among elementary and secondary teachers in Poland throughout the subsequent COVID-19 pandemic. The prevalence of depression rose by 54.99%, anxiety by 50.73%, and stress by 55%. According to Jakubowski et al. (2021), the variables that significantly predicted, partner professional status, and changes in relationship quality and satisfaction. Research conducted in North and South America has shown that various factors, such as excessive unpaid work, feelings of uncertainty, loneliness caused by being confined at home, the loss of loved ones, and fear of the pandemic, have had a notable detrimental effect on the mental well-being of teachers. This impact is particularly pronounced among female and senior educators (Palma-Vasquez et al., 2021; Baker et al., 2021). The diminished mental well-being of teachers had a significant influence on their self-perceived health condition, as shown by Swigonski et al. (2021). This led to the development of unhealthy sleep and eating patterns, heightened occurrences of headaches and stomach aches, increased substance abuse, and a sense of mistrust among instructors. Consequently, these factors have prompted educators to contemplate abandoning their profession (Sokal, Trudel, & Babb, 2021).

In Italy, Arbia, Carbone, Stanzione, and Szpunar (2023) analyzed the critical aspects of the professional life of primary school teachers in a southern European context. The social changes of the last two decades have profoundly impacted teachers' well-being, putting a strain on their ability to adapt to sometimes unfair working conditions. For this purpose, the study interviewed twenty teachers ($M = 38.85$; $DS = 9.17$) from different areas of Italy and analyzed data using the grounded theory method. Through a data analysis, the study summarized and emphasized eight core themes. The results show the effects of the gradual impoverishment of the recognition for the role of the teacher, highlighting the difficulty for teachers in renegotiating more flexible workload assessments and reinforcing psycho-emotional skills for developing a teaching methodology that is attentive to the psycho-emotional needs of their pupils. Schools emerge as a rigid working context where a competent organizational function is often absent.

In Nepal, Khadka and Khadka (2023) examined the influence of job stress on the job performance of management instructors. Convenience sampling was utilized for collecting the required information from 220 management education instructors for the study. According to descriptive statistics, management education teachers reported moderate levels of work stress, higher levels of job security stress, and moderate levels of shift work stress. Analysis of correlation revealed that job security and shift work stress were significantly positively correlated with job performance, whereas work stress was weakly and insignificantly negatively correlated. Regression analysis further supported these findings, highlighting the positive influence of job security and shift work stress on job performance. These findings emphasize the significance of addressing job stress factors, particularly job security stress and shift work stress, to improve the job performance of management instructors. Future research could investigate additional factors and interventions to comprehend better and manage occupational stress in this population.

The purpose of the research that Asaloei, Wolomasi, and Werang (2019) carried out in Indonesia was to provide a description of the stress that is associated with work and its connection to job performance among teachers working in primary schools located in the Boven Digoel area. In order to accomplish this objective, a survey research study required the

use of two survey questions. According to the findings of the research, the sample consisted of 352 primary school instructors who were selected at random. So as to conduct a statistical analysis of the data, the Pearson correlation test was used. There was a significant inverse relationship between job performance and stress at work, according to the results of the research, which was conducted among primary school teachers in the Boven Digoel area.

In 2018, Vijayan conducted an investigation on the impact that stress at work has on the performance of people working for the Aavin Company in Coimbatore. A selection of one hundred workers was made using a method known as simple random sampling. The findings of the survey indicate that males are more worried about the safety of their workplaces and shift employment. In the end, the researchers discovered that there was a positive association between the chosen measure of job stress and worker productivity at Aavin Company in Coimbatore. This was the conclusion reached by the aforementioned researchers.

Within the African continent, the aspect of mental health and performance of employees including teachers is not different. This was also heightened with the prevalence of COVID-19 which disrupted a lot of activities and professions. A survey conducted by UNESCO II(CBA) (2021) across 14 African nations, demonstrated strong psychological effects of COVID-19. Depression was the prevailing psychological consequence, impacting 31% of teachers and 33% of educators who were teachers. Furthermore, a notable 24.6% of teachers and 25.5% of instructional professionals experienced anxiety, while 20.8% of professors and 19.9% of teacher educators were impacted by stress. Furthermore, the study discovered that males were more susceptible to psychological effects such as melancholy, anxiety, and stress than females. These effects were more evident among teachers and teacher educators in rural regions than their urban counterparts and among secondary school teachers and teacher educators than their primary school counterparts.

