

**TEACHERS' STRESS MANAGEMENT STRATEGIES AND  
ORGANIZATIONAL PERFORMANCE OF PUBLIC SECONDARY  
SCHOOLS IN MISSENYI DISTRICT, KAGERA, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2024**

**CERTIFICATION**

The undersigned certify that, she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **“Teachers’ Stress Management Strategies and Organizational Performance of Public Secondary Schools in Missenyi District, Kagera, Tanzania”** in partial fulfillment of the requirements for the award of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....

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.....

Date

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I, **Perice Gumbo**, declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that, I declare this work as originally mine. It is hereby presented in partial fulfillment of the Requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Signature

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Date

**DEDICATION**

This dissertation is dedicated to my lovely husband, Mr. Samwel Mgego, for his encouragement, moral and material support throughout this Master Degree Programme. It is also dedicated to my children: Sarah Samwel Mgego, Isaac Samwel Mgego, and Joshua Samwel Mgego for their patience while proceeding with my studies of which I believe, the same will be their source of inspiration.

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**ABSTRACT**

The study assessed teachers' stress management strategies and organisational performance in public secondary school in Missenyi district, Kagera, Tanzania. It comprised of three specific objectives which were to: examine the effects of communication, examine the role of physical exercises and determine the role of mental relaxation as teachers' stress management strategies. With the Transactional Theory, this study employed a quantitative research approach with a descriptive survey research design. Convenience and simple random sampling techniques were used to select 10 public secondary schools and 80 teachers who were subjected to questionnaires filling. Descriptive and inferential statistics were used to analyse data. Findings show that, communication ( $R=.877$ ;  $R^2=.770$ ; Adjusted  $R^2=.767$ ;  $p < .000$ ) and physical exercises ( $R=.880$ ;  $R^2=.775$ ; Adjusted  $R^2=.772$ ;  $p < .000$ ), as teachers' stress management strategies have a statistically positive and significant impact on organisational performance of public secondary schools; while mental relaxation stress management strategy has a moderate positive and significant effect ( $R=.594$ ;  $R^2=.353$ ; Adjusted  $R^2=.344$ ;  $\text{Sig} < .000$ ). It is concluded that, communication, physical exercises and mental relaxation are effective teachers' stress management strategies. Therefore, it is recommended that, all teachers should enhance communication, physical exercises and mental relaxation strategies to manage stress at schools.

**Key word:** *Teachers, stress management strategies, organisational performance, public secondary schools*

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**LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CBT:</b>	Cognitive Behavioural Therapy
<b>CSMS:</b>	Communication Stress Management Strategy
<b>DED:</b>	District Executive Director
<b>DPGS:</b>	Directorate of Post-Graduate Studies of the Open University of Tanzania
<b>FTs:</b>	Female Teachers
<b>MED. APPS:</b>	Degree of Master of Education in Administration, Planning and Policy Studies
<b>MRSMS:</b>	Mental Relaxation Stress Management Strategy
<b>MTs:</b>	Male Teachers
<b>PESMS:</b>	Physical Exercises Stress Management Strategy
<b>PI:</b>	Performance Indicators
<b>SPSS:</b>	Statistical Package for Social Science Computer Software
<b>URT:</b>	United Republic of Tanzania
<b>USA:</b>	United States of America
<b>WHO:</b>	World Health Organization

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This chapter introduces the study about teachers' stress management strategies and organisational performance of public secondary schools in Missenyi district, Kagera, Tanzania. The chapter provides the background to the problem, statement of the problem, purpose of the study and research objectives. Furthermore, it covers research questions, delimitations and limitations, significance of the study, and lastly, operational definitions of key terms.

#### **1.2. Background to the Problem**

Worldwide, stress has been recognized as the concern among professional employed in human services occupations and is of increasing concern for those in teaching profession. According to World Health Organisation (2017), stress is categorized as health epidemic of the 21<sup>st</sup> century which brings harm to people including teachers. Moreover, over 50% of people visited, the physicians in the world may be affected by problems and disorders related to either internal or external work related stressors (WHO, 2017). Also stress is defined as the situation which exceeds an individual's coping abilities and therefore poses a threat to individual mental and physical health (Bullo & Sanchez, 2014).

Globally, there is consensus in educational sphere that, despite wide ranging reform of curriculum, instructions and assessments, education instructions still appear in to be badly underperforming. The issue of work place stress gained prominence and is

partially driven by the governance related issues such as focus on accountability, procedures and the establishment of new financial accounting producers at schools (Clement, 2017).

In recent decades, most of the reviews show that, majority studies relating to teachers' stress management focused on the causes and consequences of stress. In support of this (Bowen, 2016) argued that, teachers stress management strategies enabled them to participate actively to manage work place stressors in collaboration with managerial practices. Coordinated measures have great potential in minimizing stress levels considerably at school level and this improved teachers' performance (Robbins, 2013).

Thus, it is inevitable that, along with the rewarding system and satisfying the aspects of teaching profession teachers as well as students encounter a range of stressful experience. In recent years, teaching has been considered to be among the professions in which employees are subjected to high level of stress. However, there is a significant need to respond to the problem of stress management strategies among teachers which lie in the evidence that, stress affects teacher behaviour and this in turn reduces classroom effectiveness particularly in relation to effects of low students/teacher rapport, students' achievement and performance of teachers (Leithwook & Sun, 2012).

Dar *et al.*, (2019) in Pakistan, revealed that, the work related stress led to teachers' inability to focus, inability to think well and make decision. The researchers lastly concluded that, work related stress and performance of workers in Pakistan was correlated and suggested the need to reduce work-related stress in order to promote

high performance of the teacher in the organisation. In Swaziland, Hamid, Bisschoff and Botha (2015) reported that, most of the teachers working with the government schools experienced work-related stress due to unfair promotion, personal growth, job dissatisfaction, job control and job retention. Likewise, in Kenya, Anandasayanan and Subramanian (2019) found that, teachers with stress could not perform well due to the decrease of motivation and increase of teachers' absenteeism. Thus, the researchers recommended a need for reducing teacher absenteeism and enhancing teacher motivation as the sign of reducing stress among secondary school teachers.

Tanzania, like any other country in the world, experiences the same problem. Empirical evidence shows that, teachers were stressed by several work-related stressors. For example, in Mwanga, Moshi and Hai districts, teachers were stressed with poor school infrastructures, lack of text and reference books, poor housing and low administrative support from education officers the situation which led to poor attendance in classes (Moshi, 2016); in Kisarawe district public secondary schools, teachers were stressed with social and political pressure coupled with high levels of accountability as they performed their jobs (Kavenuke *et al.*, 2022) while in Bukoba rural district, teachers were stressed with inadequate housing, heavy workload, overcrowded classes and inadequate teaching and learning materials; this situation increased hostility among themselves and poor relationship between them and their supervisors (Modest & Onyango, 2021).

Missenyi district was not an exception to work-related stress among teachers in public secondary schools which ultimately affected their performance. Evidence

indicated that, teachers in public secondary schools were stressed with poor working conditions, poor communication networks, lack of clean water and transport problems; furthermore, students' congestions in classes, shortage of electricity supply and poor health services (URT, 2018). These factors possibly affected their professional, physical and mental health and were, in no way, undermining their performance in their respective schools. In support of these observations, Missenyi district had poor performance in the Certificate Secondary Education Examinations from 2019 to 2021. For example, in 2019 the performance was 78%, in 2020 the performance was 87% and in 2021, the performance was 89% (DED, 2022). Poor performance was attributed by poor working conditions and facilities, poor communication network, lack of clean water, transport problem, shortage of electricity supply in some places and poor health services (URT, 2018).

### **1.3 Statement of the Problem**

In Tanzanian education, work and stress is certainly not new and most of the teachers continue to experience stress as the result of poor environmental conditions and extreme level of poverty among teachers. However, stress at the work place reduces productivity, and leads to under-performance of the teachers hence leading to poor results among students. It may also increase management pressures and make teachers underperform in the teaching and learning process (Chapman, 2016).

