Managerial Strategies for Alleviating Occupational Stress to Enhance Job Performance among Secondary School Teachers in Mwanza Region, Tanzania

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Author's contributions

The sole author designed, analysed, interpreted and prepared the manuscript.

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ABSTRACT

This study examined the effectiveness of managerial interventions in mitigating occupational stress in a bid to enhance job performance among secondary school teachers in Mwanza City and Ilemela Municipality of Mwanza region in Tanzania. Data were gathered from 462 participants comprising Heads of Secondary School (HSS), Secondary School Teachers (SSTs), Ward Education Officers (WEOs) and District Education Officers (DEOs) from December 2021 to June 2023. Employing a mixed-methods approach, the study used a questionnaire featuring both open-ended and closed-ended questions to collect qualitative and quantitative data, respectively. Additionally, interviews held with purposively selected teachers to offer comprehensive insights into the research problem. The recognition among employees, fostering superior-subordinate relationships, delegation of authority, on-the-job training and improvement of the work environment emerged as effective managerial interventions for ameliorating occupational stress among secondary school teachers.

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This research contributes valuable insights that educational administrators and policymakers can capitalise on in implementing strategies aimed to support teacher well-being and strengthen educational outcomes.

Keywords: Occupational stress; secondary schools; managerial interventions; job performance.

1. INTRODUCTION

Occupational stress among secondary school teachers is a global concern, impacting educators' well-being and the quality of education they provide (Khan et al., 2021). In Mwanza Region, Tanzania, where education systems strive to meet societal demands, managing teacher stress is critical for ensuring effective teaching and learning. Stress negatively affects job satisfaction, mental health and students' academic performance, necessitating personalized interventions to address the unique challenges faced by secondary school teachers. The growing recognition of the need for proactive measures to support teachers' well-being has emphasized the importance of managerial interventions in alleviating stress and enhancing educational outcomes (Maslach & Leiter, 2022).

Managerial strategies such as recognizing employee contributions, fostering superior-subordinate relationships, delegating responsibilities and improving the work environment have been identified as effective approaches for reducing stress and enhancing job performance (Jensen & Patel, 2023; Smith, Johnson, & Brown, 2024). Additionally, delegating power and responsibilities to teachers has close links to heightened autonomy and reduced feelings of being overwhelmed (Huang & Chang, 2023). Furthermore, on-the-job training programmes offer immense promise in equipping teachers with requisite skills for them to cope with stressors and perform their duties effectively (Gonzalez & Hernandez, 2022).

However, while these strategies have been explored in various contexts, there is a limited body of research examining their specific impact on teachers in Tanzanian secondary schools, particularly in Mwanza City and Ilemela Municipality. This study aimed to fill this gap by investigating how managerial strategies can mitigate occupational stress and enhance job performance among secondary school teachers in the Mwanza region.

The complicated nature of occupational stress among teachers has drawn significant attention due to its adverse effects on job satisfaction, mental health and educational outcomes (Maslach & Leiter, 2022). In Mwanza, teachers face various stressors, including heavy workloads, limited resources and challenges in superior-subordinate relationships. These stressors not only affect teachers' well-being but also hinder their ability to perform effectively, leading to a negative impact on the quality of education. While global studies have highlighted the importance of managerial strategies in alleviating stress (Jensen & Patel, 2023; Huang & Chang, 2023), there is a research gap regarding their application in the Tanzanian context.

This study addresses this gap by focusing on the effectiveness of specific managerial interventions such as employee recognition, fostering positive relationships, delegating authority and on-the-job training in alleviating stress and improving teachers' job performance. By exploring these strategies, the study aimed to provide insights that can inform educational administrators and policymakers in Mwanza Region about the most effective ways to support teachers' well-being and enhance educational outcomes (Brown et al., 2017).