Kimama, Onyango and Mungai (2024) explored the effects of work-related stress and burnout on teachers in public secondary schools in Kenya. The research aims to assess the prevalence of stress among teachers, examine its diverse effects on professional performance, and propose implications for educational stakeholders. Utilizing a descriptive survey design, data was gathered through self-constructed questionnaires and interviews. The sample size of the study consisted of 240 teachers and 20 principals from 20 secondary schools. The findings reveal a significant majority of teachers (81.9%) acknowledging the influence of stress and burnout on their performance. This study illustrates the adverse effects reported by teachers, including low output, poor delivery in class, demotivation, lack of concentration, and disorganization. These outcomes underscore the urgent need for targeted interventions and support mechanisms to enhance teacher well-being and the overall quality of education in the region.

Statement of the Problem

Stressful situations at work greatly affect and create a negative impact not only on teachers-performance but also hinder the overall performance of schools (Magai, Malik, & Koot, 2018). Teachers have silently expressed their grievances such as low salaries, excessive, workload, few openings for career growth and advancement, little control over job-related decisions, conflicting roles, unclear work expectations, and job insecurity (Mbatha, 2018). The number of teachers seeking mental health treatment has progressively increased amid the country's COVID-19 pandemic. In the month of April (2020) alone, 400 teachers sought services at various health facilities across the country. The greatest number was in Bungoma County, where 28 teachers reported stress in just one month. In Nairobi, 24 teachers reported being

depressed, while 23 and 20 similar cases were observed in Bomet and Machakos. Uasin Gishu, West Pokot, Mandera, and Marsabit counties each documented one instance (Minet Group, 2023). This clearly shows that mental health is a problem among teachers and more attention needs to be paid in order to address the menace. As hypothesized in the study, if the mental health is not addressed, teachers' performance may be affected and vice versa hence the need for this study to be conducted.

Just like in all the other counties, Kiambu County has also had its enough shares of mental health cases among the teachers. For instance, news item by Musembi (2022) showed that there have been an increasing number of divorce cases and alcoholism among high school teachers in the county and this has been largely contributed by mental illness. It has further been highlighted that there has been an increase in suicide cases among many teachers in Kiambu County. Considering such circumstances, it is evident that mental health is an issue among teachers in county. Moreover, the performance of secondary schools in KCSE has gradually declined in Kiambu county, between 2022 and 2023 KCSE results released by the Kenya national examination council, national schools such as Alliance high schools, Mangu high school, Precious-Blood girl high school among others, the mention schools have dominantly be on top 10 schools, but in the past 2022 and 2023 performance ranking by ministry of education has shifted from Kiambu schools stated to South Nyanza Region schools, such as Nyambaria boys, Kisii School, Cardinal Otunga high in Kisii County and Kanga high in Migori. Moreover, Wanja (2014) highlighted that there has been a high rate of teacher absenteeism, inadequate professional development, and lack of motivation among teachers in Kiambu county which have significantly affected performance. In addition, other researchers such as Ngigi and Macharia (2018), and Mugo et al. (2019) highlighted that there were declines in the academic performance in most of the public secondary schools in Kiambu County. This study therefore raises a question as to what could be the level of stress among teachers in the county. Could the mental health be affecting the performance of teachers as well as the overall academic performance in the secondary schools in Kiambu County? This study sought to answer such questions and provide solutions.

However, the existing literature exhibits incoherencies in context, methodology and findings while evaluating the relationship between mental health and performance. For instance, Duncan, Patte and Leatherdale (2021) conducted their research on Canadian secondary schools, and the logistic regression results revealed that mental health had an insignificant relationship with academic performance. On the other hand, Lu, Yu and Shan (2022) regressed outcome identified that employee mental health has positively impacts job performance in several Chinese listed firms. However, Assaf (2022) established also a significant relationship between mental health and employee performance of Jordan NGOs. These divergent findings emphasize the need for a comprehensive investigation to bridge the existing gaps in context, methodology and findings. Therefore, this research aims to fill these gaps and gain a thorough understanding of the relationship between mental health and the performance of teachers in public secondary schools in Kiambu County, Kenya. Ultimately, the research sought to provide valuable insights and contribute to the existing body of knowledge in the field. Furthermore, the study offered practical recommendations to public secondary schools to enhance the performance of teachers.

