THE MAGNITUDE AND IMPACT OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN KINONDONI MUNICIPALITY

CANNON SIMON LUVINGA

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN SOCIAL WORK OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

I the undersigned, certify that I have read and hereby recommended for acceptance by Open University of Tanzania, a dissertation titled, *The Magnitude and Impact of Occupational Stress Among Secondary School Teachers in Kinondoni Municipality,* in partial fulfillment of the requirement of award of the degree of Master in Social Work of the Open University of Tanzania.

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Prof. S. Kajuna

(Supervisor)

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DECLARATION

I, Cannon Simon Luvinga, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Date…………………………………

DEDICATION

This research work is dedicated to my family; with special regards to my lovely wife Lucy Damas Simirya for her sweet care, endless love, tolerance and great care during the whole time of my studies, may Almighty God bless her for her tireless assistance with moral and material support.

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ABSTRACT

To maintain high level of performance, the psychological health of secondary school teachers is very essential for effective and efficiently performance. Stress has a negative impact in the school as well as in teachers. The problem of absenteeism, high turnover, productivity, retirement cost, replacement cost, impaired decision and job dissatisfaction can lead to decrease in school's performance. The main objective of this study was to determine the magnitude and impact of occupational stress among secondary school teachers in Kinondoni Municipality. This study was descriptive type of study focused on to determine the impact of occupational stress on the individual and working environment and identify methods employed by employers in reduce or managing occupational stress. The study found majority of respondents expressing stress at their workplace that was cause by various factors such as increased workloads, overtime, hostile work environments, repetitiveness jobs, lack of autonomy in the job, and job dissatisfaction. These manifest into high turnover; impaired decisions; absenteeism; and low service production. This study recommends that, the ministry of education must consider the teacher's psychological wellbeing so as to be able to have teachers who are physically and psychologically fit. Also should provide teachers with Employees Wellness Programs (EWP) so as teachers can be free to settle their emotional problems.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

AIS   -   American Institute of Stress

APA   -   American Psychological Association

CCOH   -   Canadians Centre for Occupational health and safety

EAP   -   Employee Wellness Program

ESDP   -   Evaluation of Education Sector Development Programme

ILO   -   International Labor Organization

LGA   -   Local Government Authorities

NIOSH   -   National Institute of Occupational Safety and Health

OUT   -   Open University of Tanzania

SEDP   -   Secondary Education Development Programme

SPSS   -   Statistical Package for the Social Sciences

WHO   -   World Health Organization

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

Stress is everywhere and it can be described in different ways from one person to another. There some people who describe it as a stimuli, constraint, situation, outside force, response, or in balance in one's physical, social, emotional, spiritual, intellectual, occupational or environmental. Moreover others perceive it as being busy and not eating well or forget to take care of self while others describe it as having too much to do with little time to do it or having no time to play roles well.

Stress is nervous feeling that stops a person relaxing. It is an adjustive demand that include a state of tension or threat and that requires change or adaptation if an individual is to meet his or her needs (Carson, 2000). All situations, positive and negative that require adjustment can be stressful. However occupational stress is a complex bio psychosocial situation and has been recognized worldwide as a major hazard for many workers (Carson, 2000).

The human body has a natural chemical response to a threat or demand, commonly known as the "flight or fight" reaction, which includes the release of adrenalin. Once the threat or demand is over the body can return to its natural state. A stressor is an event or set of conditions that causes a stress response while stress will be body's physiological response to the stressor. Moreover strain is the body's longer-term reaction to chronic stress.

Occupational stress can affect one's health when the stressors of the workplace exceed the employee's ability to have some control over their situation or to cope in other ways (John, 2007). For example workers are overburdened with workloads that remain high regardless of their efforts. Here the workload is regarded as stressor, where workers may feel anxious and their heart rate speeds up because they cannot control their workloads as a result is stress. However increased blood pressure, difficult in sleeping, or chronic headaches is strain (PEF, 2006).

ILO report of 2002 identifies work-related stress as a 21st-century disease. This was due to labor intensification, competitive pressures, time squeeze, modern technological innovations and lack of worker control in their jobs. Evidence abounds showing that more flexible labor relations, notably downsizing, contracting out types of labor and so on, are associated with deterioration in work security, resulting in higher injury rates, hazard exposures, disease and work-related stress.

Secondary school teachers deal with substantial amount of ongoing occupational stress. Research shows that teachers continually face increasing workloads, large class sizes, overtime, poor working environments, behavior and unmotivated or undisciplined students, lack of chances for promotion, unsatisfactory relationships with colleagues, students and administrators, are just a few of the many causes of stressful in school working conditions (John, 2007).

1.2   Statement of the Problem

Going to work is generally good for people, only if that person is health, safety, and welfare are protected. However occupational stress affects teachers as employees as

well as institution on various areas include personal health, relation, or low productivity and performance. Yet ability to handle stress depends upon perception, job experience, social support, belief in locus of control, institutional system or good working environment (Subbulaxmi, 2002). In spite of that most public sectors consider stress as individual problem and not the institutional problem, thus tend to meet out with the loss due to absenteeism, work accidents, turnovers and works which are below standard.

Secondary school teachers are highly likely to have high rate of stress since their work involve interaction with people and emotional aspect of it. Moreover the presence of life-work imbalance, changes of technology, workload, poor working conditions, low salaries, and poor communication between management and social workers, indicates continuation of stress among the social workers. Moreover there are no prospering programs for social workers i.e. Employees Assistance Programe (EAP) where social workers can receive psychological help whenever they need. It is therefore, assessing the magnitude of occupational stress and its impact on individual and institutional level has become important (Ongori and Agolla, 2007).

1.3   Justification of the Study

Beside the direct effects of occupational stress, the negative consequences of secondary school teachers occupational stress intrude all level of the workplace, as well as social life. Findings from this study will raise the awareness of occupational stress in participants and may also have inspired them to share this awareness with fellow colleagues. It will also serve to empower secondary school teachers to reduce

occupational stress. In the long term the researcher intends to use the findings of this study to inform policies in the Ministry of Education in helping secondary school teachers to reduce their stress, improve their performance and allow a room for further studies.

1.4   Rationale of the Study

This research study aims at assessing the magnitude of the occupational stress and its impact on individual and institutional level among Secondary school teachers in Kinondoni Municipality. This study will enable Secondary school teachers to expand their knowledge and understanding concerning occupational stress and its impacts.

Study also aims at looking on how providing support to secondary school teachers on the management of occupational stress will directly bring good performance. It is the time to assess the magnitude of the occupational stress and its impact and the methods which are employed by employers to help secondary school teachers to recover from occupational stress.

1.5   Objectives

1.5.1   General Objective

To determine the magnitude and impact of occupational stress among secondary.

1.5.2   Specific Objectives

(i)   To determine the magnitude of occupational stress among Secondary school teachers.

(ii)   To determine the impact of occupational stress on the individual and working environment.

(iii)   To identify methods employed by employers to reduce or manage occupational stress.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   The Concept of Stress at the Workplace

McGrath 1976, state that stress is an imprecise term. It is usually defined in terms of internal and external conditions that create stressful situations, and the symptoms that people experience when they are stressed. Hence there is a potential for stress when an environmental situation is perceived as presenting a demand that threatens to exceed the person's capabilities and resources for meeting it, under conditions where he expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it.

McGrath's definition implies that the degree of stress is correlated with a person's perceived inability to deal with an environmental demand. This would lead to the conclusion that a person's level of stress depends on their self-perceived abilities and self-confidence. Moreover stress was correlated with a person's fear of failure.

Arnold and Feldman 1986 define stress as "the reactions of individuals to new or threatening factors in their work environment". Since our work environments often contain new situations, this definition suggests that stress in inevitable. This definition also highlights the fact that reactions to stressful situations are individualized, and can result in emotional, perceptual, behavioral, and physiological changes.

2.2   The Signs and Symptoms of Stress

Selye (1946) was the first to describe the phases that the body goes through in response to a threat. The *general adaptation syndrome* model states that the body

passes through three stages. The first stage is an alarm reaction. The body prepares for a potential emergency. Digestion slows down, the heart beats faster, blood vessels dilate, blood pressure rises, and breathing becomes rapid and deep. The second stage is resistance where all bodily systems work together to provide maximum energy for fight or flight. The body becomes habituated to the effects of the stressor, however, the bodies adaptive energies are being used as a shield against the stressor.