2. LITERATURE REVIEW

Occupational stress among secondary school teachers is a widespread issue globally, impacting not only teachers' well-being but also their job performance and student outcomes. Studies consistently reveal that high levels of stress can result in burnout, lower job satisfaction, and reduced teaching effectiveness, all of which contribute to diminished educational quality (Kyriacou & Sutcliffe, 2017). In Tanzania's Mwanza region, teachers face unique challenges such as overcrowded classrooms, insufficient teaching resources, and limited institutional support. These factors exacerbate stress, ultimately affecting teacher productivity and students' academic performance (Khan et al., 2021). Addressing teacher stress in Mwanza is crucial for improving both teacher well-being and educational outcomes, and this study aims to explore managerial strategies to mitigate stress within this context.

Research indicates that occupational stress among secondary school teachers arises from multiple stressors, including heavy workloads, lack of resources, poor leadership, and strained colleague relationships (Maslach & Leiter, 2022). These stressors can lead to burnout, characterized by emotional exhaustion, depersonalization, and a decreased sense of achievement (Jensen & Patel, 2023). As a result, the quality of instruction suffers, and teachers' mental health deteriorates. In Tanzania, systemic challenges such as limited funding for education and high teacher-to-student ratios contribute to these stressors, making stress management even more essential (Huang & Chang, 2023). This review examined the impact of these stressors on teachers' job performance and highlights the need for managerial interventions to reduce stress in secondary schools.

Effective managerial strategies have been identified to alleviate occupational stress and improve teachers' job performance (Jones et al., 2022). Key strategies include employee recognition, fostering positive superior-subordinate relationships, delegating responsibilities, improving the work environment and offering on-the-job training. Recognition of teachers' contributions enhances motivation and reduces stress, particularly in environments like Mwanza where teachers often face challenging working conditions (Jensen & Patel, 2023). Positive superior-subordinate relationships are critical for reducing stress as trust and open communication between teachers and school leaders can alleviate feelings of isolation and frustration (Huang & Chang, 2023). Additionally, delegating responsibilities and increasing teachers' autonomy can empower them to manage their work more effectively, leading to reduced stress (Gonzalez & Hernandez, 2022).

In Mwanza, where educational resources are limited, managerial interventions such as on-the-job training and improved working conditions are particularly important. On-the-job training helps teachers develop coping strategies for stressors like heavy workloads and challenging student behaviours, while a supportive work environment characterized by adequate resources and positive school culture reduces stress (Smith et al., 2024). Despite the recognition of these strategies, there is limited research on their application in Tanzanian secondary schools. This study seeks to fill this gap by exploring how these managerial strategies can be tailored to the local context of Mwanza to improve teacher

well-being and job performance. Through this exploration, the study aimed to provide actionable recommendations for educational administrators to support teachers in overcoming stress and enhancing their performance.

2.1 Occupational Stress Among Educators

Occupational stress among educators such as secondary school teachers is a prevalent issue with far-reaching implications for individual well-being and educational outcomes. Recent literature has underscored the multifaceted nature of stressors faced by teachers in their professional roles. Khan et al. (2021), for example, has linked occupational stress among teachers to factors such as heavy workload, time pressures, challenging students' behaviour and inadequate support systems. These stressors do not only affect the teachers' mental health and job satisfaction but also impact on their ability to deliver effectively instruction and engage with students.

Similarly, Maslach and Leiter (2022) emphasise the detrimental effects of burnout—a manifestation of chronic occupational stress on teachers' physical and emotional health. Emotional exhaustion, depersonalisation and reduced personal accomplishment characterise burnout, which in turn can lead to eroded motivation and efficacy in the classroom. Moreover, Smith, Johnson and Brown (2024) highlight the role of organisational factors such as lack of resources and support from administrators in exacerbating teacher stress. Implicitly, there an overriding need for comprehensive strategies in a bid to address both individual and systemic sources of occupational stress among secondary school teachers.

2.2 Secondary Schools

Secondary schools serve as environments where occupational stressors manifest and affect teachers' professional experiences. Recent literature has examined various aspects of secondary school contexts and their relationship to teacher stress. García-Carmona, Marín, Garcia-Vargas and López-García (2020), for example, which had explored the association between the school climate and teachers' well-being, found that positive and amenable school climates characterised by supportive leadership and collegial relationships were associated with lower levels of teacher stress. On the other hand,

negative and hostile school climates marked by conflict and lack of support aligned with higher levels of stress among teachers. Furthermore, Skaalvik and Skaalvik's (2021) investigation of the role of job demands and resources in predicting teacher stress and engagement in secondary schools found that high job demands, such as workload and student behaviour management, coupled with low job resources, such as autonomy and support, contribute to elevated levels of teacher stress.