Theoretical Review

Person-Environment Fit Theory

P-E Fit hypothesis was first established in the 1950s and became well-known via the contributions of psychologists John L. Holland and Leon Festinger. Festinger's theory of cognitive dissonance and Holland's occupational personality theory established the basis for comprehending how people strive for congruity between their own attributes and the requirements of their surroundings.

Van Vianen (2018) states that the core principle of P-E Fit theory is the congruence between an individual's attributes (such as talents, values, and preferences) and the attributes of the environment, namely the job. The statement posits that a strong alignment between an individual and their work leads to increased levels of job satisfaction, mental health, and performance. The idea classifies fit into three sections: person-job fit, fit between the individual and the organization, and person-group fit.

There are several strengths that have been provided regarding this theory. One of the key advantages of the P-E Fit theory is its holistic approach to understanding the dynamics between individuals and their work environment (Gander, Hofmann, & Ruch, 2020). It recognizes that a misalignment can lead to stress, dissatisfaction, and reduced performance (Peterson & Seligman, 2004). By focusing on multiple dimensions of fit, the theory provides a nuanced understanding of the complexity of human-environment interactions. Additionally, it offers a practical framework for HR professionals to assess and improve the compatibility between employees and their roles, fostering a positive workplace culture (Peterson *et al.*, 2009).

On the other hand, the theory also has its own weaknesses. Critics argue that the P-E Fit theory may oversimplify the complex relationship between individuals and their environments. It may not fully capture the dynamic nature of people and an organization, as fit is not a static concept (Arthur *et al.*, 2006). Furthermore, the theory might not consider the adaptability of individuals or the potential for personal and environmental changes over time. Assessing fit can also be subjective and may not account for individual differences in perception (Edwards *et al.*, 2006).

In the context of this study, the theory is found to have an important role in explaining the relationship between the mental health and teacher performance. The theory can be applied to understand the link between a teacher's characteristics and the demands of the educational environment. A good fit between a teacher's skills, values, and preferences and the school's culture, policies, and support systems is likely to enhance job satisfaction and well-being. For instance, if a teacher values collaboration and works in a school that promotes teamwork, it could positively impact mental health and job performance. On the contrary, a misfit may lead to stress, burnout, and reduced effectiveness.

Research Gap

According to what has been described in this chapter, there are, in fact, a significant number of research and theories that may be related to the aims of this study. On the other hand, the analysis of the literature reveals that there are a number of gaps occurring. In terms of conceptual gap, numerous studies have been done on mental health concepts (stress levels) and performance of teachers. However, there was no particular study that has been done tying these concepts together and with a particular interest on the performance of teachers in public secondary schools in Kenya. Hence, this study was unique in filling this gap.

In terms of methodological, the study by Arbia et al. (2023) only utilized a small sample of twenty teachers and was based on qualitative approach. Similarly, the study by Khadka and Khadka (2023) used convenience sampling method whereas the current study used simple random sampling hence give all the target population an opportunity to participate in the study. The study by Han et al. (2019) was a case study whereas this current study adopted a descriptive survey design as well as employ positivism philosophy in its methodology.

METHODOLOGY

This study adopted a descriptive research design. The target population for the study was teachers in the public secondary schools in Kiambu County. There are 4,288 teachers in the public secondary schools in Kiambu County (TSC County Director’s official records, 2024). Stratified random sampling method was used and thus 365 teachers were selected as the study sample. Data was collected using structured questionnaires. The descriptive statistics such as percentages and measures of central tendency like the mean and standard deviations were utilized Data was analysed using SPSS version 23. Tables, figures, charts, and other graphs were used for data presentation.

RESULTS AND DISCUSSION

Background Information

The demographic information of the teachers was sought for in this study. This included gender, age bracket, working experience, marital status, and school category. The purpose of checking the demographic information was to have a general idea and information of the teachers who took part in the study. The responses are as captured in this section.