Similarly, Ojwang (2012) identified deficit in strategies to curb stress among teachers and therefore recommended that, top management should give more financial support to implement stress management strategies that could improve

teachers' performance. This is due to the fact that, stress has major impact on both organisation and employees such as teachers.

Also a number of stress management strategies which included paying their employees on time, role modeling and good communication channel, welfare programmes, training and development among teachers were among the efforts to curb stress. Despite all these efforts, still there were reported stress-related issues that challenged service delivery among teachers. The proposed study, therefore, sought to find out teachers' stress management strategies and organisational performance in public secondary school in Missenyi district.

#### **1.4 Purpose of the Study**

The purpose of this study was to determine teachers' stress management strategies on organisational performance of public secondary schools in Tanzania.

#### **1.5 Specific Objectives**

Specific objectives guiding the study have been to:

- i. Examine the effects of communication as teachers' stress management strategy on organisational performance in public secondary schools in Missenyi district.
- ii. Examine the role of physical exercises as teachers' stress management strategy on organisational performance in public secondary schools in Missenyi district.

- iii. Determine the role of mental relaxation as teachers' stress management strategy on organisational performance in public secondary schools in Missenyi district.

### **1.6 Research Questions**

The study has been guided by the following questions:

- i. How does communication as teachers' stress management strategy affect organisational performance in public secondary schools?
- ii. What is the role of physical exercises as teachers' stress management strategy on organisational performance in public secondary schools?
- iii. What is the role of mental relaxation as teachers' stress management strategy on organisational performance in public secondary schools?

### **1.7 Significance of the Study**

The study is substantial to different groups of education stakeholders such as teachers, education officers at the ward and nation level and researchers. First, teachers would be able to find out the relationship between work-related stress and performance of teachers and suggest strategies to cope with stress in the working environment. Education officers would be in a position to find effective management strategies to curb stress among teachers.

Finally, through exposing the magnitude of the problem, the findings might form the basis for further studies on teachers' stress strategy management on organisational performance particularly in secondary schools. This study may also add to the existing body of knowledge on how stress affects teachers' performance.

### **1.8 Delimitations of the Study**

The study was confined to only public secondary schools in Missenyi district. The study was delimited to seeking teachers' stress management strategies on organizational performance in secondary schools. The reason has been that, for teachers to deal with academic achievements, they were to be psychologically well in order to support child's academic performance in schools.

### **1.9 Operational Definitions of Key Terms**

**Mental Relaxation:** Refers to the process that decreases the effects of stress on your mind or body. It is technique that helps an individual to cope with everyday stress and other various stress-related health problems.

**Communication:** Refers to mutual understanding which leads to organisation performance when the employers and employees speak the same language in the organisation.

**Physical Exercises:** Refers to the performance of some activities in order to develop or maintain physical fitness and overall health related to stress.

**Organisational Performance:** Refers to improved teachers' work performance hence the whole school.

**Teachers' Performance:** Teacher's work performance means effective teaching and imparting knowledge to students according to the rules and regulations pertaining to his/her job description.

**Organisation:** Refers to any school comprised of teachers, students and other none staff members.

**Stress:** Stress in this study, means any distress occasioning from changes in the school environment and which affects an individual teacher psychologically.

**Stress Management:** In this study, stress management, has the meaning of using of all appropriate techniques and measures by an individual teacher to overcome mental distress.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents both theoretical and the empirical literature reviews. The first part presents the theoretical literature review while the second part presents the empirical literature review. Empirical literature review will be guided with key themes that emerged from the research objectives. These include: effects communication, physical exercise and mental relaxation as stress management strategies on organisational performance. The third part summarizes the literature and identifies the gap while the last part presents the conceptual framework.

#### **2.2 Theoretical Literature Review**

##### **2.2.1 Transactional Theory**

This study was guided by the Transactional Theory of stress and coping as it was put forward by Lazarus and Folkman (1986, 1987). Transactional theory suggests that, stress is the direct product of a transaction between an individual and the environment which may threaten a person's wellbeing (Thomas, 2021). According to Obbarius *et al.*, (2021), the theory focuses more specifically on the ways people appraise and cope with threatening situations. Empirical studies in Tanzania have indicated that, despite having work-related stress in public secondary schools, the same were not well managed (Kavenuke *et al.*, 2022; Modest & Onyango, 2021; Mwakasangula & Mwita, 2020). This theory deemed appropriate to this study because in order to improve organisational performance in public secondary schools, all educational stakeholders need to effectively manage stress and its related factors

(Asaloei *et al.*, 2020; Falaminiano & Orge, 2023). Thus, in this study, this theory has been used as a yardstick to highlight and assess the effect of teachers' stress management strategies (communication, physical exercises and mental relaxation) on organisational performance in public secondary schools in Missenyi district, Kagera, Tanzania.

## **2.3 Review of Empirical Literature**

### **2.3.1 Effect of Communication as Teachers' Stress Management Strategy**

In Norway, Skaalvik and Skaalvik (2021) conducted a study on "teacher stress and coping strategies-the struggle to stay in control in primary schools." The study used a qualitative research method approach. Data collection instruments were only interview guides. Its participants were teachers. Findings established that, when teachers experienced stress, they communicated their problems with their fellows the strategy which helped them improve their performance. Skaalvik and Skaalvik's study added weight on the current study but it was conducted in Norway and in primary schools. It also collected data through a qualitative research method approach. The current study filled in both knowledge and geographical gaps in secondary schools in Missenyi district, Tanzania.

Nomtshongwana (2023) has recently conducted a study on the "strategies to cope with teachers' stress during and after the covid-19 pandemic in South Africa." This study has used a case study research design supported with a qualitative method research approach. Instruments for data collection have been interview guides. Its participants have been teachers. Findings have establishes that, when teachers

encountered with some stressors in schools, they communicated their problems with their families and through WhatsApp groups which later helped them to optimally improve their working conditions. This study shed light on the current study but it was conducted in South Africa unlike the current one which was conducted in Missenyi district, Tanzania. Furthermore, the former study used a case study design unlike the current one which has used descriptive survey research design in which the study looked for the relationship or association between two or more variables and made predictions on how stress management strategies affected organisational performance in public secondary schools in Missenyi district.

Subbey (2023) has recently conducted a study in Ghana on “stress management strategies employed by lecturers of special education in selected public universities.” The study used a quantitative method research approach in conjunction with a descriptive survey research design. Data collection instruments have been questionnaires. The study unveiled that, when lecturers experienced some stressors, they immediately communicated their problems with their superiors. This technique helped them to do their work properly. This study was conducted in public universities in Ghana unlike the current one which filled in both geographical and knowledge gaps in public secondary schools in Missenyi district, Tanzania.

In Tanzania, Thomas (2021) carried a study on the “perception of secondary school teachers on sources of stress and coping strategies in Ludewa district.” The study employed a quantitative method research approach supported with a cross-sectional survey research design. Instruments for data collection were only questionnaires. The study revealed that, when teachers faced stresses at schools, they expressed their

concern to other teacher teachers for the advice, the situation which helped to improve their teaching activities. Thomas' study shed light on the current study but it was conducted in Ludewa district unlike the current one which has been conducted in Missenyi district. Again, the former study dealt with sources of stress and coping strategies unlike the current one which has dealt with effect of stress management strategies on organisational performance of public secondary schools.

### **2.3.2 Role of Physical Exercises as Teachers' Stress Management Strategy**

Falaminiano and Orge (2023) have currently conducted a study in Philippine on the "effects of stress management strategies to public elementary school teachers' job performance." The study has used a quantitative method research approach in conjunction with a descriptive survey research design. Data collection tools were only questionnaires. The participants have been teachers. The results have shown that, when teachers faced with stress at work, they relieved their stresses by engaging themselves in favorite sports and games. This helped teachers to reduce their non-attendance at schools. This study added weight to the current study but it was conducted in Philippines and in elementary schools unlike the current one which was conducted in public secondary schools in Missenyi district, Tanzania.