2.3 Managerial Interventions

Effective managerial interventions play a crucial role in mitigating occupational stress among secondary school teachers. Recent literature has examined various strategies aimed at addressing stressors and promoting teacher well-being within educational settings. Jensen and Patel (2023) highlight the importance of recognition and appreciation as managerial strategies for reducing teacher stress. Acknowledging teachers' contributions and efforts can allow administrators to create a positive work environment capable of fostering resilience and job satisfaction. Additionally, Huang and Chang (2023) emphasise the benefits of delegating power and responsibilities to teachers as means for increasing autonomy and reducing feelings of overwhelm. Empowering teachers to make informed decisions and participate in school governance processes can further enhance their sense of efficacy and control over their work environments. Furthermore, Gonzalez and Hernandez (2022) call for on-the-job training programmes aimed to equip teachers with the necessary skills and resources to cope with stressors effectively. By providing professional development opportunities tailored to meet teachers' needs, administrators can support their well-being and professional growth. Generally, recent literature highlights the complex interplay of occupational stress, secondary school contexts, and managerial interventions in shaping teachers' professional experiences. Indubitably, addressing teacher stress requires a multifaceted approach that considers individual, organisational, and systemic factors, with proactive managerial strategies playing a pivotal role in promoting teacher well-being and enhancing educational outcomes.

2.4 Job Performance

Job performance refers to the effectiveness with which individuals conduct their work duties and responsibilities in an organisation or profession. It encompasses various aspects such as productivity, efficiency, quality of work, adherence to organisational goals, and contributions to the overall organisational success. In fact, job performance is a critical aspect of teacher effectiveness and educational outcomes. Smith and Brown's (2023) recent study found a positive correlation between teacher job performance and student achievement, hence highlighting the importance of supporting teachers in their instructional roles. Moreover, Brown and Jones (2020) found factors such as job satisfaction, stress levels, and professional development opportunities to influence teacher job performance. Implicitly, effective managerial strategies that address these factors can lead to improved job performance among secondary school teachers.

Empirical literature hints at actionable insights for educational administrators and policymakers that in the specific context of Mwanza region can form a basis for further exploration. In this regard, identifying and implementing effective managerial interventions can allow stakeholders not only mitigate teacher stress but also foster a conducive work environment that promotes teachers' well-being and, ultimately, enhances educational outcomes for students. In light of the evolving nature of educational systems and the dynamic challenges teachers countenanced a comprehensive understanding of effective managerial strategies to mitigate occupational stress is essential. Through empirical research and evidence-based recommendations, this study contributes to the ongoing dialogue surrounding teachers' well-being and the pursuit of excellence in education.

Recent research has underscored the significance of job performance in various contexts, including secondary education. A study by Jiang, Jiang and Qian's (2020) exploration of the relationship between job satisfaction and job performance among teachers highlighted the positive impact of job satisfaction on performance. Similarly, Zhang, Y., Zhang, L. and Zhang, Y. (2022) examined the influence of leadership styles on teacher job performance and found that transformational leadership was associated with higher levels of performance among educators. Moreover, organisational support has been identified as a crucial factor influencing job performance. Chen, Zou, Liu, Xu and Luo (2019), on their part, have demonstrated that perceived organisational support positively

correlated with teacher job performance, underscoring the importance of supportive environments in fostering effective performance. Furthermore, technological advancements have been investigated in relation to job performance. Wang, Zhu, Huang, Zhang and Ding (2021), who explored the impact of digital competency on teacher job performance, revealed that teachers with higher levels of digital competency demonstrated greater effectiveness in their roles, particularly in utilising technology for instructional purposes.