The third stage is exhaustion. When the body's adaptive energies are depleted, the symptoms of the alarm reaction reappear, and the stress manifests itself as an illness, such as ulcers, heart ailments, and high blood pressure. During the first or second stages, the removal of the stressor will eliminate the symptoms. Job stress can have a substantial negative effect on physical and emotional health. Williams and Huber (1986) provide a comprehensive list of the symptoms of stress.

These are: "constant fatigue, low energy level, recurring headaches, gastrointestinal disorders, chronically bad breath, sweaty hands or feet, dizziness, high blood pressure, pounding heart, constant inner tension, inability to sleep, temper outbursts, hyperventilation, moodiness, irritability and restlessness, inability to concentrate, increased aggression, compulsive eating, chronic worrying, anxiety or apprehensiveness, inability to relax, growing feelings of inadequacy, increase in defensiveness, dependence on tranquilizers, excessive use of alcohol, and excessive smoking." Furthermore, job stress can make people more susceptible to major illnesses. High stress managers are twice as prone to heart attacks as low stress managers (Rosenman and Friedman, 1971).

Excessive job-related stress is not a small or isolated problem. Over one-third of all American workers thought about quitting their jobs in 1990. One-third believes they will burn-out in the near future, and one-third feels that job stress is the single greatest source of stress in their lives. Nearly three-fourths of all workers feel that job stress lowers their productivity, and they experience health problems as a consequence. (Lawless, 1991, 1992) Furthermore, this is not exclusively a United States phenomenon. A Japanese poll conducted by the Health and Welfare Ministry in 1988 indicated that 45 percent of workers felt stress from their jobs (Asahi News Service, 1990).

2.3   What are the Causes of Occupational Stress

Stressors can be divided into those that arise from within an individual (internal), and those that are attributable to the environment (external). Internal conflicts, non-specific fears, fears of inadequacy, and guilt feelings are examples of stressors that do not depend on the environment. Internal sources of stress can arise from an individual's perceptions of an environmental threat, even if no such danger actually exists. Environmental stressors are external conditions beyond an individual's control. Bhagat (1983) has reported that work performance can be seriously impaired by external stressors. There are many aspects of organizational life that can become external stressors. These include issues of structure, management's use of authority, monotony, a lack of opportunity for advancement, excessive responsibilities, ambiguous demands, value conflicts, and unrealistic workloads. A person's non-working life (e.g., family, friends, health, and financial situations) can also contain stressors that negatively impact job performance.

Albrecht (1979) argues that nearly all stressors are emotionally induced. These are based on people's expectations, or "the belief that something terrible is about to happen." Thus, emotionally induced stress arises from one's imagination. Albrecht believes that our society's number one health problem is anxiety, and that emotionally induced stress can be classified into four categories: (1) time stress, (2) anticipatory stress, (3) situational stress, and (4) encounter stress. Time stress is always created by a real or imaginary deadline. Anticipatory stress is created when a person perceives that an upcoming event will be unpleasant. Situational stress can occur when a person is in an unpleasant situation, and they worry about what will happen next. Encounter stress is created by contact with other people (both pleasant and unpleasant).

Many situations in organizational life can be stressful. These include: (1) problems with the physical environment, such as poor lighting or excessive nose, () problems with the quality of work such, as lack of diversity, an excessive pace, or too little work, (3) role ambiguities or conflicts in responsibilities, (4) relationships with supervisors, peers, and subordinates, and (5) career development stressors, such as lack of job security, perceived obsolescence, and inadequate advancement.

Adverse working conditions, such as excessive noise, extreme temperatures, or overcrowding, can be a source of job-related stress (McGrath, 1978). Reitz (1987) reported that workers on "swing shifts" experience more stress than other workers. Orth-Gomer (1986) concludes that when three shifts are used to provide around-the-clock production, major disturbances in people may be unavoidable. One source of

environmental stress ignored in the organizational literature is non-natural electromagnetic radiation. Becker (1990) reported that the two most prominent effects of electromagnetic radiation are stress and cancers. Modern offices are filled with electronic devices that produce high levels of radiation. These include computers, video monitors, typewriters, fluorescent lights, clocks, copying machines, faxes, electric pencil sharpeners, and a host of other electronic devices. Human sensitivity to electromagnetic fields is well-documented, and the design of future office equipment will most likely involve a consideration of emitted radiation.

Arnold and Feldman (1986) emphasize the deleterious effects of role ambiguity, conflict, overload and under-load. Role ambiguity is often the result of mergers, acquisitions and restructuring, where employees are unsure of their new job responsibilities. Role conflict has been categorized into two types: inter-sender and intra-sender (Kahn, *et al.,* 1964). Inter-sender role conflict can occur when workers perceive that two different sources are generating incompatible demands or expectations. Intra-sender role conflict can arise when workers perceive conflicting demands from the same source.

Overload is frequently created by excessive time pressures, where stress increases as a deadline approaches, and then rapidly subsides. Under-load is the result of an insufficient quantity, or an inadequate variety of work. Both overload and under-load can result in low self-esteem and stress related symptoms, however, under-load has also been associated with passivity and general feelings of apathy (Katz and Kahn, 1978).

Poor interpersonal relationships are also a common source of stress in organizations. Arnold and Feldman (1986) cite three types of interpersonal relationships that can evoke a stress reaction: (1) too much prolonged contact with other people, (2) too much contact with people from other departments, and (3) an unfriendly or hostile organizational climate.

Personal factors are often a source of stress. These include career related concerns, such as job security and advancement, as well as financial and family concerns. Holmes and Rahe (1967) constructed a scale of forty-three life events, and rated them according to the amount of stress they produce. The most notable feature of their instrument is that many positive life changes (i.e., marriage, Christmas, vacations, etc.) are substantial sources of stress. Generally, stress appears to be a result of any change in one's daily routine.

French, Kast, and Rosenzweig (1985) believe that any situation that requires a behavioral adjustment is a source of stress. However, a situation that is stressful for one person might not be stressful for another. Older workers seem to be less strongly affected by stressful situations. (Parasuraman and Alutto, 1984) Individuals with high self-esteem and a tolerance for ambiguity are less prone to stress-related illnesses (Arnold and Feldman, 1986). There is also considerable evidence that a person's susceptibility to stress is dependent on their personality types. Type A personalities (those that seek out fast-paced, challenging situations) often react to stress with hostility and anger, while Type B personalities seem to be have an immunity to the same stressors (Albrecht, 1979; Friedman and Rosenman, 1974; Matthews, 1982; Organ, 1979).

Several studies have found that individuals, who believe they have control over their own fate (internals), perceive less stress in their work than those who believe their future is determined by other factors (externals). Genmill and Heisler (1972) reported that "internals" had more job satisfaction and perceived their jobs as less stressful than "externals". They also found that manager's perceived stress was unrelated to education, length of time in their career, or their level in the hierarchy. Another study looked at managers of businesses in a community that had recently been destroyed by a hurricane (Anderson, Hellriegel, and Slocum, 1977). These researchers found that "internals" experienced less stress from the catastrophe, and that their perceived locus of control was a more important factor than their insurance coverage, the amount of the loss, or the duration that the company was out of business. Lawless (1992) reports that ". . . job stress is a consequence of two key ingredients: a high level of job demands and little control over one's work."

Some studies have reported that males seem to be more prone to stress-related illness than females. Men report more ulcers and have a higher rate of heart attacks than women (Albrecht, 1979). Other studies have found no differences. Friedman and Rosenman (1974) found that Type A women suffered from cardiovascular diseases and heart attacks as often as their male counterparts. Women in managerial positions suffer heart attacks at the same rate as men in similar positions. (Albrecht, 1979) In a recent study, Lawless (1992) reported that women suffered fifteen percent more stress related illnesses than men. They also thought about quitting their jobs more often, and reported a higher incidence of burnout. Lawless proposed that this is the result of unequal pay scales and a failure of organizations to adopt policies sensitive

to family issues. As more women enter the work force, the effects on their health are becoming increasingly apparent. It may be that past differences between males and females are the result of their experience in the work force, and unrelated to gender.

Lawless (1991) identified the five most common causes of worker stress: i) too much rigidity in how to do a job, ii) substantial cuts in employee benefits, iii) a merger, acquisition, or change of ownership, iv) requiring frequent overtime, and v) reducing the size of the work force. Over forty percent of the work force experienced one or more stress-related illnesses as a result of these five stressors. Single or divorced employees, union employees, women, and hourly workers reported greater stress levels, and a higher likelihood of "burning out". In a follow-up study, Lawless (1992) found similar results except that there was no significant difference between married and unmarried workers. However single women with children were more likely to burn out than married women with children. "Single parenthood compounds the stress women face in juggling work and child care responsibilities, especially when overtime hours are required."