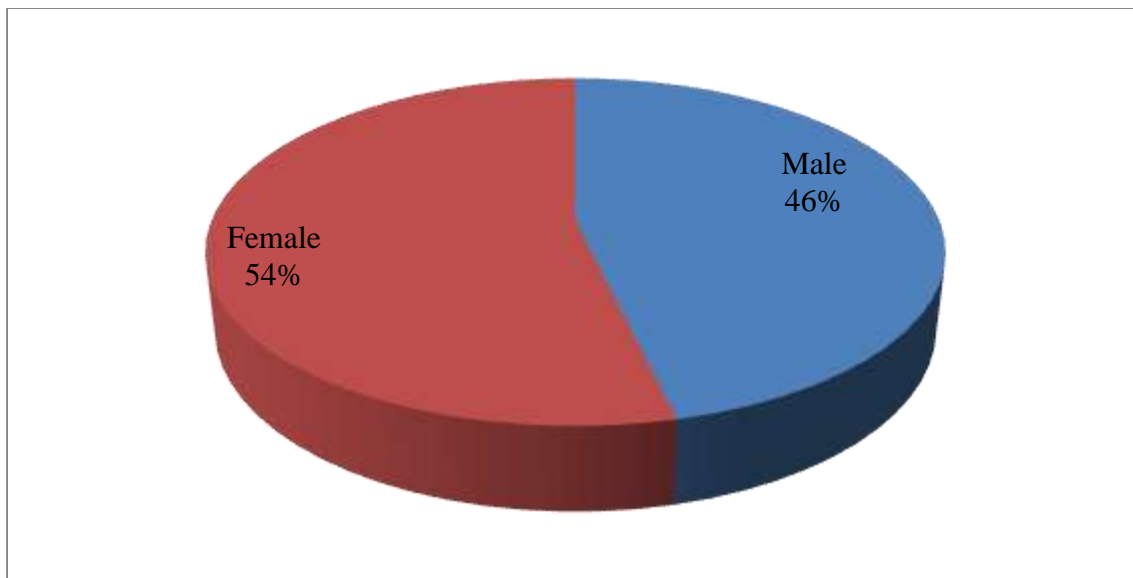


Figure 1: Gender

As shown in Figure 1, 54% of the teachers who participated in the study were female. The remaining 46% were male teachers. This implies that in most of the public secondary schools, there are more female teachers as compared to male teachers.