In USA, Kim and Gurvitch (2020) conducted a study on the "effect of sports-based physical activity programme on teachers' relatedness, stress and exercise motivation." The study adopted a mixed methods research approach supported with a case study design. Data collection instruments were questionnaires and interview guides. Findings showed that, stressed teachers engaged themselves in sports which

promoted their relationships in schools, controlled their levels of stress and fostered motivation on teaching. This study had a big contribution to the current study though it was conducted in USA unlike the current one which was conducted in Missenyi district, Tanzania. Furthermore, the former study used a case study design while the current one has used a descriptive survey research design.

Margaret, Ngigi, and Mutisya (2018) conducted a study on the “sources of occupational stress and coping strategies among teachers in Borstal institutions in Kenya.” The study used a qualitative method research approach. Data collection instruments were focus group discussions. Findings indicated that, walking, jogging, going to the gym or doing manual work were used by teachers in order to overcome stress. These techniques reduced their burn-out. This study helped the current study to make comparison by using a quantitative method research approach in Missenyi district, Tanzania.

In Tanzania, Mkana (2021) conducted a study on the “prevalence of teaching occupation stress and management strategies among public secondary schools teachers in Ifakara Town Council.” The study used a mixed methods research approach in conjunction with a descriptive survey research design. The methods for data collection were questionnaires and focus group discussions. The results showed that, heads of schools advised their fellow teachers to take active participation in sports and games as a means of treating work stress. This helped teachers to interact with their fellows and increased the working motivation. This study was conducted in Ifakara Town Council whereas the current study filled in geographical gap in Missenyi district.

### **2.3.3 Role of Mental Relaxation as Teachers' Stress Management Strategy**

Agyapong *et al.*, (2023) have recently conducted a scoping review on the “interventions to reduce stress and burnout among teachers in Canada.” It has used a qualitative research approach. Instruments for data collection have been documentary reviews. Findings have revealed that, teachers removed their stress by using yoga or cognitive behavioural therapy (CBT) which helped them to reduce their absenteeism at schools. This study was important to the current study though it was conducted in Canada. The current study has used quantitative research approach and questionnaires for data collection.

In Egypt, Shah *et al.*, (2023) have very recently conducted a study on “stress management techniques used by secondary school teacher.” The study has used a quantitative research approach with a cross-sectional survey research design. The methods for data collection have been only questionnaires. Findings reported that, teachers perceived cognitive-behavioral interventions to be highly effective in managing their stress levels which helped teachers to work properly. This study helped the current one to make comparison. This study found out stress management techniques used by teachers in Kenya whereas the current one dealt with their effect on teacher' performance in Missenyi district, Tanzania.

Kihara and Mugambi (2018) conducted a study on the “effect of stress management strategies on employees' performance in the public secondary schools in Kenya.” The study used quantitative method research approach. Questionnaires were the only method for data collection. Findings showed that, there was a positive relationship between employees' performance and mental relaxation techniques because they

refreshed their bodies and minds which later, increased students' academic performance in schools. This study contributed much to the current study; the current one filled in both geographical and knowledge gaps in Missenyi district, Tanzania.

#### **2.4 Literature Summary and Gap**

Empirical literatures were reviewed on three aspects: effect of communication, the role of physical exercises and mental relaxation all as teachers' stress management strategies on organisational performance in public secondary schools.

On the effect of communication, studies highlighted this strategy as one of the stress management strategy and it improved teacher' performance. Most of the studies used qualitative method research approaches, internationally and regionally conducted in primary schools and universities. The one which was conducted in Tanzania dealt with sources of stress and their coping strategies in Ludewa district while the current one used dealt with teachers' stress management strategies on organisational performance of public secondary schools in Missenyi district, Kagera, Tanzania.

On the role of physical exercises on teacher's performance, most of the studies used mixed and qualitative methods research approaches unlike the current one which used a quantitative research approach. However, the one which was conducted in Ifakara, Tanzania, despite being conducted in secondary schools, dealt with the prevalence of stress. It did not deal with teachers' stress management strategies on organizational performance which has been the concern of the current study in Missenyi district.

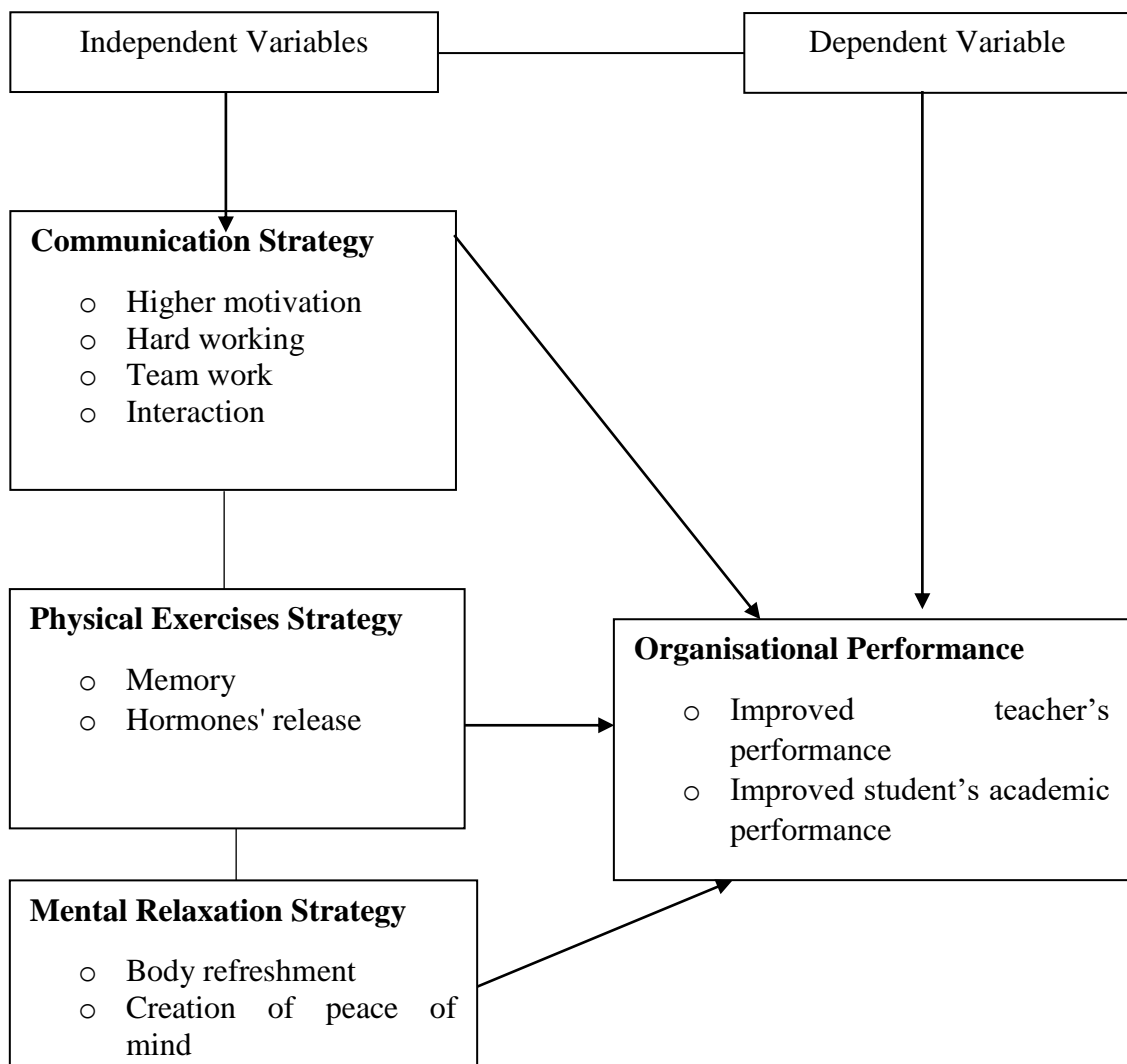
In regard to the role of mental relaxation, most of the studies were internationally and regionally conducted. Furthermore, none of them investigated teachers' stress management strategies on organisational performance of public secondary schools which was the concern of the current study in Missenyi district, Tanzania.