Lawless 1992, the current recession is, to some degree, responsible for increased stress in America's work force. "Private sector workers feel more pressure to prove their value because of the recession." Nearly half of all workers and supervisors blame the recession for higher stress levels and lower productivity. Both are being asked to achieve higher goals with a reduced work force. Supervisors reported slightly more stress than workers; however, they were no more likely to experience job burnout. Lawless proposed that supervisors' higher salaries and more having

more control over their jobs partially counteracted the negative effects of stress. Employees who earned less than $25,000 reported less stress, but they were more likely to burn out because they had less control over their work. Over half of the college graduates in this income category rep reported feeling burned out.

Family responsibilities and family problems contribute much in employees stress at work especially when they are not solved. APA (2007) reports that over one third (35%) cite jobs interfering with their family or personal time as a significant source of stress. Results of a new study from the University of Maryland confirm what working parents already know the expanded work week is undermining family life. In a study of over 500 employees in a Fortune 500 company, researchers concluded that long hours at work increase work-family conflict and that this conflict is associated with stress related health problems and depression. This was true regardless of how flexible an employee's schedule was or how much help they had at home for child care. In a recent poll by Reston, Virginia based online job line true careers, more than 70% of workers do not think there is a healthy balance between work and their personal lives. More than 50% of the 1,626 respondents reported they are exploring new career opportunities because of the inability to manage both work and family stressors.

Blaug said all reports that the problem of workload is greater in the public sector (83%) and the voluntary sector (77%) than in the private sector (73%). Workloads are identified as a particular problem in education (88%)central government (85%); health services, local government and banking, finance and insurance (all 83%).

Sometimes ones work setting creates physical stress because of noise, lack of privacy, poor lighting, poor ventilation, poor temperature control, or inadequate sanitary facilities. Settings where there is organizational confusion or an overly authoritarian, laissez-faire, or crisis-centered managerial style are all psychologically stressful.

Act through labor or employee organizations to alter stressful working conditions. If that doesn't work, try the courts, which have become increasingly receptive to complaints of stressful working conditions. Recent rulings created pressure for employers to provide working environments that are as stress free as possible (APA, 2005).

One third of U.S. employees are chronically overworked. Furthermore, twenty percent of employees reporting high overwork levels say they make a lot of mistakes at work versus none of those who experience low overwork levels. Nikolaou (2005) reports that bad relationship at the workplace, overload and unfair pay can cause stress at workplace.

Since 1950 Ivancevich and Matteson indicated that workplace interpersonal conflicts and negative interpersonal relations are prevalent source of stress and are existed with negative mood depression and symptoms of ill health. Lack of group cohesiveness may explain various physiological and behavioral outcomes in an employ desiring such stick together.

Teamwork, collaboration, political culture and interpersonal style play a big role in the type and amount of work stress that employees experience day-to-day. A

substantial body of literature in social psychology has found that positive moods foster pro-social behavior in a variety of settings (i.e., collaborative team work). These studies strongly suggest that positive mood at work is related to both health and productivity. For example, in a recent study of 210 sales people, positive mood at work was significantly associated with less absenteeism and greater pro-social behavior towards other team members. Unpleasant coworkers, on the other hand, can make work a real drag, driving down both the well-being and productivity of those around them.

For quite a while, many of employees suffered from information overload, and felt as they were expected to do too many things at once. Employee should give themselves permission not to multi-task is a more modern version of the mantra "one thing at a time." And yes, it is getting worse. By the time this goes to press, there probably will be a few more time-saving or data-transmitting technologies available to them.

In many cases, rather than using them as tools to make our lives simpler, most people feel Compelled to use them and also suffer their effects. Employees become more available and have the capacity to do even more things in even less time. Rather than being the master of technology, it is easy to become the victim of it. Checking emails in time, just logging on at the beginning or end of a day (or not being able to log on at all) can increase the blood pressure substantially. Technology can be a double-edged sword. It potentially increases productivity. However, it also can increase expectations and the resulting workload. The bar is raised. Our level of customer focus is higher. Now, one may feel that they need to be responsive to others all

around us 24/7. In addition to downsizing violence, the technology and diversity also can cause stress at workplace (DeFrank & Invancevich, 1998).

Lee (2000) reports that supervision and co worker issues are the leading source of stress. He conducted a 2 and a half years study involving 28,000 employees in 215 organizations showed that poor teamwork and ineffective supervision were the two most important factors leading to employee's stress, with poor teamwork issues having the strongest influence on job burnout, health problems and performance problems.

Ongori and Agolla suggests that communication channel should be open to all employees and employees should be allowed to participate in the decision making process of the organization. Lack of involvement of employees by management will make employees feel stressed.

2.4   The Impact of Occupational Stress

Stress, both work and non-work-related, can have a profound effect on an organizational climate and morale. For most people, a moderate amount of stress can be beneficial (positive stress). But when pressure and stress reach a level where an individual struggles to cope, both mental and physical changes can occur. There are numerous negative stressors impacting today's workforce. Things like job security fears, increased workloads and extended work hours can all result in negative stress. Some of the outcomes of stress on an organization can include employee job dissatisfaction, employee turnover, absenteeism, reduced performance and lack of productivity and efficiency.

For most organizations, great attention is paid to employee morale and workforce engagement levels. If the majority of employees are experiencing negative levels of stress, things like teamwork and effective communications suffer. Many companies conduct yearly employee opinion surveys to measure engagement. There is usually significant correlation between the current climate in an organization and survey scoring. During times of uncertainty (business optimization initiatives resulting in lay-offs), not surprisingly, scores in areas like motivation and company commitment are very low. Conversely, during positive times (company reaches financial targets resulting in incentive payments for staff); survey scores are considerably more favorable. Overall, manageable levels of stress in an organization will translate into higher employee morale and job satisfaction.

Regarding stress and employee absenteeism from a disability management standpoint, the duration of absences due to stress is often much greater than absences from other causes. Employees often return to work four weeks after breaking a bone while employees on stress leaves cab ne absent for months. Stress can also manifest itself in suppressed immune function resulting in susceptibility to viral and bacterial infections. The negative impacts resulting from worker absenteeism are far-reaching.

In the customer service industry, there seems to be a vicious circle when it comes to individual stress impacting team stress, which in turn impacts stress on the customer. Employees working short staffed due to employee absenteeism are under pressure. Being short staffed can cause employee irritability and conflict and increased delays in customer service for customers. This in turn results in lower customer satisfaction

levels which ultimately negatively affect the company's bottom line. Stress can therefore significantly impact the profitability of an organization.

Management representatives routinely observe lowered individual performance due to stress which subsequently negatively affects the overall team performance. Stress causes memory impairment, less effective decision making and from a health and safety standpoint, increased accidents in the workplace. Employee situations requiring discipline to improve performance can cause stress resulting in the opposite effect. If an employee is facing a suspension or termination due to repeated offences, you often see even poorer performance as employees feel the impending discipline looming over their head. Many companies have identified that as an organization, they need to focus on coaching and positive reinforcement to give employees every opportunity to be successful. Stress management is essential to improve overall organizational performance.

Another impact of stress on an organization is reduced productivity and efficiency. Although the effect of absenteeism is obvious, reduced productivity and efficiency can also result when a workforce is experiencing negative stress and pressure. Employees under stress are much less inclined to channel energy into continuous improvement initiatives or creative problem solving pursuits. While in self-preservation mode when dealing with stress, individuals tend to spend their time and energy doing the bare minimum to keep up. As well, an over-stressed team will have less energy to begin with as studies have shown that stress depletes energy stores and a person's physical and mental capabilities. Often greater demands are placed on

workers in today's competitive marketplace. For example, in the customer service and entertainment industry, there is no shortage of options for people to spend their disposable income. And in today's economic climate, companies are expected to try to do more with less. Although profitability is the focus, this pursuit cannot be to the detriment of the workforce. Putting too much pressure and stress on staff to perform will ultimately have the opposite affect (i.e. burn-out, conflict and incidents of workplace aggression).

Stress and stress management is a reality in today's organizations. Successful organizations today realize the importance of not only monitoring workplace stress, but implementing vehicles to reduce stress for all employees. Time and money can be spent by a company creating programs and initiatives to address stress related issues (i.e. flextime, job sharing, childcare, health and fitness and team building activities) or a company can spend their money battling absenteeism, employee turnover and rising benefit costs. The intelligent choice should be clear.