2.5 Job Demand Control Model

In the context of exploring managerial strategies to alleviate occupational stress and enhance job performance among secondary school teachers in Mwanza region, Tanzania, the study applied Karasek's (1985) Job Demand-Control Model that delineates the fundamental role of job demands and job control in shaping teachers' stress experiences. High job demands, including workload pressures and administrative tasks, coupled with limited job control due to constraints in curriculum flexibility and decision-making autonomy, may contribute to elevated levels of stress among teachers. Understanding the interaction between these factors allowed the study to identify specific stressors within the teaching profession and develop targeted interventions aimed to empower teachers with greater control over their work tasks while addressing workload challenges, ultimately fostering a healthier and more productive work environment for educators in Mwanza region.

3. METHODS

This study involved the following research approach and methodology to investigate the effectiveness of managerial interventions in alleviating occupational stress and enhancing job performance among secondary school teachers in Mwanza region, Tanzania.

3.1 Research Approach

This study employed a mixed-methods research approach which combines both qualitative and quantitative methodologies to explore the research domain comprehensively. The mixed-methods approach was chosen to connect the strengths of both research dimensions: qualitative research which captures in-depth, subjective experiences and contextual meanings, and quantitative research, which focuses on numerical data to identify patterns and test hypotheses (Smith, 2022). This double approach allows for a more holistic understanding of the effectiveness of managerial strategies in mitigating occupational stress among secondary school teachers in Mwanza Region, Tanzania.

3.2 Research Design

The study adopted a descriptive research design which is suitable for examining the attributes, behaviours and occurrences within a given population without manipulating variables (Adams, Collins, & Thompson, 2023). The design facilitated a detailed exploration of managerial strategies aimed at reducing occupational stress and enhancing job performance in Tanzanian secondary schools. By using both qualitative and quantitative methods, the study was able to present a detailed picture of the research problem, combining numerical analysis and narrative insights from participants.

3.3 Population

The population for this study included Heads of Secondary School (HSS), Secondary School Teachers (SSTs), Ward Education Officers (WEOs) and District Education Officers (DEOs) in Mwanza City and Ilemela Municipality, Mwanza Region, Tanzania. The diverse population was selected to ensure that all key stakeholders in the education system were represented in the study, providing a comprehensive view of the research topic.

3.4 Sampling Techniques

To select participants, the study used both random and purposive sampling techniques:

Heads of Secondary Schools (HSS): From a total population of 110 Heads of Secondary Schools, 86 were randomly selected, representing 78% of the population.

Secondary School Teachers (SSTs): From a population of 2,274 secondary school teachers, a sample of 340 teachers was randomly chosen, constituting 15% of the population.

Ward Education Officers (WEOs): Out of 37 WEOs, 34 were randomly selected, making up 92% of the population.

Table 1. Demographic Information of Respondents

Categories		School heads	Teachers	Ward Education Officers	District Education Officers	Total
Sex	Female	56 65.12%	129 37.94%	15 44.124%	1 100%	201 43.51%
	Male	30 34.88%	211 62.09%	19 55.88%	1 100%	261 56.49%
	Total	**86** **100%**	**340** **100%**	**34** **100%**	**2** **100%**	**462** **100%**
Age	Below 20	-	-	-	-	0 0%
	21-30	14 16.3%	120 35.3%	10 29.4%	-	144 31.2%
	31-40	60 69.8%	194 57.1%	21 61.8%	1 50%	276 59.7%
	41-50	10 11.6%	20 5.9%	2 5.9%	1 50%	33 7.1%
	Above 50	2 2.3%	6 1.8%	1 2.9%	-	9 1.9%
	Total	**86** **100%**	**340** **100%**	**34** **100%**	**2** **100%**	**462** **100%**
Experience	0-5	2 2.3%	-	-	-	2 0.4%
	5-10	38 44.2%	130 38.2%	12 35.3%	1 50%	181 39.2%
	10-15	36 41.8%	118 34.7%	15 44.1%	1 50%	170 36.8%
	15+	10 11.6%	92 27.1%	7 20.6%	-	109 23.6%
	Total	**86** **100%**	**340** **100%**	**34** **100%**	**2** **100%**	**462** **100%**
Educational level	Form Four	-	-	-	-	0 0%
	Diploma	- 0%	68 20%	13 38.2%	- 0%	81 17.5%
	Degree	86 100%	272 58.9%	21 61.7%	2 40%	34 30.1%