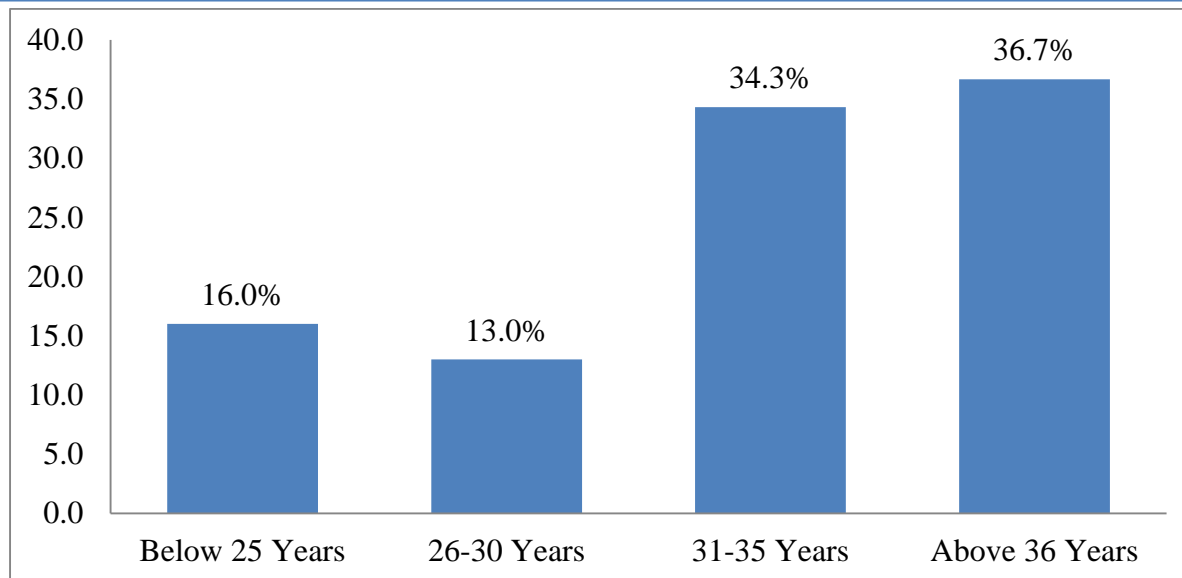


Figure 2: Age Bracket

According to Figure 2, majority (36.7%) of the teachers were above 36 years followed by those between 31-35 years (34.3%). The remaining 29% were below 30 years of age. This implies that majority of the teachers that participated in the study were older. This finding aligns with literature (Case et al., 2015; Kotur & Anbazhagan, 2014) that suggests older teachers often have more experience and stability in their careers, which can contribute to their resilience and adaptability in managing work-related stress. Conversely, younger teachers, who constitute a smaller percentage, may face more challenges as they are still in the early stages of their careers, potentially leading to higher stress levels and a greater need for support.

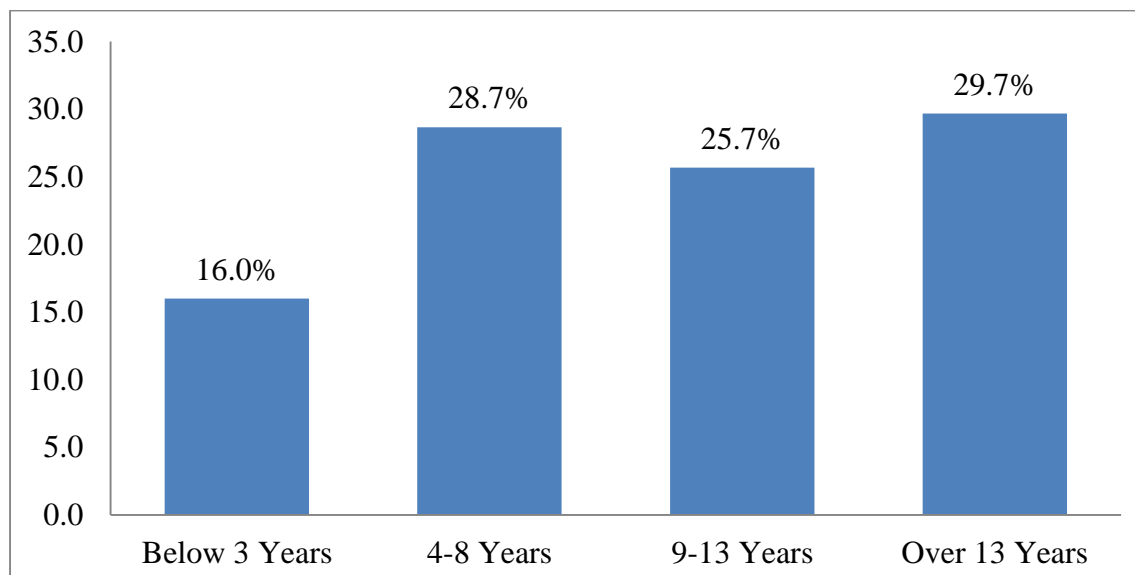


Figure 3: Working Experience

Regarding working experience, slightly more than half (55.4%) had been working in the respective schools for more than 9 years. Slightly more than a quarter (28.7%) had been in the schools for 4 to 8 years. The remaining 16% had working for less than 3 years in the public

schools. This shows that the teachers had professional experience in the learning institutions and thus were better positioned to provide relevant information that could assist in answering the research objectives.