2.5   How to Manage Occupational Stress

Managers of organizations have a dual perspective of stress. They need to be aware of their own stress levels, as well as those of their subordinates. Most of the literature focuses on ways of reducing stress. However, a more appropriate approach might be to examine ways of optimizing stress. French, Kast, and Rosenzweig (1985), state that the challenge is to minimize distress and maintain *eustress*. They point out that the conditions of organizational life create a series of paradoxes that demonstrate the need for balance and equilibrium.

(i)   Uncertainty can lead to distress, but so can certainties or over control.

(ii)   Pressure can lead to distress, but so can limbo or lack of contact.

(iii)   Responsibility can lead to distress, but so can lack of responsibility or insignificance.

(iv)   Performance evaluation can lead to distress, but so can lack of feedback concerning performance.

(v)   Role ambiguity can lead to distress, but so can job descriptions that constrain individuality.

The role of management becomes one of maintaining an appropriate level of stress by providing an optimal environment, and "by doing a good job in areas such as performance planning, role analysis, work redesign/job enrichment, continuing feedback, ecological considerations, and interpersonal skills training."

There are essentially three strategies for dealing with stress in organizations (Jick and Payne, 1980): (1) treat the symptoms, (2) change the person, and (3) remove the cause of the stress. When a person is already suffering from the effects of stress, the first priority is to treat the symptoms. This includes both the identification of those suffering from excessive stress, as well as providing health-care and psychological counseling services. The second approach is to help individuals build stress management skills to make them less vulnerable to its effects. Examples would be teaching employee's time management and relaxation techniques, or suggesting changes to one's diet or exercise. The third approach is to eliminate or reduce the environmental situation that is creating the stress. This would involve reducing

environmental stressors such as noise and pollution, or modifying production schedules and work-loads.

Many modern organizations view the management of stress as a personal matter. An effort to monitor employee stress levels would be considered an invasion of privacy. However, Lawless (1991) found that nine out of ten employees felt that it was the employer's responsibility to reduce worker stress and provide a health plan that covers stress illnesses. She emphasized that "employees have no doubt that stress-related illnesses and disability should be taken seriously. Employees expect substantive action by their employer and hold their employer financially responsible for the consequences of job stress."

Lawless (1991) reported that four different employer programs were effective in reducing job burnout, where the percent of people reporting burn out was reduced by half. Furthermore, when these programs were offered, there were also half as many stress related illnesses. They are: (1) supportive work and family policies, (2) effective management communication, (3) health insurance coverage for mental illness and chemical dependency, and (4) flexible scheduling of work hours. This study also reported that the success rate for treating stress related disabilities was considerably less than the average for all disabilities, and that the average cost to treat stress related conditions was $1,925 (both successful and unsuccessful).

Managers can take active steps to minimize undesirable stress in themselves and their subordinates. Williams and Huber (1986) suggest five managerial actions that can be used to reduce stress in workers:

(i)   Clarifying task assignments, responsibility, authority, and criteria for performance evaluation.

(ii)   Introducing consideration for people into one's leadership style.

(iii)   Delegating more effectively and increasing individual autonomy where the situation warrants it.

(iv)   Clarifying goals and decision criteria.

(v)   Setting and enforcing policies for mandatory vacations and reasonable working hours.

Establishing one's priorities (i.e., value clarification) is an important step in the reduction of stress. The demands of many managerial positions cause the neglect of other areas of one's life, such as family, friends, recreation, and religion. This neglect creates stress, which in turn affects job performance and health. Value clarification is linked to time management, since we generally allocate our time according to our priorities. By setting personal priorities, managers and subordinates can reduce this source of stress. It is typically the first step in any stress reduction program.

Many sources of stress in organizations cannot be changed. These might include situations like a prolonged recessionary period, new competitors, or an unanticipated crisis. Organizational members generally have little control over these kinds of stressors, and they can create extended periods of high-stress situations. People who adjust to these stressors generally use a form of perceptual adaptation, where they modify the way in which they perceive the situation.

Other sources of stress in organizations can be changed. One particularly effective way for managers to minimize employee stress is to clarify ambiguities, such as job

assignments and responsibilities. (Arnold and Feldman, 1986) Employee stress is directly related to the amount of uncertainty in their tasks, expectations, and roles. Managers can encourage employees to search for more information when they are given unfamiliar tasks, or when they are uncertain of their roles. Another way to reduce employee stress is to incorporate time management techniques, as well as setting realistic time schedules for the completion of projects.

There are many other successful ways of dealing with stress. These include stress reduction workshops, tranquilizers, biofeedback, meditation, self-hypnosis, and a variety of other techniques designed to relax an individual. Programs that teach tolerance for ambiguity often report positive effects. One of the most promising is a health maintenance program that stresses the necessity of proper diet, exercise and sleep. Social support systems seem to be extremely effective in preventing or relieving the deleterious effects of stress. Friends and family can provide a nurturing environment that builds self-esteem, and makes one less susceptible to stress. One study found that government white-collar workers who received support from their supervisors, peers, and subordinates experienced fewer physical symptoms of stress. (Katz and Kahn, 1978) Managers can create nurturing and supportive environments to help minimize job-related stress.

Albrecht (1979) hypothesized that there are eight relatively "universal" factors that come into play when evaluating the balance between stress and reward (job satisfaction) in organizations. These are: (1) workload, (2) physical variables, (3) job status, (4) accountability, (5) task variety, (6) human contact, (7) physical challenge,

and 8) mental challenge. Each individual has a "comfort zone" for the eight factors. The goal of management is to find the "comfort zone" for each employee that result in optimal performance without producing undesirable side effects. Albrecht's taxonomy is important because it recognizes the necessity of balance. For example, Taylorism stresses the ideas of maximum output, minimal task variety, and continuous supervision. The predicted effect of these imbalances would be stress and a reduction in job satisfaction. Perhaps many of today's organizational problems with worker stress are the result of the effective application of Taylorism.

The social climate of an organization is often viewed as a cause of stress. However, social climate is a relativistic concept, and "the social climate of an organization is whatever most of the people think it is." (Albrecht, 1979, p. 167) There are three factors that need to be examined when evaluating social climate. The first is the degree to which employees identify with or alienate themselves from the organization. Employee attitude surveys are an effective method of measuring this factor. Identification can be measured through employees pride in membership, and the extent to which they take initiative and offer constructive suggestions. Alienation can be detected by examining whether members openly criticize the organization, or the degree to which they oppose change. The second factor of organizational climate is the degree to which labor and management are polarized. One of the most effective ways of dealing with this problem is to make all levels of management more visible and accessible. Employees are less likely to criticize management who they see on a regular basis. The goal is to change to perception from "they" (the managers) to "we" (the members of the organization). The third factor is the

perceived social norms of the organization. Social norms are abstract organizational values, such as trust, fairness, and respect. Interviews and questionnaires can be used to ascertain organizational social norms, but corrective action involves setting up management programs that clarify organizational values, and may involve replacing certain managers when necessary.

Quick and Quick (1984) suggest several diagnostic procedures for determining stress levels in organizations. Interviews allow in-depth probing, but they are time consuming and depend primarily on the listening skills of the interviewer. Questionnaires have the advantage of being able to process higher volumes of data, but they often lose the "flavor" or feel of the responses. Observational techniques (both medical and behavioral) can be either quantitative or qualitative. Quantitative techniques might involve gathering company records, such as the rates of absenteeism, tardiness, turnover, and production. Qualitative techniques involve observing workers for signs of stress-related behavior.

Job engineering and job redesign are recent concepts that attempt to minimize job-related stress. Job engineering takes into account the values and needs of the worker, as well as the production objectives of the organization. (Albrecht, 1979) It involves a six-step cyclical process, beginning with defining the job objectives. This initial step makes statements about "accomplishing something of recognized value" (p. 159). The second step is to define the job conditions. This step specifies the physical, social, and psychological characteristics of the job. The third step is to define the job processes, equipment, and materials. Processes are often presented in a flow chart to

show the sequence of operations. The fourth step is to re-evaluate the design from the perspective of the worker, the goal being to achieve a balance between job satisfaction and performance. The fifth step is to test the job design. Employees often experience problems not anticipated by job engineers. The evaluation should look at the "total combination of person, equipment, materials, processes, and surroundings as an integrated whole, and you must measure both productivity and employee satisfaction before you can say the job is well designed" (p. 162). The sixth step involves the ongoing re-evaluation and redesign of the job. Employee attitudes and values change, and new technology provide alternatives to the status quo. Job engineering attempts to be sensitive to these changes and to modify job descriptions as necessary.