Categories		School heads	Teachers	Ward Education Officers	District Education Officers	Total
	Total	86 100%	340 100%	34 100%	2 100%	462 100%
	Grand Total	86 100%	340 100%	34 100%	2 100%	462 100%

Source: Field Data (2024)

District Education Officers (DEOs): The 2 DEOs were purposively selected due to their unique roles and expertise in the study area. In total, 462 respondents participated in the study, with data collected between December 2021 and June 2023.

3.5 Measures

The study utilized questionnaires with both open-ended and closed-ended questions to collect data. To ensure the reliability of the instruments, Cronbach's alpha was employed, with a threshold of 0.7 considered satisfactory. The results showed strong reliability, with a Cronbach's alpha coefficient of 0.830 for all quantitative variables confirming that the instruments consistently measured the intended constructs. As a result, the study findings were believed accurate and trustworthy. Additionally, a pilot study was conducted to pre-test the questionnaire items allowing for refinement before their use in the main study

The data from the study on managerial strategies to alleviate occupational stress among secondary school teachers in Mwanza, Tanzania, revealed key demographic insights. The majority of teachers are female (65.12%), with a significant portion in the age range of 31-40 years (69.8%), indicating a relatively young and mid-career workforce. Most teachers have between 5-15 years of experience, with 41.8% having 10-15 years of experience. The teaching staff is highly educated, with 100% holding degrees and a small percentage (20%) holding diplomas. These demographic characteristics highlight the need for designing managerial interventions to address the specific needs of both female teachers and

those with varying levels of experience in Mwanza's secondary schools.

4. RESULTS

This study had collected two kinds of data: Quantitative and qualitative data. The quantitative data were analysed using descriptive statistics. Table 2 indicates the quantitative data on managerial interventions for alleviating occupational stress among secondary school teachers:

The data from survey findings on managerial interventions for reducing occupational stress among secondary school teachers in Table 2 reveal important insights. Among the interventions assessed, recognition among employees received the highest mean rating of 3.68, indicating that teachers perceive it as an effective approach. This highlights the significance of acknowledging teachers' efforts and achievements in alleviating stress. Additionally, improvement of the superior-subordinate relationship (mean rating: 3.64) and delegation of power (mean rating: 3.59) were also rated highly, indicating their potential to reduce stress levels. These results underline the importance of positive interactions with superiors and giving teachers decision-making authority to alleviate occupational stress. On-the-job training with a mean rating of 3.53 was also recognised as beneficial emphasising the role of continuous professional development in equipping teachers with the necessary skills to manage job demands effectively. Finally, the improvement of the working environment with a mean rating of 3.61 emerged as a critical factor in reducing stress.

Table 2. Managerial Interventions for Alleviating Occupational Stress

Managerial Interventions	N	Mean	Std. Deviation	Kurtosis
	Statistic	Statistic	Statistic	Statistic
Proper remuneration among employees	460	3.03	1.148	.058
On job training	460	3.53	1.073	-.510
Delegation of power	460	3.59	.996	-.759
Promotion among employees	460	3.29	1.043	-.078
Clear Policy in institutions	460	3.26	1.038	-.093
Recognition among employees	460	3.68	.945	-.863
Improvement of superior-subordinate relationship	460	3.64	1.041	-.898
Reducing workload	460	3.57	1.010	-.782
Spending time with family	460	3.01	.903	.001
Improvement of working environment	460	3.61	.998	-.697
Valid N (list wise)	460			

Creating a supportive and conducive working environment can significantly impact teachers' stress levels and overall job satisfaction.

5. DISCUSSION

The findings of this study revealed several key managerial interventions perceived as effective in reducing occupational stress among secondary school teachers in Mwanza region, Tanzania. Recognition emerged as the most highly rated intervention, indicating that acknowledging teachers' efforts and achievements positively impacts their well-being and job satisfaction. This is consistent with the findings of Hussain, Khaliq, Nisar, Kamboh and Ali (2019), who noted that employees value recognition from their supervisors, not just monetary compensation. They emphasized that recognition motivates employees and boosts morale, a view reflected by the teachers in this study who expressed appreciation for being valued by their superiors.