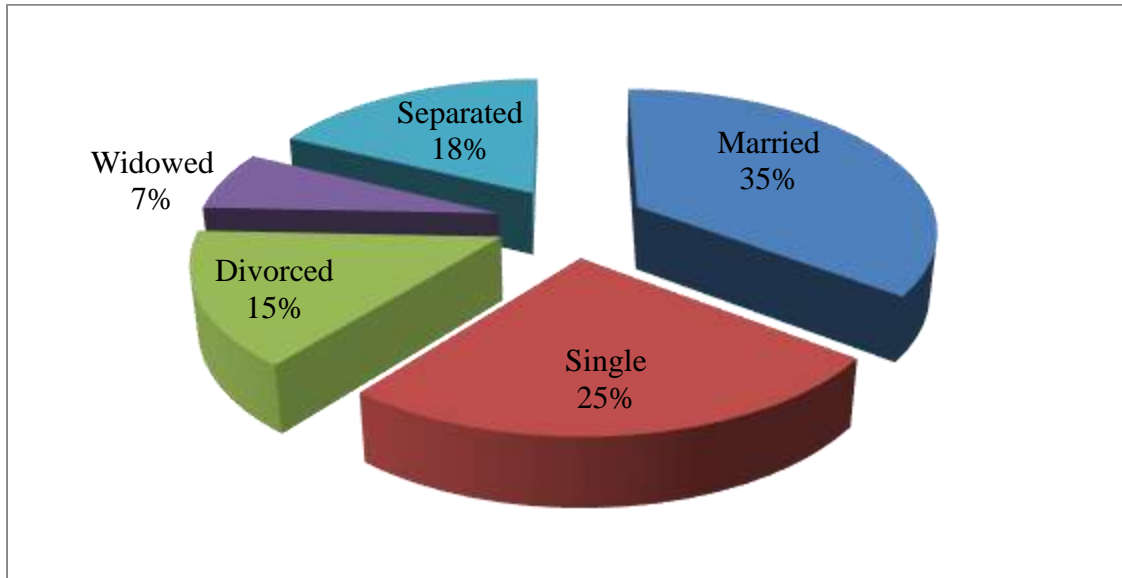


Figure 4: Marital Status

When asked to indicate their marital status, 35% of the teachers indicated that they were married whereas 25% were still single. A few (18%) were separated and another 15% were divorced. The remaining 7% were widowed. This implies that all the teachers who participated in the study have been in a relationship in one particular time of their lives.

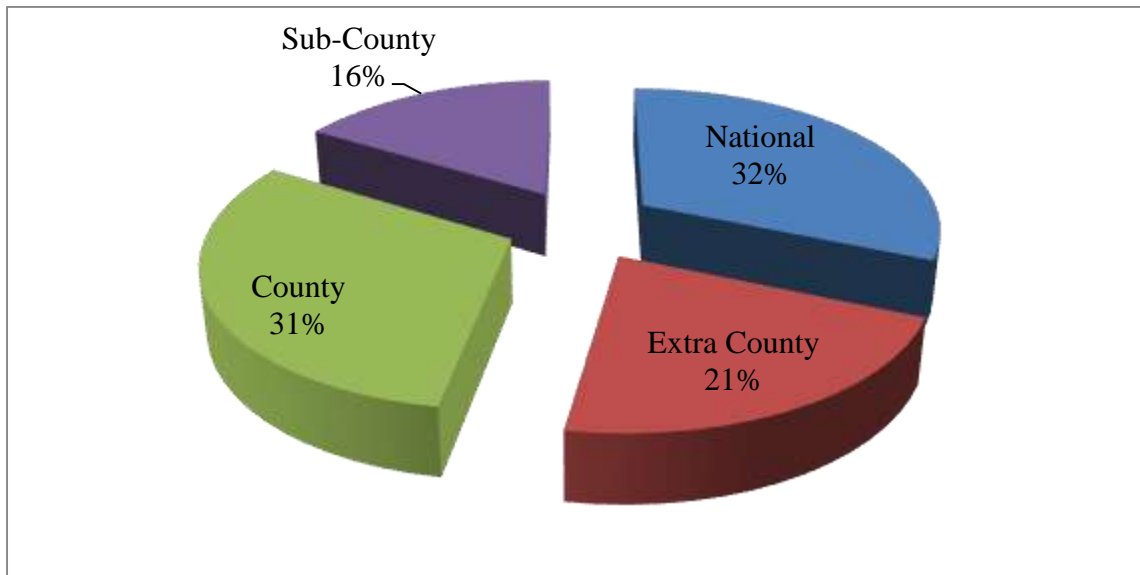


Figure 5: School Category

In terms of school category, majority of the teachers who took part in the study were from national (32%) and county (31%) level schools. Slightly less than a quarter were from the extra county schools and the remaining 16% were from sub-county schools. This shows that all the teachers from the different school categories were represented in the study.