Sevelius (1986) describes his experience implementing a wellness education program at a large manufacturing plant. Several successful techniques were used. Booklets on specific health subjects were place in "Take one" bins conveniently located around the plant. The booklets were positively received and increased employee's awareness and knowledge. Campaigns were undertaken to highlight the specific themes in the booklets. Group lectures were tried and found to be ineffective because less than ten percent of the employees attended them. In addition, the lectures were videotaped, but employees did not take the time to view them. Medical examinations generally did not reveal hidden illnesses, however, they were found to be of considerable value because they gave employees the opportunity of individual medical counseling. Sevelius suggests that peer support systems might also be successful in the workplace.

CHAPTER THREE

3.0 MATERIALS AND METHODS

3.1 Introduction

This chapter explains the techniques that used to conduct the study. It composes the description of the study area, the research design, sample and sampling techniques, the data types and collection methods and finally the work plan.

3.2 Study area

The research was conducted in Dar es Salaam as the study area specifically in Kinondoni Municipality were selected to be the study area due to the reason that, there are number of secondary school in this district. Therefore since there are many secondary schools in Kinondoni Municipality so it was depended upon in order to provide reliable information about the study.

3.3 Research Design

A case study was used as the research design; this is because a case study describes a unit in detail and in context. It also allows organization of data and looks at the object to be studied as a whole. The sample unit was six secondary schools from Kinondoni Municipality.

3.4 Population and Sampling Techniques

The targeted population was the teachers in secondary schools. Simple random sampling was used to pick secondary schools in Kinondoni Municipality. Those secondary schools involved are Bunju Secondary School, Mbuyuni Secondary

school, Salma Kikwete Secondary school, Mbezi Beach High school, Green Acreas High school and Alpha Secondary school.

3.5 Sampling Procedures

Purposive sampling was used where a group of teachers from the selected schools whom believed to be reliable for the study was selected. Therefore a total number of 92 secondary school teachers was selected so that to accomplish the necessary information of the study.

3.6 Types and Source of Data

The study involved two sources of data which are primary and secondary data. In secondary data the review of relevant official information/published documents was used. These included journals, books, in house newsletter and leaflets. In data primary data questionnaires and interviews were conducted where by the secondary school teachers provided information over the subject.

3.7 Data Collection Methods

Data collection is divided into two which includes primary and secondary data. Primary data collected specifically for the purpose of the study while secondary data already gathered for the purpose of the study (Saunders et al, 2003). Basing on the study primary and secondary data was collected by using questionnaires, structured and semi-structured interview. In primary data reports teacher's performance from the school and their working areas were used to collect secondary information.

3.8 Data Analysis Method

A number of qualitative and quantitative (analytical approaches) were used in data analysis. The descriptive and statistical analysis was conducted basing on data and

information collected from primary and secondary sources. After processing the data and correcting the errors done by the correspondents the data analysis was undertaken.

Quantitative data was done by using SPSS .The techniques used for qualitative data analysis are percentages. The process involved relating teachers views from different schools. It also involved the assessment of whether what has been written supports or conflicts with the suggestions.

3.9   Research Quality

In concluding the study, the study can be affected by both a researcher's bias or subjective judgment in data collection process (Yin, 1994). With reference to such subjectivity in data collection process a researcher carried out interviews and discussion with relevant respondents. These respondents included both secondary school teachers who are currently teaching in secondary schools. In consideration of reliability issues to avoid bias the matter has been put into account, where by interviews were conducted face-to-face.

Triangulation for the collected data and information was done through carrying out of interview to secondary school teachers. This on the other hand helped to check out the consistency which enhanced triangulation of data and information and hence on the other hand reliability. The integrity of any research, especially one involving teachers, not only depends on its analytical rigor, but also on ethical adequacy. The ethics of research bordering voluntary participation, purpose of research, anonymity

of respondents, data protection, and opportunity to read research report were assured the participation.

3.10   Ethical Issues

The WHO guideline on ethical requirement for conducting research on human subjects will be used:

(i)   Respondents in this study had to sign a written informed consent for the study.

(ii)   Respondents will be assured that the information collected will be maintained under strict confidentiality.

(iii)   Respondent's refusal to consent or withdraw from the study will not alter or jeopardize to his/her employment.

(iv)   The approval to carry out the study will be obtained from Kinondoni Municipality educational officer for secondary schools and the joint of Open University of Tanzania.

CHAPTER FOUR

4.0 RESULTS

4.1 Introduction

In this chapter the research results, findings and discussions of data on the research findings will be presented. The presented analysis based on the primary data gathered from the field study through unstructured interviews and guided questionnaires filled by the targeted teachers from the selected schools. The overall objective of this research was to determine the magnitude and impact of occupational stress among secondary school teachers.

Furthermore this chapter intends to explain the present of stress in educational sector in Tanzania as explained by secondary school teachers from different secondary schools who are involving themselves in school's day to day activities, the causes and impacts they face in their day to day activities, the causes of such problems and their implications on the Ministry of Education and their health as whole as experienced in their activities the suggestions to the government so as to improve the teachers welfare. These findings and discussions are presented mainly in summarised figure. The exercise lasted for four weeks and it involved the researchers in all aspects that are arrangements, lobbying and administering.

The study wrapped the teachers who are working in different secondary school in Kinondoni Municipality. Teachers were picked purposefully from the selected secondary schools within Kinondoni Municipality. A total number of 92 teachers were involved in the study. One hundred questionnaires were distributed to the

secondary school teachers and 92 questionnaires were successfully returned. The data gathered are presented and analysed using descriptive statically methods like tables.

4.2   General Findings

4.2.1   Response Rate

The fieldwork of questionnaires distribution and interview took four weeks which was followed by data analysis phase which took one month. Questionnaires were distributed to the secondary school teachers that were selected randomly from different secondary schools. In total 97 questionnaires were distributed and all were collected. Apart from questionnaires 5 interviewers were scheduled and conducted with researchers. Respondents were guaranteed confidentiality, and also they were cooperating easily as they were informed before the start of the whole exercise and the counsellors were called through their mobile phones in order to be ready for the interview**.**

4.2.2   Demographic Characterizes of Respondents

The demographic characteristics of respondents are the information that are basing on age, gender, marital status as well as the educational qualifications of respondents.

The study reports that 19.6 percent were the respondents from Bunju Secondary school, 12.0 percent were teachers from Mbuyuni Secondary school, 13.0 percent were teachers from Salma Kikwete Secondary School, 23.9 percent were teachers

from Mbezi Beach high Secondary, 18.5 percent were teachers from Green Acreas

High School while 13.0 percent were the teachers from Alpha Secondary.

Table 4.1: Name of Selected Secondary Schools in Kinondoni Municipality

	Frequency	Percent	Valid Percent	Cumulative Percent
Bunju Secondary School	18	19.6	19.6	19.6
Mbuyuni Secondary School	11	12.0	12.0	31.5
Salma Kikwete Secondary	12	13.0	13.0	44.6
Mbezi Beach High School	22	23.9	23.9	68.5
Green Acreas High School	17	18.5	18.5	87.0
Alpha Secondary	12	13.0	13.0	100.0
Total	**92**	**100.0**	**100.0**	

Source: Research Data, 2013

Table 4.2: Age of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
21-30	22	23.9	23.9	23.9
31-40	24	26.1	26.1	50.0
41-50	35	38.0	38.0	88.0
51-60	11	12.0	12.0	100.0
Total	**92**	**100.0**	**100.0**	

Source: Research Data, (2013)

The study reports that 23.9 percent of secondary school teachers are less than 30 years of age, 26.1 percent of secondary school teachers are of the age between 31-40, while 38.0 percent of secondary school teachers are 41-50 years old and 12.0 percent of secondary school teachers are 51-59 years of age and none of the teachers is above the age of 60 years as it is the age for retirement.

The study revealed that the number of workers between ages 41 to 50 is greater comparing to the rest. This shows that most of the older teachers leave the job before the retirement. This can be illustrated by the percentage of the teachers between ages 51-60 which are only 12.0 percent of all teachers.