Based on the facts above, there were limited studies with regard to teachers' stress management strategies on organisational performance of public secondary schools both in developed and developing countries in the world. This study filled in both geographical and knowledge gaps in Missenyi district, Tanzania.

## **2.5 Conceptual Framework**

Figure 2.1 below illustrates teachers' stress management strategies and organisational performance of public secondary schools in Missenyi district. The independent variables were communication, physical exercises and mental relaxation teachers' stress management strategies while the dependent variable was organisational performance of public secondary schools. The researcher believed that, there has been an association and a close relationship between independent and dependent variables. The assumption has been that, stress management affected organizational performance. In order to improve organizational performance, there must be several stress management strategies put in place so as to reduce stress levels among teachers. These strategies, among others, have been communication, physical exercises and mental relaxation. The researcher believed that, if these have been thoroughly applied, organisational performance has been expected to be improved. This could be seen through improved teaching morale, giving exercises to students,

arriving early at work, improved students' academic performances and others. Based on the relationship of the variables above, it was assumed that, if effective stress management among teachers was observed in public secondary schools by both supervisors and teachers respectively, organisational performance would be improved and vice versa.



**Figure 2.1: Conceptual framework showing the relationship between independent and dependent variables of the study**

**Source:** Researcher's Own Construct (2024)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes how the proposed study was conducted. It presents the research philosophy, research approach and research design; furthermore, area of the study, targeted population, sampling techniques and sample size are also presented; other subsections include data collection methods, data analysis procedure, validity and reliability of the study, logistical issues and ethical considerations.

#### **3.2 Research Philosophy**

This study used the Positivism Philosophy as it was put forward by Auguste Comte (1798-1857) (Bernard, 2020). Positivists have an objectivist epistemology, which requires a researcher to put questions in the real world and allow the nature to answer back; ontologically, they assume that, there is a relationship between variables (independent and dependent variables) whereas experimentally, they are aiming at minimizing the influence of extraneous factors and maximize the influence of independent variables on dependent variables (Park, Konge, & Artino, 2020). The data collection techniques in the positivistic approach gather data in the form of numbers to enable evidence to be presented in a quantitative form (Alharahsheh & Pius, 2020).

The positivistic approach has some weaknesses. One of the weaknesses is that, it generalises the results of the study. In so doing, it neglects other individuals' understandings and interpretations which could have revealed plenty of truths about

the reality (Kivunja & Kuyini, 2017). Despite its weaknesses, this philosophy was chosen because it allowed the researcher to identify how communication, physical exercises and mental relaxation as teachers' stress management strategies affected organisational performance of public secondary schools in Missenyi district.

### **3.3 Research Approach**

This study employed a quantitative research approach. This approach has been relevant to the chosen positivistic research paradigm because it enabled the researcher to collect numerical data which later helped in making relationships between or among the variables (Park *et al.*, 2020) on teachers' stress management strategies and organisational performance of public secondary schools in Missenyi district which were presented in form of numbers.

### **3.4 Research Design**

This study used a descriptive survey research design. A descriptive survey design was adopted for because the study wanted to establish the extent of relationship or strength of association between two or more variables and tried to make predictions on the existing conditions of variables that were related or influenced each other (Madumere-Obike & Nwabueze, 2018). Furthermore, the researcher generalized the findings in regard to teachers' stress management strategies and organisational performance of public secondary schools in Missenyi district, Kagera, Tanzania.

### **3.5 Area of the Study**

This study was carried in Missenyi district. Missenyi is one of the eight districts of Kagera Region in Tanzania. The district is bordered to the North by Uganda, to the

East by Bukoba Rural District, to the South by Karagwe District and to the West by Kyerwa District. Its geographical coordinates are 2° 43' 37" South, 31° 19' 41" East and its area is 2,709 square kilometres with the population of 245,394 (males 120,995, females 124,399). Administratively, Missenyi district is divided into two divisions namely Missenyi and Kiziba with a total of twenty wards and twenty two public secondary schools (URT, 2022). According to the District Secondary Education Office (2023), Missenyi district has 29 secondary schools (23 being public while 6 being private one) with 352 teachers in public secondary schools.

The researcher chose this area of the study because the same believed that, there were limited studies on the phenomenon. Furthermore, evidence indicated that, teachers in this area were very much stressed with their work (URT, 2018). This situation necessitated and interested the researcher to assess teachers' stress management strategies and organisational performance of public secondary schools in this area.

### **3.6 Targeted Population**

The targeted population for this study were all public secondary school teachers in Missenyi district. According to the District Secondary Education Officer (2024), Missenyi district has a total of 352 teachers. These were selected to give insights on teachers' stress management strategies and organization performance of public secondary schools.

### **3.7 Sampling Techniques and Sample Size**

This section discusses sampling techniques and sample size used in the study.

#### **3.7.1 Sampling Techniques**

This study used convenient and simple random sampling techniques.

##### **3.7.1.1 Convenience Sampling Technique**

This technique was used to select 10 public secondary schools from the area of the study. The criterion which was used to select these schools was nearby schools in the nearby wards from the station the researcher is working in as a civil servant and/or living or those easily accessible in terms of transport and accommodation (Etikan, Musa, & Alkassim, 2016).

##### **3.7.1.2 Simple Random Sampling Technique**

Simple random sampling was used to get a sample of 80 teachers in all the selected 10 public secondary schools. Papers with numbers and blank ones were put in a bucket where each teacher in a particular school was allowed to pick one of the papers. Those who picked papers with numbers were engaged in the study. This technique was useful because it gave a chance for each and every participant to be included in the study without any discrimination (Bhardwaj, 2022).

#### **3.7.2 Sample Size**

A sample size of 80 teachers participated in the study and they were determined by the Taro Yamane sample size formula of 1967:

$$n = \frac{N}{1 + N(e)^2}$$

where  $n$ =corrected sample size,  $N$ =total population of the area of the study,  $1$ =constant and  $e$ =Margin of error or error limit or level of precision (MoE)=0.05 which is (5%). In this study,  $N$  was 352 teachers;  $e$  was 0.1 (10%) accuracy in the sense that, it was expected 90% of questionnaires to be collected back. Therefore, the sample size was:

$$n = \frac{352}{1 + 352 * (0.1)^2}$$

$$n = \frac{352}{4.52}$$

$$n=80$$

### 3.8 Data Collection Methods

In this study, the method which was used to gather information was only questionnaires.

#### 3.8.1 Questionnaires

In this study, structured and close-ended questions were used as quantitative data collection tools. A list of well structured and close-ended questions prepared by the researcher were distributed to respondents. The respondents were asked to select alternative responses from a 5-Likert Rating Scale (Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD) with

values of 5, 4, 3, 2 and 1 respectively) which covered all specific objectives of the study. For all the sub-parts and sub-sections, the respondents were asked to put a tick (√) response corresponding to their choices. This instrument was employed because it helped to collect information in a very short time within a large group of people in the researcher's absence (Etikan & Bala, 2017).

### **3.9 Data Management and Analysis**

Quantitative data were coded and analysed by the use of the Statistical Package for Social Sciences (SPSS) computer program version 28.0. Results were presented using frequency tables, mean scores, standard deviations, correlation coefficients and simple linear regression analysis model. The interpretation scale of mean scores was as follows: 1.00–1.79 strongly disagree, 1.80–2.59 disagree, 2.60–3.39 undecided, 3.40–4.19 agree, and finally, 4.20–5.00 strongly agree. The mean scores were preferred because they take into account an individual's observations or responses while standard deviations indicate how far each individual's responses varied or deviated from the mean scores.