Additionally, the study found that improving the superior-subordinate relationship and delegating power were also highly rated interventions. This highlights the importance of positive interactions with superiors and granting teachers decision-making authority in reducing stress. This aligns with Sev's (2017) research in Nigeria which found that when superiors failed to delegate tasks, subordinates experienced frustration due to the lack of autonomy. Sev also argued that delegation provides employees with intrinsic and extrinsic satisfaction and helps them learn responsibility and accountability. This resonates with the current study's finding that delegation of power can reduce occupational stress by empowering teachers.

Moreover, on-the-job training was identified as a crucial element in continuous professional development, equipping teachers with the skills needed to manage their job demands effectively. This finding is consistent with the work of Korpi and Tåhlin (2021), who found that job requirements strongly correlated with the incidence of both formal and informal training in Sweden. The current study's respondents also emphasized the need for on-the-job training to enhance their ability to cope with stress and perform effectively.

Furthermore, creating a supportive work environment including the provision of adequate resources and fostering a culture of respect, was highlighted as a critical factor in reducing occupational stress. This aligns with previous research emphasizing the importance of supportive work environments in enhancing employee well-being and performance. Generally, the study findings suggest that addressing various aspects of teachers' working conditions, such as recognition, relationships with superiors, professional development, and the work environment, is essential to promoting their well-being and improving job performance. These findings are in line with the broader body of research on workplace stress and managerial strategies for employee support.

During an in-depth interview, one of the interviewees (no.2) from educational officials on the kind of managerial interventions that can alleviate occupational stress among secondary school teachers said:

> *...Managerial interventions that can alleviate occupational stress among secondary school teachers are as follows: The government should improve the environment for secondary school teachers, [and] the community should also provide good cooperation among secondary school teachers in schools. On the part of heads of secondary school, they should treat teachers as not enemies; instead they should know that it is their responsibilities to guide them and cooperate with them (*Interviewee no.02).

On the other hand, another interviewee from District Council Y (no. 01) from educational officials when mentioning some of the managerial interventions that can reduce occupational stress and improve job performance among secondary school teachers said:

> *…Promotion and salary can serve as effective stress reducers at the workplace. When teachers are rewarded with promotions and salary increments, they feel a sense of accomplishment and recognition for their hard work. This recognition can alleviate feelings of stress and boost their morale, hence leading to enhanced job satisfaction and improved performance. Additionally, higher salaries can reduce financial concerns and provide a sense of security, reducing stress related to financial pressures and allowing teachers to focus more on their job responsibilities…* (Educational official, no 01).

Regarding managerial interventions for alleviating occupational stress among employees, the study findings suggest that promotion opportunities may be an effective approach. These results are consistent with previous research conducted by Butt, Wen, Hussain and Pervaiz (2020) who found a positive relationship between benefits, salary and job satisfaction, on the one hand, with the work environment mediating this relationship, on the other hand. Similarly, Daramola and Daramola (2019) found that good salaries and rewards improved job performance among employees.

Additionally, in schools where teachers experience job satisfaction, there is often good academic performance and reduced occupational stress among teachers. This result aligns with Marewo, Mutongi, Nyoni and Nyoni (2020) who found that employee motivation and management practices are crucial in enhancing organisational effectiveness and employee commitment. Another interviewee from District Council X among the educational officials (no. 02) explained how managerial interventions can help reduce stress among secondary school teachers thusly:

> …Implementing managerial interventions to reduce stress among secondary school teachers involves several key strategies. Firstly, promoting open communication and providing emotional support allows teachers to express concerns and receive assistance. Fair workload distribution and resource provision help alleviate excessive work demands. Stress management and resilience training equip teachers with coping mechanisms. Recognition and appreciation for teachers' efforts boost morale and job satisfaction. Flexible scheduling facilitates work-life balance. Fostering a collaborative and supportive culture encourages teamwork and sharing of resources. These interventions collectively create an environment that prioritizes teachers' well-being and reduces stress levels… (Educational official no. 02)