Table 4.3:   Gender of the Respondents

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Male	50	54.3	54.3	54.3
Female	42	45.7	45.7	100.0
Total	92	100.0	100.0	

Source: Research Data, (2013)

In this study, the numbers of male were 54.3 percent while the numbers of female were 45.7 percent. This study found that stress among women at workplace is likely to be high comparing to men. This include, the stress of raising children among women, the stresses that come with aging parents, any of these situations could provide a moderately high amount of stress. When women are faced with multiple roles, all of which carry heavy demands, they face levels of stress that are high

enough to contribute to health problems, missed work, and a diminished capacity to take on more. From the study done by Coltrane (2002) argued that women tend to perform the majority housework and childcare and are often responsible for supervising tasks and making sure that everything gets done and hence being affected highly by stress as they fail to balance work-life relationship.

Also NIOSH (2001) illustrated that many job conditions contribute to stress among women. Such job conditions include heavy workload demands, little control over work; role ambiguity and conflict; job insecurity; poor relationships with coworkers and supervisors, and work that are narrow, repetitive, and monotonous. Other factors, such as sexual harassment and work and family balance issues, may also be stressors for women in the workplace.

Table 4.4: Respondents Work Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
0-5 years	29	31.5	31.5	31.5
6-10 years	25	27.2	27.2	58.7
11-15 years	28	30.4	30.4	89.1
16-20 years	7	7.6	7.6	96.7
More than 20 years	3	3.3	3.3	100.0
Total	**92**	**100.0**	**100.0**	

Source: Researcher Data, 2013

This study examined also the respondents teaching experience on the secondary school that is how long they have been working in their carrier. The study shows that 31.5 percent of teachers are having the experience of less than five years, while 27.2

percent are having the experience from six to ten years. Not only that but also 30.4 percent are having the experience of eleven to fifteen years. Moreover 7.6 percent are having the experience of sixteen years to twenty and those who are having the experience of more than twenty years are only 3.3 percent. The report shows that high percentages of teachers are youth. From this study it was found that the causes of stress most of this cohort depend on stress work related. For instance teachers who are having less than five years' experience are stressed by harassment by seniors, inadequate resources, poor system to respond their concerns, workload and unfavorable work environment while those having five and above experience are stressed by access to facilities, resources, degree of autonomy and work life balance. The findings bode well with the study done by the University of Nottingham that found that stress at workplace appears in person's 40's but then declines after age 55.According to the study, workplace stress could fall after age 55 for several reason including early retirement, gaining seniority that offers more control over their work opting for a less stressful positions (HHP, 2009).

Table 4. 5: Family Conflicts Affect Performance

	Frequency	Percent	Valid Percent	Cumulative Percent
0-5 years	3	3.3	3.3	3.3
6-10 years	17	18.5	18.5	21.7
11-15 years	41	44.6	44.6	66.3
16-20 years	24	26.1	26.1	92.4
More than 20 years	7	7.6	7.6	100.0
Total	**92**	**100.0**	**100.0**	

Source: Researcher Data, (2013)

From the Table 4.5, 44.6% of teachers reported that sometimes their family conflict affects their performance. While 26.1% experienced stress due to the family conflicts, 7.6% of teachers had a great deal of stress as a result of family conflicts.

Kirkcaldy,Trimpoo and Williams (2002) reported that the causes of stress include inadequate guidance and support from superiors, lack of interpersonal conflict, job future ambiguity, job control, employment opportunities, quantitative work load, variance in work load, responsibility for people, underutilization of abilities, cognitive demands and shift work also lack of encouragement from superiors, feelings of isolation, discrimination and favoritism and inadequate or poor quality training/management development.

Table 4.6: Teachers Absenteeism due to the stress

	Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
No Stress	9	9.8	9.8	9.8
Rarely	14	15.2	15.2	25.0
Sometimes	41	44.6	44.6	69.6
Stress	21	22.8	22.8	92.4
A great deal of Stress	7	7.6	7.6	100.0
Total	**92**	**100.0**	**100.0**	

Source: Researcher Data, (2013)

Concerning the absenteeism, 44.6% of teachers reported that sometimes they were absent as a result of stress while 22.8% reported they were absent due to the stress,

Furthermore 7.6% of teachers were absent after they experienced a great deal of stress. Manshor, (2003) said that stress is also caused by environment demand factors and these include job content such as work load; employment conditions, such as flexible employment contracts; working conditions such as physically demanding work, and social relations at work such as mobbing expenses.

4.7 The Headmasters/Headmistress Perception in Secondary Schools

4.7.1 What do you Know about Stress in your School?

Most of the Headmasters/Headmistress in the secondary schools understands that stress does exist as the part of human nature but they are not sure how does stress function among employees.

4.7.2 The Observed Stressed Teachers

The Headmasters/Headmistress have been able to identify stressed teachers in their school. The signs which has been identified includes recurring headaches, sweaty hands or feet, dizziness, inability to sleep, temper outbursts, moodiness, inability to concentrate, increased aggression, compulsive eating, chronic worrying, anxiety or apprehensiveness, inability to relax, growing feelings of inadequacy, increase in defensiveness, excessive use of alcohol, and excessive smoking. Also some employees has been identified with depressed mood, loss of interest or pleasure, loss or increase in weight/appetite, a feeling of worthlessness or guilt difficulty in thinking, concentrating or making decisions and thoughts about death and suicide.

4.7.3 Impacts of Stress in the School

There is increase in spells of sickness absence. In some cases the spells may be long-term and, sometimes, the individuals will never be able to return to work, and

subsequently retire due to their traumatic experience. Also there is lower job-satisfaction and personal commitment that may affect the productivity of the individual.

4.7.4 Measures to Overcome Stress

The Headmasters/Headmistress reported that the measures to overcome stress include giving teachers breaks and leaves. Also the teachers are allowed to take leaves whenever they feel stressed.

4.7.5 What to be Done by Government to Minimize Stress to Secondary School Teachers

The Headmasters/Headmistress proposed that the government should invest much on different programs which will deal direct with solving the stress among employees in working environment for example EAP (Employees Assistance Program). Also they recommended that the government should employ Counselors'/ Psychologist who will be available all the time and teachers who will experience stress will get the chance to visit those counselors/psychologists and overcome their stress. Apart from that resources should be provided with accordance to number of teachers so as they can work in the effective and efficient ways.

4.7.6 The Signs those are Likely to Occur on Stressed Teachers

The stress signs according to counsellors can be categorized into three that includes Physical symptoms which are cardio-vascular disorders, allergies, dermatological disorders, migraines, respiratory disorders, sleep disorders and gastrointestinal

disorders. Secondly the Psychological symptoms that includes depression, anxiety, boredom, frustration/irritability, isolation, difficulties concentrating or making decisions and memory lapses. Lastly Behavioural symptoms that includes aggressively, alcohol or drug abuse, eating disorders, conflicts, absenteeism, decreased productivity ,decision to leave job and accident proneness.

4.7.7   What to be Done to Manage Stress to Secondary School Teachers

Stress experienced by the teachers in their job has negative impact on their health, performance and their behavior in the organization. Thus, stress needs to be managed effectively so as to set off these harmful consequences. Strategies for managing stress are as follows:

Headmasters/Headmistress should grant the teachers greater independence, meaningful and timely feedback, and greater responsibility. The school's goals should be realistic, stimulating and particular. Also teachers must be given feedback on how well they are heading towards these goals.Also Headmasters/Headmistress should create a just and safe working environment. Appreciate the teachers on accomplishing and over-exceeding their targets.

4.7.8   What Teachers can do to Reduce/Alleviate Stress

Stress is part of life and will always be around. The keys to dealing with stress are appropriate control of stressors and management of our physical (physiological) and mental (psychological) responses. There are many ways to reduce tension and relax. However the management of stress is mostly dependent on the willingness of a person to make the changes necessary for a healthy lifestyle.

According to counselors from Wellness Services who are dealing with employees wellness programs; stress can be relieved by the following ways:

4.7.8.1 Breathing Exercises

Deep breathing is an easy stress reliever that has numerous benefits for the body, including oxygenating the blood, which wakes up the brain, relaxing muscles and quieting the mind.

4.7.8.2 Meditation

Meditation form an integral part of the science of yoga has a direct positive impact on the mind giving it the strength and power to resist stress. Meditation builds on deep breathing, and takes it a step further. When one meditate, the brain enters an area of functioning that's similar to sleep, but carries some added benefits one cannot achieve as well in any other state, including the release of certain hormones that promote health.