Correlation coefficients and regressions were computed to show strength of association and relationships between or among the variables respectively. According to Kumar and Gautam (2020), correlation coefficient sometimes called a bivariate statistic, predicts a relationship between two variables by measuring the strength of the linear association between two variables and the nature of the relationship. The assumptions underlying correlation coefficients are that, if two variables are moving in the same direction, they are presumed to be positively correlated whereas if changes in the predetermined variables are moving in the

opposite direction, then they become negatively correlated (Schober *et al.*, 2018). In this study, the Pearson Product-Moment Correlation Coefficient (denoted by  $r$ ) was calculated and interpreted to find the strength of the association between independent and dependent variables.

### **3.10 Validity and Reliability of Research Instruments**

This sections presents validity and reliability of research instruments.

#### **3.10.1 Validity of Research Instruments**

The validity of the instruments was established by the use of content validity. This was done by consulting the expertise of the supervisor, researcher's fellow students, academicians and piloting. The opinions and ideas from the supervisor, fellow students and some academicians assisted the researcher to improve the instruments before they were used in a real data collection session (Mohajan, 2017).

For this reason, a pilot study of 24 participants was conducted from three public secondary schools (Kilimile, Kakunyu and Mabale) all situated in Missenyi district. These pilot respondents were not included in the sample of this study. Data collected from pilot study were examined and assessed by the items in the questionnaires to find out their relevancy and were subjected to modifications and/or improvements. The generated information was used to refine the instruments appropriately so as improve their validity.

### **3.10.2 Reliability of Research Instruments**

The pilot test was conducted to determine the reliability of the instrument after getting feedback from expertise regarding content validity of the instruments. The participants in pilot study were required to answer the questionnaires and were allowed to provide any pertinent comments or feedback, marking spelling errors, grammatical clarity, vague sentences, and any related suggestions to improving and enhancing the quality of instruments. Therefore, a pilot study enabled the researcher to test the reliability of the instruments before data collection by deterring reliability value (Cronbach's Alpha value). The Cronbach's Alpha calculation was made by the SPSS software version 28.0. According to Schrepp (2020), the scale with Cronbach's Alpha between .40 and .70 has been considered moderate and acceptable if it contains four items to ten items while the scale with Cronbach's Alpha .70 and above is considered acceptable if it contains more than ten items.

#### **3.10.2.1 Individual Item Reliability Scale Results**

This study had four independent variables and one dependent variable. Internal consistencies using Cronbach's Alpha were tested among the variables before they were administered to the participants. Table 3.1 shows the results of the scale test aimed at assessing reliability of the multi-item scales for internal consistencies. The Cronbach's Alpha for communication as teachers' stress management strategy with 7 items was .73 found to be good and acceptable whereas that of physical exercises as teachers' stress management strategy with 6 items indicated .73 signifying good and acceptable. The Cronbach's Alpha regarding mental relaxation as teachers' stress management strategy with 5 items was .41 which was moderate and acceptable while

the one of organisational performance with 4 items was .74 indicating very good and acceptable.

**Table 3.1: Individual Item Reliability Scale Results**

S/N	Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items	Strength of Association	of
1.	CSMS	.73	.74	7	Good	and
2.	PESMS	.73	.74	6	Good	and
3.	MRSMS	.41	.44	5	Moderate	and
4.	PI	.74	.74	4	Very good	and
					acceptable	

CSMS=Communication Stress Management Strategy, PESMS=Physical Exercises Stress Management Strategy, MRSMS=Mental Relaxation Stress Management Strategy, PI=Performance Indicators

**Source:** Data Analysis (2024)

### 3.11 Logistical Issues and Ethical Considerations

Before collecting data, the researcher sought permission from the Directorate of Post-

Graduate Studies (DPGS) of the Open University of Tanzania and the District Executive Director (DED) of Missenyi district council. Thereafter, the researcher visited the selected schools to explain the purpose of the study. Furthermore, confidentiality and anonymity, openness and honesty were ensured. Respondents were not allowed to disclose their identities or school names. They were also explained that, any individual was at liberty to drop out of the study if he/she thought uncomfortable to participate in this same.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the findings from the study that investigated about teachers' stress management strategies and organizational performance of public secondary schools in Missenyi district, Kagera, Tanzania. This chapter has two main sections. The first section gives the general information and return rate while the second section presents the findings. The findings are organized into the following sub-sections: effects of communication as teachers' stress management strategy, role of physical exercises as teachers' stress management strategy, role of mental relaxation as teachers' stress management strategies and lastly, organisational performance of public secondary schools.

#### **4.2 General Information**

In this study, all 80 teachers who participated in the study returned the filled-up questionnaires. The return rate was 100%.

#### **4.3 Findings and Discussions**

This section presents and discusses the findings which were obtained from the field based on study objectives.

##### **4.3.1 Effects of Communication as Teachers' Stress Management Strategy**

The first specific objective of the study examined the effects of communication stress management strategy among teachers on organisational performance of public

secondary schools in Missenyi district. Respondents rated items on a Likert scale to assess how communication, as a stress management strategy for teachers, impacts organisational performance in public secondary schools. Descriptive statistics are presented in Table 4.1. Findings indicate that, teachers agree that, communication stress management strategy fosters problem-solving skills among them, helps them make suggestions on time and creates a spirit of team-work and unity. Furthermore, they agree that, the strategy improves quick decision-making skills within the organisation and it supports several activities to be implemented on time. However, teachers disagree that, communication stress management strategy coordinates activities or creates teacher's work satisfaction. The overall score of communication as stress management strategy is (M=3.46, SD=0.84) implying that, teachers agree that, communication, as management strategy, reduces stress among them.

**Table 4.1: Descriptive Statistics for the Communication Stress Management Strategy (n=80)**

Activity	M	SD
It fosters problem-solving skills among teachers	3.90	1.36
It helps teachers to give suggestions on time	3.75	1.30
It creates a spirit of team-work and unity	3.71	1.09
It improves quick decision-making skills within the organisation	3.69	1.18
It supports several activities to be implemented on time	3.60	1.43
It coordinates activities by reducing unnecessary managerial burdens and rules	2.99	1.50
It creates teacher's work satisfaction	2.55	1.58
<b>Overall scores</b>	<b>3.46</b>	<b>0.84</b>

**Source:** Field Data Analysis (2024)

Thereafter, a Pearson Product-Moment Correlation Coefficient (denoted by  $r$ ) was performed to evaluate the relationship between the effects of communication stress

management strategy among teachers and organisational performance of public secondary schools in Missenyi district. The findings in Table 4.2 show that, the Pearson Product-Moment Correlation Coefficient is  $r(78) = .877, p < .05$ . This finding implies that, there is a strong positive association between communication, as teacher's stress management strategy and organisational performance of public secondary schools, secondary schools in Missenyi district.

Additionally, the study conducted a confirmatory simple linear regression analysis to find out if there was a relationship between communication stress management strategy among teachers and organisational performance of public secondary schools in Missenyi district.

**Table 4.2: Correlation Coefficient on the Communication Stress Management Strategy**

		Communication as Stress Management Strategy	Organisational Performance Indicators
Communication as Stress Management Strategy	Pearson Correlation Sig. (2-tailed) N	1  80	.877**  .000 80
Organisational Performance of Public Secondary School	Pearson Correlation Sig. (2-tailed) N	.877**  .000 80	1   80

\*\* . Correlation is significant at the 0.01 level (2-tailed)

**Source:** Field Data Analysis (2024)

The output results of the simple linear regression analysis are shown in Tables 4.3.

The analysis reveals that, there is a statistically positive and significant relationship

between independent variable (predictor) and dependent variable. The predictor is communication stress management strategy while dependent variable is organisational performance of public secondary schools in Missenyi district ( $R=0.877$ ;  $R^2=0.770$ ; Adjusted  $R^2=0.767$ ;  $Sig=0.000$ ). This means that, since the R-Square is .770, the variation of 77.0% in organisational performance of public secondary schools is explained by the variation in communication stress management strategy. Other factors not predicted in this study were explained at 23%.