Descriptive Statistics

This section presented the descriptive statistics of the responses that had been provided. The summary included percentages, means, and standard deviations. The narratives of the descriptive statistics have also been provided under each table. As used in the descriptive statistics, mean (M) referred to the average scores of all the responses in the Likert scale for each item. Additionally, a mean closer to 4 or 5 suggested that the respondents generally agreed or strongly agreed with the statements. On the other hand, a mean closer to 1 or 2 indicated that the respondents strongly disagreed or disagreed with the statement. A mean around 3 indicated neutral or mixed responses. Standard deviation indicated the spread or variability of responses around the mean. A high standard deviation indicates that responses are more spread out, suggesting a wider range of opinions or fewer consensuses. The descriptive statistics are as further captured in this section based on each objective.

Work-Related Stress and Performance of Teachers

This study sought to examine the influence of work-related stress on the performance of teachers in public secondary schools in Kiambu County, Kenya. The respondents were given several statements and asked to indicate their extent of agreement. The following key was used: 1- Strongly Disagree (SD), 2-Disagree (D), 3 – Neutral (N), 4-Agree (A), 5 Strongly Agree (SA), M-Mean, Std. Dev=Standard Deviation.

Table 1: Influence of Work-Related Stress on the Performance of Teachers

Statement	SD	D	N	A	SA	M	Std. dev
i) I am often upset because of things that happen unexpectedly.	35.0 %	28.7%	20.3%	13.0 %	3.0%	2.20	1.14
ii) In most situations, I feel that I am unable to control the important things in my life.	24.7 %	30.7%	33.0%	6.0%	5.7%	2.37	1.09
iii) I often feel nervous and stressed while in school.	14.7 %	38.7%	33.7%	13.0 %	-	2.45	0.896
iv) I feel overwhelmed by my workload.	6.7%	24.7%	40.7%	25.0 %	3.0%	2.93	0.398
v) I feel fatigued when I get up in the morning and have to face another day on the job.	17.0 %	15.0%	40.0%	13.0 %	15.0%	2.94	1.249
vi) I often get angered because of things that have happened that were outside of my control.	6.0%	17.0%	35.7%	23.0 %	18.3%	3.31	1.132
Average						2.7	0.984

When asked to indicate whether they were often upset because of things that happen unexpectedly, 35% strongly disagreed, 28.7% disagreed, and 20.3% remained neutral. The remaining 16% agreed. This statement had a mean score of 2.20 and standard deviation of 1.14. This implies that majority of the teachers were not often upset because of things that happened unexpectedly.

The statement that teachers feel that they are unable to control the important things in their life in most situations had a mean score of 2.37 and standard deviation of 1.09. This implies that majority of the teachers disagreed with the statement. Additionally, majority of the teachers disagreed with the statements that they often feel nervous and stressed while in school (M=2.45, Std. Dev=0.896). Most of the teachers also moderately disagreed with the statements that they felt overwhelmed by their workload (M=2.93, Std. Dev=0.398) and they feel fatigued when getting up in the morning and have to face another day on the job (M= 2.94, Std. Dev=1.249). This means that most of the teachers who participated in the study were not overwhelmed with their work or fatigued when facing another of teaching.

The statement that I often get angered because of things that have happened that were outside of my control had a mean score of 3.31 and standard deviation of 1.132. This implies that the respondents remained neutral to the statement. This shows that whereas some teachers may feel that they are not often angered because of things that have happened that were outside of their control, there are those few who felt angered. Overall, it was evident from the findings that work-related stress affected the performance of teachers in schools. A research by Schaufeli and Taris (2021) highlights that while some stress can drive performance through increased focus and urgency, sustained high stress levels without adequate coping mechanisms significantly hinder job performance, leading to absenteeism and reduced engagement in teaching duties. In supporting the findings of this study, a previous works by Stapleton, Garby, and Sabot (2020) and Turner et al. (2022) further confirmed that work related stress and burnout among teachers has been increasing in schools and this has a negative effect on their satisfaction as well as professional engagement. This has also been confirmed from this

objective whereby there are some few teachers experiencing work-related stress and this to some extent affects their performance in the public secondary schools in Kiambu County, Kenya.