4.7.8.3 Cognitive Coping Strategies

Cognitive coping strategies are derived from psychotherapy, and are based on the concept that human behavior and emotions can be influenced by a change in cognition. Two categories of cognitive coping strategies can be distinguished: the cognitive restructuring strategies, aiming at die reduction of stress, and the coping skill strategies directed towards the development of personal strategies aimed at improving skills and competencies to meet the demands of the job. The rational emotive therapy of Ellis is an example of the cognitive restructuring strategy. The appraisal and reappraisal model of Beck and the self-instruction therapy of

Meichenbaum are examples of the coping skill strategy. Cognitive restructuring involves training in positive coping self-statements {e.g., 'One step at a time'; 'I can handle the situation') that encourage realistic assessment of situations, control over self-defeating thoughts, preparation to confront potential stressors, coping with fear and reinforcement of successful coping behavior. The stress inoculation training developed by Meichenbaum is one of the most famous cognitive coping skill strategies.

The program focuses on such activities as goal-setting, time-management, communication skills, conflict resolution and problem articulation skills. For example, in Bruning's study participants were instructed to explore both work and personal values and then to set themselves both strategic and tactical goals. They were taught to pinpoint goals, to seek the collaboration of fellow workers regarding these objectives and to identify road-blocks. Most of the studies use a method of education and discussion. In Bertoch's study the participants discuss customary ways of coping with disappointment and explore less stressful alternatives.

Another form of this method is used by Butcher, who provides the participants of his study with 'stress scripts' in which cognitive, emotional and behavioral directions for constructive reactions to stress situations are explained. An example of how problem articulation skills can be taught is given by Hyman in an exercise in which each participant had to communicate the correct order of a series of items to a partner, while sitting back to- back. In another exercise, an 'accident report' was read aloud and then transmitted verbally to a series of volunteers who had not heard or seen the written.

4.7.8.4 Guided Imagery

It takes slightly more time to practice guided imagery, but this is a great way to leave one's stress behind for a while and relax the body. Some find it easier to practice than meditation, as lots of us find it more doable to focus on 'something' than on nothing. One can play natural sounds in the background as they practice, to promote a more immersive experience

4.7.8.5 Visualizations

Building on guided imagery, one can also imagine herself achieving goals like becoming healthier and more relaxed, doing well at tasks, and handling conflict in better ways.

4.7.8.6 Self-Hypnosis

Self-hypnosis incorporates some of the features of guided imagery and visualizations, with the added benefit of enabling a person to communicate directly with his subconscious mind to enhance his abilities, more easily give up bad habits, feel less pain, more effectively develop healthier habits, and even find answers to questions that may not be clear to his waking mind.

4.7.8.7 Exercise

Exercise provides a distraction from stressful situations, as well as an outlet for frustrations, and gives one a lift via endorphins as well.

4.7.8.8 Progressive Muscle Relaxation

Relaxation methods can be distinguished in two categories: those ones that are physiologically oriented, aiming at the achievement of deep muscle relaxation

through contracting and relaxing major muscle groups and, on the other hand, the cognitive oriented methods achieving relaxation through imagery and meditation. Relaxation techniques are often used as a complementary technique in multimodal programs. One can use the Murphy's muscle relaxation technique which is taught to the participants by means of cassette tapes which describe muscle tension and relaxation exercises.

Also one can do easy relaxation exercise, which needs only to be practiced for 15 minutes a day. The participants are taught: (1) deep diaphragm breathing with the full vital capacity to possibly also improve the normal breathing and to relax the muscle structures involved; (2) forced tension and relaxation of the abdominal muscles to relax them and to 'massage' the abdomen; (3) deep relaxation along with simple suggestions for relaxing, to achieve relaxation, also focusing the mind on gradually calming the breathing. Also one can apply the cognitive method which includes three cognitive processes: focusing, passivity and receptivity.

Focusing is the ability to identify, differentiate, maintain attention on and return attention to simple stimuli for an extended period of time. Passivity is the ability to stop unnecessary goal directed and analytic activity. Receptivity is the ability to tolerate and accept experiences that may be uncertain, unfamiliar or paradoxical. In the progress of relaxation, focusing, passivity, and receptivity is incorporated into the cognitive process, and the outcome of such relaxation is a calm mind and a relaxed.

By tensing and relaxing all the muscle groups in one's body, one can relieve tension and feel much more relaxed in minutes. Start by tensing all the muscles in one's face,

holding a tight grimace ten seconds, then completely relaxing for ten seconds. One should repeat this with his neck, followed by his shoulders

4.7.8.9 Sex

Sex is a great tension reliever, officially it also used as a stress-relieving practice. The physical benefits of sex are numerous, and most of them work very well toward relieving stress. Sadly, many people have less sex when their stress levels are high.

4.7.8.10 Music

Music therapy has shown numerous health benefits for people with conditions ranging from mild (like stress) to severe (like cancer). When dealing with stress, the right music can actually lower one's blood pressure, relax his body and calm his mind.

4.7.8.11 Yoga

Yoga is one of the oldest self-improvement practices around. It combines the practices of several other stress management techniques such as breathing, meditation, imagery and movement, giving one a lot of benefit for the amount of time and energy required.

4.7.8.12 Psychotherapy

Some stresses can actually trigger new personality growth and biologically induced adaptive changes. To deal with stress response syndrome different therapeutic approaches are used by therapist to help client deal or cope with their specific identified stressors.

4.4.9 Ways of Mitigation of Stress

Since the organization is the one that creates stress the mitigation of stress requires organization level intervention .The organization level can be from staffing level, work schedules and psychical environment to social support, control over work and participation. The ways of mitigating work stress includes avoiding closely controlled, the working condition should be adapted to people differing physical and mental aptitude, and employees should be given the opportunity to participate in the designing of their works and the process of change and development affecting their work. The work conditions also should provide opportunities for personal and vocational development as well as for self-determination and professional responsibility. Lastly the technology, work organization and job content should be designed in a way that the employees are not exposed either to psychological or physical injury that will lead to accidents or illness.

There are many interventions used in managing stress in organizations but the interventions, which are commonly used, include the primary, secondary and tertiary. Primary interventions emphasize on identifying the possible causes of stress and their subsequent risks to employees. This is done by taking pre-emptive action to reduce the stress hazard or limiting the employee's exposure to stress.

Therefore, stress audit should take place using appropriate methods including face-to-face interviews with the staff or by the use of a dedicated questionnaire or through appropriate occupational stress indicator. Once data is collected decisions can be taken on the interventions that will be most effective to manage stress. Basically

primary interventions include redesigning jobs to modify work place stressors, increasing workers decision-making authority (Jackson and Schuler, 1983) or providing co-worker support groups (Defrank and Cooper, 1987; Kolbell, 1995). Secondary interventions are designed to provide training to the employees. These interventions include seminar programs to help participants recognize and deal with stress and identify organizational stressors. They also serve a dual purpose of identifying the current stress factors and help inoculate seminar members from future stress. Secondary interventions are aimed at reducing the severity of stress, treating symptoms before they lead to serious health problems in an individual and the organization at large (Murphy and Sauter, 2003). Tertiary interventions are interventions, which take care of individuals who are already suffering from the effects of stress. These interventions include counseling and employee assistance programs, consulting a stress manager or mental health professionals to assist employees to cope with stress (Arthur, 2000).

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Introductions

This was conducted with a set of research question which relate directly to the research objective to the research objectives. This study explored the magnitude and impact of occupational stress among secondary school teachers in Kinondoni Municipality as a result of absenteeism, turnover, Job dissatisfaction and poor performance, In addition this study adds to the growing literature on stress by examining the relationship between the causes, signs of stress and its impact to the organization.

This chapter gives the general conclusions and recommendations which help to remedy the limitation identified during this research study, including the providing of the formulated hypothesis, and what measures should be taken to minimize the mitigation of stress especially in education sector.

5.2 The Findings of the Research and the Impact to Social Work

From the findings it has been shown that most of the secondary school teachers are not aware on whether they experience is stress or not. This problem makes them unable to work properly as they are unable to get cured and henceforth the problem becomes bigger and bigger.

And this study have also find out that due to the little experience and exposure experienced by the secondary school teachers toward stress signs, this makes most of

teachers seeking medical remedies such as taking pain killers and tranquillizers after experience exhaustion, headache, anger instead of seeking for psychological assistance. This makes most of teachers decrease their life expectance or sometime raise some other diseases due to tissue damages after consuming much of the medicines.