**Table 4.3: Model Summary of the Communication Stress Management Strategy**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.877 <sup>a</sup>	.770	.767	.484

- a. Predictors: (Constant), Communication Stress Management Strategy  
 b. Dependent Variable: Organisational Performance of Public Secondary Schools

**Source:** Field Data Analysis (2024)

Furthermore, regression coefficients were also calculated. The output results are shown in Table 4.4. The results inform that, communication stress management strategy among teachers has a positive regression coefficient of 0.877 indicating that, if other independent variables are kept constant, an increase of one unit in communication stress management strategy results in an increase in organisational performance of public secondary schools of 0.877 units.

**Table 4.4: Regression Coefficients**

Model	Unstandardised Coefficients		Standardised Coefficients			
	B	Std. Error	Beta	t	Sig.	
1	(Constant)	.015	.231		.065	.949
	Communication Stress Management Strategy	1.052	.065	.877	16.154	.000

a. Dependent Variable: Organisational Performance of Public Secondary School  
**Source:** Field Data Analysis (2024)

Findings have indicated that, communication stress management strategy fosters problem-solving skills among teachers, it helped teachers to give their suggestions on time and it created a spirit of team-work and unity. Furthermore, it improved quick decision-making skills within the organisation and it supported several activities to be implemented on time. These observations concur with those of Nomtshongwana (2023), and Skaalvik and Skaalvik (2021) who reported that, early communication of teacher's stressors created unity and team-work at schools. Furthermore, Thomas (2021) and Subbey (2023) reported that, when teachers faced stress at schools, they expressed their concern to other teachers for the advice, the situation which helped to improve their teaching activities, hence improvement of students' academic achievements and overall performances of schools.

#### **4.3.2 Perceived Role of Physical Exercises as Teachers' Stress Management Strategy**

The second specific objective of the study examined the perceived role of physical exercises stress management strategy among teachers on organisational performance

in public secondary schools in Missenyi district. Respondents were asked to rate items on a Likert scale to indicate how physical exercises, as a stress management strategy for teachers, impacts organisational performance in public secondary schools. Descriptive statistics are presented in Table 4.5. Results established that, teachers agree that, physical exercises control levels of stress among teachers and promote good interpersonal relationship between a teacher and students. Teachers continue to agree that, physical exercises reduce isolations among them and improve memory and recalling abilities. However, teachers deny that, physical exercises stress management strategy reduces teachers' burn-out or increases teaching motivation among teachers. The overall score of physical exercises, as stress management strategy is (M=3.40, SD=0.88) signifying that, teachers agree that, physical exercises, as management strategy, reduce stress among them.

**Table 4.5: Descriptive Statistics for the Physical Exercises as Stress Management Strategy (n=80)**

Activity	M	SD
They help in controlling levels of stress among teachers	3.93	1.27
They promote good interpersonal relationship between a teacher and students	3.90	1.37
They reduce isolation among teachers	3.81	1.28
They improve memory and recalling abilities	3.69	1.26
They reduce teachers' burn-out	2.55	1.44
They increase teaching motivation among teachers	2.50	1.49
<b>Overall scores</b>	<b>3.40</b>	<b>0.88</b>

**Source:** Field Data Analysis (2024)

Additionally, a Pearson Product-Moment Correlation Coefficient (denoted by  $r$ ) was performed to evaluate the relationship between the role of physical exercises stress management strategy among teachers and organisational performance of public secondary schools in Missenyi district. Findings are presented in Table 4.6. Findings of the output a Pearson Product-Moment Correlation Coefficient in regard to physical exercises, as teachers' stress management strategy is  $r(78)=.880$ ,  $p<.05$ . This finding connotes that, there is a strong association between physical exercises, as teachers' stress management strategy and organisational performance of public secondary schools in Missenyi district.

**Table 4.6: Correlation Coefficient on the Physical Exercises Stress Management Strategy**

		Physical Exercises' Stress Management Strategy	Organisational Performance Indicators
Physical Exercises' Stress Management Strategy	Pearson Correlation	1	.880**
	Sig. (2-tailed)		.000
	N	80	80
Organisational Performance Indicators	Pearson Correlation	.880**	1
	Sig. (2-tailed)	.000	
	N	80	80

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** Field Data Analysis (2024)

Additionally, the study conducted a confirmatory simple linear regression analysis to correlate between physical exercises stress management strategy among teachers and

organisational performance of public secondary schools. The output results are presented in Tables 4.7. The results of the simple linear regression analysis between physical exercises stress management strategy among teachers and organisational performance of public secondary schools in Missenyi district. The analysis revealed that, there is a statistically positive and significant relationship between independent variable (predictor) and dependent variable. The predictor is physical exercises stress management strategy while dependent variable is organisational performance of public secondary schools in Missenyi district ( $R=.880$ ;  $R^2=.775$ ; Adjusted  $R^2=.772$ ;  $<.000$ ). This means that, since the R-Square is  $.775$ , the variation of 77.5% in the organisational performance of public secondary schools is explained by the variation in physical exercises stress management strategy. Other factors not predicted in this study have been explained at 22.5%.

**Table 4.7: Model Summary for the Physical Exercises Stress Management Strategy**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.880 <sup>a</sup>	.775	.772	.479

- a. Predictors: (Constant), Physical Exercises Stress Management Strategy
- b. Dependent Variable: Organisational Performance of Public Secondary Schools

**Source:** Field Data Analysis (2024)

Regression coefficients were also calculated. The output results are shown in Table 4.8. The results inform that, physical exercises stress management strategy among teachers has a positive regression coefficient of 0.880 signifying that, if other independent variables are kept constant, an increase of one unit in the physical

exercises stress management strategy results in an increase in organisational performance of public secondary schools of 0.880 units.

**Table 4.8: Regression Coefficients**

Model	Unstandardised Coefficients		Standardised Coefficients			
	B	Std. Error	Beta	t	Sig.	
1	(Constant)	.248	.214		1.159	.250
	Physical Exercises	1.002	.061	.880	16.385	.000
	Management Strategy					

a. Dependent Variable: Organisational Performance of Public Secondary School  
**Source:** Field Data Analysis (2024)

The results in this aspect have established that, physical exercises helped in controlling levels of stress among teachers and promoted good interpersonal relationship between a teacher and students. Respondents also agree that, physical exercises managed stress by reducing isolations among teachers and improved memory and recalling abilities. These findings concur with those of Falaminiano and Orge (2023), and Kim and Gurvitch (2020) who informed that, physical exercises were effective in promoting their relationships in schools, controlled their levels of stress and fostered motivation on teaching. This is also in line with the findings of Mkana (2021) who reported that, physical exercise helped teachers to interact with their fellows and increased the working motivation, memory and recalling abilities. These findings are contrary to those of Murray *et al.*, (2022) who reported that, web-based physical activities interventions were statistically insignificant in reducing depression and anxiety among teachers. These findings are also supported by those of Davis (2023) who informed that, physical exercise had a statistically significant negative correlation with teachers' occupational stress. This implies that, there were

other stress management strategies which were more effective than physical exercises.

### 4.3.3 Perceived Role of Mental Relaxation as Teachers' Stress Management Strategy

The third specific objective of the study determined the perceived role of mental relaxation stress management strategy among teachers on organisational performance in public secondary schools. Respondents rated items on a Likert scale to assess how mental relaxation, as a stress management strategy for teachers, impacts organisational performance in public secondary schools. Descriptive statistics are presented in Table 4.9. Findings show that, teachers agree that, mental relaxation stress management strategy reduces teacher's poor classroom management and it refreshes teachers' minds. In the contrary, teachers disagree that, mental relaxation as stress management strategy refreshes body, improves creativity among them or increases adequate support for students. The overall score in this strategy is (M=3.05, SD=0.78). The implication of these scores is that, mental relaxation, as stress management strategy remained undecided.