Teacher Performance in Public Secondary Schools

The dependent variable in this study was teacher performance in the public secondary schools. Hence, the teachers were given some statements on their performance and asked to indicate their extent of agreement. The responses are as shown in Table 2.

Table 2: Teacher Performance in Public Secondary Schools

Statement	SD	D	N	A	SA	M	Std. dev
i) The academic performance of my students has increased over the past 3 years.	7.0%	8.0%	20.0%	39.0%	26.0%	3.69	1.148
ii) My relationship with the students has improved over the past 3 years.	4.0%	7.0%	-	68.3%	20.7%	3.94	0.920
iii) My relationship with other colleagues has improved over the past 3 years.	3.3%	-	17.0%	41.3%	38.3%	4.11	0.918
iv) I have the courage and enthusiasm to seek more professional development and career growth as a teacher.	3.3%	4.0%	3.0%	41.0%	48.7%	4.27	0.950
v) I have always been consistent and punctual in the classroom over the past 3 years.	2.7%	3.0%	24.7%	44.7%	25.0%	3.86	0.916
Average						3.97	0.970

The statements measuring the performance of teachers in the public secondary schools had an average mean score of 3.97 and standard deviation of 0.970. This implies that majority of the teachers were moderately positive regarding the statements. As shown in Table 2, majority of the teachers were in agreement that the academic performance of their students has increased over the past 3 years, their relationship with the students has improved over the past 3 years, their relationship with other colleagues has improved over the past 3 years, they have the courage and enthusiasm to seek more professional development and career growth as a teacher, and they have always been consistent and punctual in the classroom over the past 3 years. However, despite a majority being in agreement with the statements, it is also notable that there were those who few who disagreed highlighting a performance challenge experienced.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Regarding the influence of work-related stress on the performance of teachers in public secondary schools, there are several key findings that were noted. Majority disagreed to the statement that they were often upset because of things that happen unexpectedly. Majority of the teachers also disagreed to the statement that they feel that they are unable to control the important things in their life in most situations. Additionally, majority of the teachers disagreed with the statements that they often feel nervous and stressed while in school.

Most of the teachers also moderately disagreed with the statements that they feel overwhelmed by their workload and they feel fatigued when getting up in the morning and have to face another day on the job. This means that most of the teachers who participated in the study were not overwhelmed with their work or fatigued when facing another of teaching. Whereas some teachers may feel that they are not often angered because of things that have happened that were outside of their control, there are those few who felt angered.

Work related stress and performance of teachers had a positive and statistically significant relationship. A unit increase in work-related stress affected the performance of teachers by 0.018 units. Therefore, the null hypothesis was rejected and concluded that work related stress had a statistically significant relationship with the performance of teachers in public secondary schools in Kiambu County, Kenya. A unit increase in work related stress after being moderated significantly affected the performance of teachers in public secondary schools in Kiambu County.

Conclusions

From the results and summary of findings, there are several conclusions that were made in this study. This study concluded that work-related stress had a significant effect on the performance of teachers in the public secondary schools in Kiambu County, Kenya. Notably, aspects such as being upset because of things have happened unexpectedly, being unable to control the important things in life, being overwhelmed by the workload significantly affected the performance of teachers in the public secondary schools.

Recommendations

There is need to implement stress management programs. The public secondary schools should introduce regular stress management workshops and training for teachers. These programs should focus on coping mechanisms, mindfulness, and relaxation techniques. The study further recommends that the school administrations should conduct periodic workload assessments to ensure that teachers are not overwhelmed. This could involve redistributing tasks, hiring additional staff, or providing support through teaching assistants. The school administration in the public secondary schools should establish open lines of communication between teachers and the administration. Teachers should feel comfortable voicing concerns about unexpected challenges or workload pressures.

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