5.3   Recommendations

In any school, teachers are the backbone in the fulfilment of the school's targeted goal. Therefore the teachers needs to be maintained and motivated in their working schools at any cost to aid the school to be competitive in providing quality services. Basing on the research findings study, the discussion and the conclusion made in the previous part the following recommendations are made:

5.3.1   Establishment of Occupational Stress Management Programs

There are many occupational stress management programs available which are designed to prevent and cure the negative aspects of job-stress. The focus of the programs can be directed towards teachers, management as well as students. Moreover, programs show a considerable variation with respect to the type of interventions they promote and their underlying assumptions, as well as their duration and costs.

5.3.2   To the Counseling Associations

From this study it has been observed that most of employees do not know the existence of employees' wellness programs. This means that the associations do not operate well enough to reach the targeted. Since the do understand what it takes for a

human to perform properly and the problem that a human is likely to experience is his/her routine, they should advertise and let people know that this facts exists and they impacts to the daily lives and at the end advice on how to handle such situations.

5.3.3   To the Government

The government should be aware that serving for the citizens needs a great attention and awareness. And since teachers are the one who serve the students they should make sure the teachers are well physically and mentally. The psychological wellbeing should be given outermost importance.

Despite that, in the events such as workers day, women's day and SHIMIWI they should also include employee's wellness programs for employee's psychological wellness. This will enable to create fresh body and mind and hence high productivity.

Not only that as it has been seen that most of government schools do not attend employee wellness programs. The government should put the employee wellness programme as the department. The counselors should be employed as the normal employees so as any secondary teacher in need of stress releasing aid can contact in easy way.

5.3.4   Imposition of Laws and Regulations

The government should impose laws and regulations that will enhance secondary school teachers as well as all employees to work in the environment that will keep

them physically and mentally fit. The good example can be drawn from the Part 3.2 of the Queensland Work Health and Safety Regulation 2011 Subordinate Legislation 2011 No. 240, in which states that the General workplace management; Division 1 Information, training and instruction emphasize the provision of information, training and instruction (1) This section applies for section 19 of the Act to a person conducting a business or undertaking.(2) The person must ensure that information, training and instruction provided to a worker is suitable and adequate having regard to(a) the nature of the work carried out by the worker; and (b) the nature of the risks associated with the work at the time the information, training or instruction is provided; and(c) the control measures implemented.(3) The person must ensure, so far as is reasonably practicable, that the information, training and instruction provided under this section is provided in a way that is readily understandable by any person to whom it is provided.

Apart from that the Division 2 of Queensland work health and safety regulations 2011 also articulate the General working environment; Duty in relation to general workplace facilities where by a person conducting a business or undertaking at a workplace must ensure, so far as is reasonably practicable, the following (a) the layout of the workplace allows, and the workplace is maintained so as to allow, for persons to enter and exit and to move about without risk to health and safety, both under normal working conditions and in an emergency; (b) work areas have space for work to be carried out without risk to health and safety; (c) floors and other surfaces are designed, installed and maintained to allow work to be carried out without risk to health and safety; (d) lighting enables (i) each worker to carry out

work without risk to health and safety; and (ii) persons to move within the workplace without risk to health and safety; and (iii) safe evacuation in an emergency;(e) ventilation enables workers to carry out work without risk to health and safety;(f) workers carrying out work in extremes of heat or cold are able to carry out work without risk to health and safety.

5.3.5   To the Teachers Associations

Since they are aware that teachers have different problems toward their performances due to their environment, and the associations are the one who stands for employee's wellbeing they should also look on psychological health of teachers. Furthermore the teachers associations should establish the teachers' wellness programs that will be addressing psychological problems of teachers.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1   Introduction

This chapter presents the conclusion and the recommendations for further researches in the same topic studied by this research. The main goal of any school is to achieve the higher performance with the best results from the students. The management in any school should understand that in order for the teacher to be effective and efficient he/she should be physically and psychologically fit. The school management practices have to be addressed in this matter in order to examine the behavior and performance of the teachers. This paper proposes that the government should create the favorable approach in educational sectors that will be clarified reversely on the stress in secondary schools.

6.2   Conclusions

Generally, the study sought to uncover the reason for stress at workplace, the signs of stress, the impacts and ways of mitigating stress in secondary schools as a case study and findings and recommendations provided. The ministry for education will have to work on the causes of stress to the teachers so as to remedy on the impacts in order to increase productivity to make the ministry perform with high standards in respect to its goal. This study of stress to secondary school teachers has revealed the theoretical development and triggered of new research questions. While I have made significant progress in understanding   the causes, signs and impacts of stress, there is much to be learnt.

It is not possible to draw direct conclusion about wellbeing from this study since there is no enough information on the destination of teachers who are the victim of stress. This paper may contribute the extent that it increases our understanding of stress from the perspective of teachers and school's management. There are clearly different welfare implications if teachers manage their stress other than ending in turnover, absenteeism and job dissatisfaction. The results explained stress from the perspective of workplace as well as that of the individual. However the impact of stress is very little known. There are costs when teachers experience stress impacts.

6.3   Areas for Further Research

In many years the notion/image of an organization has also become more ill-defined, in turn our ideas about psychological linkage (or connections) to organization correspondingly changed.

Lastly, given that the study of stress is a phenomenal-driven research domain, it seems reasonable to assume one area where the impact of research of stress would be high. Moreover, there is need for further research especially on:

(i)   The impact of workplace wellness programs to the teachers performance.

(ii)   The perception of the client toward services provided by a stressed employee

(iii)   The impacts of stress on employees.

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APPENDICES

Appendix I: Proposed Question to be Asked

CANNON LUVINGA,
OPEN UNIVERSITY
OF TANZANIA,
cannonluvinga@yahoo.com.
Cell: 0756 06 52 95

"THE MAGNITUDE AND IMPACT OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN KINONDONI MUNICIPALITY, DAR ES SALAAM"

Dear respondent, you have been identified as one of key informants for the above mentioned study. Therefore, I appreciate if you spared some few minutes to respond to a few questions pertinent to the study. I kindly request you to be as honestly as you can for the sake of accuracy. The data collected will not be used for any other purpose that this study.

Thanks in advance.

Section A: Background Information

Tick (√) for the most appropriate answer (s)

1. Gender: Male (   ) Female (   )

   Organization………………...

2. Age group: 21 – 30 (   ) 31 – 40 (   ) 41 – 50 (   ) 51 – 60 (   )

   61 and above (   ) yrs

3. Marital status: Single (   ), Married (   ), Divorced (   ), Separated (   ),

   Widowed (   )

4. Years in current school: 0-5 (   ) 6-10 (   ) 11-15 (   ) 16-20 (   ) 21 or more (   )

5. Working hours per day: ≤ 8 hours (   ) ≤ 12 hours (   ) ≥ 12 hours (   )

For question 6 to 17 by using the scale below, please circle the number of the rate that **BEST** describes your perceived importance of each statement presented in the Table below.

 Scale: 1 = No Stress, 2 = Rarely, 3 = Sometimes, 4 =Stress, 5 = A Great Deal of Stress

Example:

1	*2*	*3*	*4*	*5*
No Stress	*Rarely*	*Sometimes*	*Stress*	*A Great Deal of Stress*

A: Work Demands						
6.	Proper systems to respond to any concern you have	1	2	3	4	5
7.	Staff skills and ability matching the job demand	1	2	3	4	5
8.	The use of breaks and leaves days as required	1	2	3	4	5
9.	Workload increase.	1	2	3	4	5
10.	Job design within employees capabilities	1	2	3	4	5
11.	Work environment suitability for employees to perform	1	2	3	4	5
B: Work Life Balance						
12.	Childcare interference with work pattern	1	2	3	4	5
13.	Family conflicts affect performance	1	2	3	4	5
14.	Superior/seniors interest with your personal problems	1	2	3	4	5

C: Interpersonal Relationship						
15.	Copying with unpleasant co-workers	1	2	3	4	5
16.	Harrasment by seniors	1	2	3	4	5
17.	Clearance of line management support	1	2	3	4	5
D: Stress Impacts (Use the scale below for question 18 to 24) **SCALES: 1 = Never 2 = Occasionally 3 = Rarely 4 = Sometimes 5 = Often**						
18.	Absenteeism	1	2	3	4	5
19.	Job dissatisfaction	1	2	3	4	5
20.	Low service production	1	2	3	4	5
21.	Replacement cost	1	2	3	4	5
22.	Retirement cost	1	2	3	4	5
23.	Impaired decision	1	2	3	4	5
24.	Turnover	1	2	3	4	5