**Table 4.9: Descriptive Statistics for the of Mental Relaxation Stress Management Strategy (n=80)**

Activity	M	SD
It reduces teacher's poor classroom management	4.01	1.05
It refreshes mind	3.61	1.40
It refreshes body	2.72	1.65
It improves creativity among employees	2.60	1.53
It increases adequate support for students	2.30	1.50
<b>Overall scores</b>	<b>3.05</b>	<b>0.78</b>

**Source:** Field Data Analysis (2024)

Furthermore, a Pearson Product-Moment Correlation Coefficient (denoted by  $r$ ) was performed to evaluate the relationship between the role of mental relaxation stress management strategy among teachers and organisational performance of public secondary schools in Missenyi district. Findings are presented in Table 4.10. Findings demonstrate that, mental relaxation, as teachers' stress management strategy has a Pearson Product-Moment Correlation Coefficient of  $r(78)=.594$ ,  $p<.05$ . The implication of this finding is that, mental relaxation as stress management strategy among teachers has a moderate association with organisational performance of public secondary schools in Missenyi district.

**Table 4.10: Correlation Coefficient on the of Mental Relaxation as Teachers' Stress Management Strategy**

			Mental Relaxation Stress Management Strategy	Organisation al Performance Indicators
Mental Stress Strategy	Relaxation Management	Pearson Correlation Sig. (2-tailed) N	1 80	.594** .000 80
Organisational Performance Indicators		Pearson Correlation Sig. (2-tailed) N	.594** .000 80	1 80

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** Field Data Analysis (2024)

Additionally, the study performed a confirmatory simple linear regression analysis to correlate between mental relaxation stress management strategy among teachers and organisational performance of public secondary schools. The output results are

shown in Tables 4.11. The results of simple linear regression analysis between mental relaxation stress management strategy among teachers and organisational performance of public secondary schools in Missenyi district. The analysis revealed that, there is a moderate statistically positive and significant relationship between independent variable (predictor) and dependent variable. The predictor is mental relaxation stress management strategy while dependent variable is organisational performance of public secondary schools in Missenyi district ( $R=.594$ ;  $R^2=.353$ ; Adjusted  $R^2=.344$ ;  $\text{Sig}<.000$ ). This means that, since the R-Square is .353, the variation of 35.3% in the organisational performance of public secondary schools is explained by the variation in mental relaxation management strategy. Other factors not predicted in this study have been explained at 64.7%.

**Table 4.11: Model Summary for the Mental Relaxation Stress Management Strategy**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.594 <sup>a</sup>	.353	.344	.812

- a. Predictor: (Constant), Mental Relaxation Stress Management Strategy
- b. Dependent Variable: Organisational Performance of Public Secondary Schools

**Source:** Field Data Analysis (2024)

Regression coefficients were also calculated. The output results are shown in Table 4.12. The results demonstrate that, mental relaxation management strategy among teachers has a positive regression coefficient of .594 indicating that, if other independent variables are kept constant, an increase of one unit in the mental relaxation stress management strategy results in an increase of .594 units in

organisational performance of public secondary schools.

**Table 4.12: Regression Coefficients**

Model	Unstandardised Coefficients		Standardised Coefficients			
	B	Std. Error	Beta	t	Sig.	
1	(Constant)	1.334	.367		3.639	.000
	Mental Relaxation Stress Management Strategy	.759	.166	.594	65.18	.000

a. Dependent Variable: Organisational Performance of Public Secondary School

Source: Field Data Analysis (2024)

Findings have shown that, mental relaxation stress management strategy reduced teacher's poor classroom management and it refreshes their minds. These observations are supported by Shah *et al.*, (2023), and Kihara and Mugambi (2018) who informed that, mental relaxation was highly effective in managing teachers' stress levels, refreshing their bodies and minds which later, helped them to work properly.

#### 4.3.4 Indicators of Organisational Performance of Public Secondary Schools

The study assessed organisational performance of public secondary schools in Missenyi district by setting several indicators. Respondents rated items on a Likert scale to assess how physical exercises, as a stress management strategy for teachers, impacts organizational performance in public secondary schools. Descriptive statistics are presented in Table 4.13. Findings show that, stress management allows teachers to make evaluation of students' learning activities on time and it enables

teachers to provide teaching and learning exercises to students. Also, stress management makes teachers teach according to the school time-table and it improves job satisfaction among them. The overall scores of performance indicators of public secondary schools in Missenyi district is (M=3.65, SD=1.00). This finding signifies that, teachers agree that, stress management improves their work performance.

**Table 4.13: Descriptive Statistics for Organisational Performance of Public Secondary Schools' Indicators (n=80)**

Activity	M	SD
Stress management allows teachers make evaluation of students' learning activities on time	3.91	1.30
Stress management makes teachers provide teaching and learning exercises to students	3.81	1.19
Stress management makes teachers teach according to the time-table	3.77	1.29
Stress management improves job satisfaction among teachers	3.65	1.45
<b>Overall scores</b>	<b>3.65</b>	<b>1.00</b>

**Source:** Field Data Analysis (2024)

Findings have demonstrated that, allows teachers to make evaluation of students' learning activities on time and it enables teachers to provide teaching and learning exercises to students. These findings are in line with those of Thomas (2021) who reported that, stress management helped teachers to improve their teaching activities. Furthermore, stress management makes teachers teach according to the school time-table and it improves their job satisfaction and performance. This finding is in support with those of Subbey (2023), and Kihara and Mugambi (2018) who informed that, stress management improved teachers' job satisfaction and it helped them to do their work properly.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary, conclusions and recommendations based on the findings of the study that assessed teachers' stress management strategies and organisational performance of public secondary schools in Missenyi district, Kagera, Tanzania.

#### **5.2 Summary of the Findings**

In regard to communication stress management strategy, findings have shown that, it fosters problem-solving skills among teachers, helps them to give their suggestions on time and it creates a spirit of team-work and unity. Furthermore, the strategy improves quick decision-making skills within the organisation and it supports several activities to be implemented on time. Through regression analysis, findings have established that, communication stress management strategy is statistically positive and significant to organisational performance in public secondary schools in Missenyi district. In the contrary, findings have indicated that, communication stress management strategy does not coordinate activities by reducing unnecessary managerial burdens and rules or create teacher's work satisfaction.

On the issue of physical exercises stress management strategy, findings have demonstrated that, it helps in controlling levels of stress among teachers and promotes good interpersonal relationship between a teacher and students. It was also observed that, it reduces isolations among teachers and improves memory and

recalling abilities. However, there were varying results on physical exercises stress management strategy. Findings have revealed that, it does not reduce teachers' burn-out or increase teaching motivation among teachers. Despite these contradicting findings from regression analysis have indicated that, physical exercises as teacher's stress management strategy is statistically positive and significant to organisational performance in public secondary schools in Missenyi district.

On the aspect of mental relaxation stress management strategy, findings have established that, it reduces teacher's poor classroom management and it refreshes their minds. These findings are in line with those from regression analysis which have also indicated that, mental relaxation stress management strategy among teachers is statistically positive and significant to organisational performance in public secondary schools in Missenyi district. In the contrary, the results have informed that, mental relaxation stress management strategy does not refreshes body, not even improves creativity among employees or increases adequate support for students.

Major key findings of the study are as follows: firstly, the findings on communication stress management strategy showed that, it fostered problem-solving skills among teachers, helped them to give their suggestions on time and it created a spirit of team-work and unity. Furthermore, it improved quick decision-making skills within the organisation and it supported several activities to be implemented on time. Through regression analysis, findings have indicated that, communication, as teachers' stress management strategy has a statistically positive and significant effect on organisational performance of public secondary schools in Missenyi district.

Secondly, the results in regard to physical exercises stress management strategy have established that, it helped in controlling levels of stress among teachers and promoted good interpersonal relationship between a teacher and students. Furthermore, the strategy reduced isolations among teachers and improved memory and recalling abilities. Furthermore, the findings from regression analysis have also indicated that, physical exercises, as teachers' stress management strategy has a statistically positive and significant impact on organisational performance of public secondary schools in Missenyi district.

Thirdly, the findings have informed that, mental relaxation stress management strategy reduced teacher's poor classroom management and it refreshed their minds. Additionally, the results of regression analysis have established that, the strategy has a moderate statistically positive and significant impact on organisational performance of public secondary schools in Missenyi district.

### **5.3 Conclusions**

Based on the findings and discussions, this study concludes that, communication, physical exercises and mental relaxation as teachers' stress management strategies positively and significantly affect organisational performance of public secondary schools in Missenyi district.

### **5.4 Recommendations**

#### **5.4.1 Recommendations for Action**

Based on the study findings, the following are recommendations for action:

- i. Heads of schools should be making communication among teachers from time to time. This is because this strategy helps teachers to give their suggestions on time and create a spirit of team-work and unity. Furthermore, the strategy improves quick decision-making skills within the organisation and supports several activities to be implemented on time.
- ii. Heads of schools should enhance various physical exercises in schools. These can be sports and games or jogging among teachers. This is because, physical exercises help to control levels of stress among teachers, promote good interpersonal relationship between a teacher and students, reduce isolations and improve memory among teachers.
- iii. Mental relaxation stress management strategy should not be ignored by heads of schools. This is because it reduces teachers' poor classroom management and refreshes their minds.

#### **5.4.2 Recommendations for Further Researches**

The following are recommendations for further researches:

- i. It is suggested that, such kind of a study should also be conducted in other remaining districts of Kagera region so as to get a deep understanding of the phenomenon.
- ii. It is also recommended that, such kind of a study can also be conducted in private secondary schools within this area for comparison purposes.
- iii. The current study employed a quantitative method research approach, hence insufficient opinions from participants. A future study can employ a

qualitative approach to capture detailed participants' opinions about the phenomenon.

- iv. A similar study can also be conducted in public primary schools.

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## **APPENDICES**

### **Appendix 1**

#### **Questionnaires for Teachers**

##### **1. Introduction**

Dear respondent,

My name is Perice Gumbo, a student longing for the Degree of Master of Education in Administration, Planning and Policy Studies (MED. APPS) of The Open University of Tanzania. This questionnaire intends to collect data that will help to empirically assess the effect of job retention strategies on organisational performance among the manufacturing industries in Bukoba municipality, Kagera, Tanzania. In this questionnaire, you are asked to choose an item/statement from the items/statements in the table below and assign a tick [√] as indicated. Each item/statement deserves a single choice wherever applicable and according to your experience.

##### **2. Questions**

**2.1 Research Question No. 1.** How does communication as teachers' stress management strategy affect organisation performance in public secondary schools?

**KEY:** Strongly Disagree= 1; Disagree= 2; Undecided=3; Agree= 4; Strongly Agree=

		Response(s)				
S/N	Activities	1	2	3	4	5
1.	It creates a spirit of team-work and unity					
2.	It coordinates activities by reducing unnecessary managerial burdens and rules					
3.	It creates teacher's work satisfaction					
4.	It fosters problem-solving skills among teachers					
5.	It improves quick decision-making skills within the organisation					
6.	It helps employees' to give suggestions on time					
7.	It supports several activities to be implemented on time					

**2.2 Research Question No. 2.**What is the role of physical exercises as teachers' stress management strategy on organization performance in public secondary schools?

**KEY:** Strongly Disagree= 1; Disagree= 2; Undecided=3; Agree= 4; Strongly Agree=

5

		Response(s)				
S/N	Activities	1	2	3	4	5
1.	They reduce teachers' burn-out					
2.	They promote good interpersonal relationship between a teacher and students					
3.	They help in controlling levels of stress among employees					
4.	They improve memory and recalling abilities					
5.	They reduce isolation among teachers					
6.	They reduce irrational decisions among teachers					

**2.3. Research Question No. 3.** What is the role of mental relaxation as teachers' stress management strategy on organization performance in public secondary schools?

**KEY:** Strongly Disagree= 1; Disagree= 2; Undecided=3; Agree= 4; Strongly Agree= 5

		Response(s)				
S/N	Activities	1	2	3	4	5
1.	It refreshes body					
2.	It refreshes mind					
3.	It improves creativity among employees					
4.	It increases adequate support for students					
5.	It reduces teacher's poor classroom management					

**2.4 Research Question No. 4.** What do you think are the performance indicators of the public secondary schools in Missenyi district?

**KEY:** Strongly Agree= 5; Agree= 4; Undecided=3; Disagree= 2; Strongly Disagree= 1

		Responses				
S/N	Activities	5	4	3	2	1
1.	Stress management makes teachers teach according to the time-table					
2.	Stress management makes teachers provide teaching and learning exercises to students					
3.	Stress management allows teachers make evaluation of students' learning activities on time					
4.	Stress management improves job satisfaction among teachers					

Thanks for your time and cooperation

## Appendix 2

## Research Clearance Letter from the Open University of Tanzania

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND  
TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/PG201801310  
202310<sup>th</sup> November,District Executive Director (DED),  
Misenyi District Council, P.O.Box 38, KAGERA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MS. PERICE GUMBO, REG  
NO:PG201801310

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and

Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. Perice Gumbo, Reg.

No: (PG201801310), pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled “Teachers’ Stress Management Strategies and Organization Performance of Public Secondary Schools in Missenyi District, Kagera, Tanzania”. She will collect her data at your area from 13<sup>th</sup> November 2023 to 30<sup>th</sup> December 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

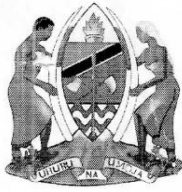
For: VICE CHANCELLOR

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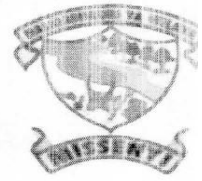
Kinondoni Biafra, Kawawa Road; P.O 23409; Dar es Salaam; Tel:

+255 22 2668 445;

E-Mail: [vc@out.ac.tz](mailto:vc@out.ac.tz) | Website: [www.out.ac.tz](http://www.out.ac.tz)



**JAMHURI YA MUUNGANO WA TANZANIA**  
**OFISI YA RAIS TAWALA ZA MIKOA NA**  
**MAMLAKA ZA SERIKALI ZA MITAA**  
**HALMASHAURI YA WILAYA YA MISSENYI**  
**S.L.P. 38 KYAKA – KAGERA**



**Unapojibu tafadhali taja:**  
**KGR/MSY/E.5/14/VOL.V/177**

**29/11/2023**

**Bi; PERICE GUMBO**

Mwanafunzi wa Chuo,  
 Chuo Kikuu Huria cha Tanzania,  
 S.L.P 23409,  
**Dar es Salaam.**

**Yah: KIBALI CHA KUKUSANYA DATA KATIKA SHULE ZA SEKONDARI**

Tafadhali rejea kichwa cha barua hapo juu.

2. Ofisi ya Mkurugenzi Mtendaji (W) imepokea barua yenye **Kumb Na. OUT/PG201801310** ya tarehe **10/11/2023** kutoka Chuo kikuu Huria cha Tanzania inayokutambulisha juu ya kufanya **RESEARCH CLEARANCE** katika shule za Sekondari katika Halmashauri ya wilaya ya Missenyi.

3. Kwa barua hii unajulishwa kuwa **Kibali kimetolewa** kwako ili kukusanya data tajwa kwa masharti yafuatayo;

- a) Muda wa kukusanya data ni kuanzia tarehe ya **29/11/2023** hadi tarehe **30/12/2023**.
- b) Ofisi ya Mkurugenzi kwa kushirikiana na Taasisi nyingine za Serikali itafuatilia mwenendo wa ukusanyaji data hizi ili kujiridhisha na utekeleza wa kibali hiki.
- c) Matokeo ya ukusanyaji wa takwimu hizi uwe ni kwa ajili ya lengo lililokusudiwa tu (**Research Clearance**) na iwapo zinatakiwa kuchapishwa na kusambazwa lazima **Uombe** kibali kutoka Mamlaka husika.

4. Nakuahidi ushirikiano wa kutosha kutoka ofisi ya Mkurugenzi Mtendaji (W)

5. Nawasilisha.

Shembaruku S

**Kny; MKURUGENZI MTENDAJI**

Nakala; Mkurugenzi Mtendaji (W) - Aione kwenye jalada