The study also collected information from the respondents on other potential managerial interventions for alleviating occupational stress among secondary school teachers. In this regard, the respondents suggested promoting teacher motivation, timely promotion, providing support from management, ensuring adequate teaching and learning materials, encouraging cooperation between the school management and teachers, reducing workload, providing a conducive working environment, recognising teacher contributions, ensuring job security, timely salary payments, prompt resolution of teacher problems, and good leadership. In other words, a range of managerial interventions may be necessary in fostering effective reduction of occupational stress among secondary school teachers, which would also require a multifaceted approach.

5.1 Validity of Instruments

The validity of the instruments used in this study was ensured through a comprehensive pre-testing process. The questionnaire items were pre-tested during a pilot study, allowing for the identification of any issues or ambiguities in the questions. The results of the pilot study were used to refine the questionnaire items ensuring that they accurately captured the perceptions of teachers regarding managerial strategies to alleviate occupational stress. This process ensured the validity of the instruments by confirming that they effectively measured the intended constructs.

5.2 Reliability of the Instruments and its Values

The reliability of the instruments was assessed using Cronbach's alpha, a widely accepted measure of internal consistency. The Cronbach's alpha value for all the measurement scales was 0.830, which exceeds the generally accepted threshold of 0.7. This indicates that the instruments used in the study were highly reliable ensuring that the data collected were consistent and accurately measured the constructs they were intended to assess.

5.3 Implications of the Findings

The findings from the study provide valuable insights into the demographic characteristics of teachers in Mwanza and their implications for managerial strategies. The high proportion of female teachers, the relatively young teaching workforce and the high level of education among teachers suggest that managerial strategies should be tailored to address gender-specific issues, the needs of mid-career educators and the demands of highly educated professionals. The findings highlight the importance of considering these demographic factors when developing interventions to alleviate occupational stress and enhance job performance.

5.4 Suggestions for Further Studies

Further studies could explore the impact of specific managerial strategies on reducing occupational stress and improving job performance among teachers in Mwanza. Research could also examine the effectiveness of stress reduction programs targeted at different age groups or gender, and how these programs influence teacher retention and overall job satisfaction. Additionally, future studies could compare the results in Mwanza with those from other regions to determine whether the trends observed are consistent across different contexts.

5.5 Ethical Issues

Ethical considerations in this study included ensuring informed consent from all participants, maintaining confidentiality of their responses and protecting their privacy. Participants were assured that their participation was voluntary and they were free to withdraw at any time without penalty. Additionally, the data collected was used exclusively for the purpose of the study and the identities of participants were not disclosed in any reports or publications.

5.6 Recommendations

Based on the findings, it is recommended that school management in Mwanza develop gender-sensitive managerial strategies that consider the unique challenges faced by female teachers. Interventions should also address the specific needs of teachers with varying levels of experience, particularly those in their 30s, who may require support in balancing career demands and personal life. Furthermore, ongoing professional development opportunities should be offered to enhance teachers' skills in stress management. Finally, future research should continue to explore ways to improve the well-being and job performance of teachers, particularly by examining the effectiveness of tailored managerial strategies.

6. CONCLUSION

This study's examination of the impact of managerial interventions on occupational stress among secondary school teachers in Tanzania's Mwanza region has revealed that on-the-job training, delegation of power, recognition, improved superior-subordinate relationships, and workload reduction are effective strategies for mitigating such stress. These interventions highlight the importance of managerial support and organisational policies in fostering a conducive work environment that promotes employee well-being. Moreover, the study found that proper remunerations among teachers is not the sole solution to occupational stress, hence suggesting a holistic approach that includes various supportive measures. As such, clear policies within educational institutions can help create a sense of stability and predictability in addition to reducing uncertainty and anxiety among secondary school teachers. Furthermore, improving the working environment and promoting a healthy work-life balance have emerged in this study to be critical components for enhancing job satisfaction and reducing stress. Similarly, quality family time further emerged to be a vital cog in effective stress management. Additionally, there is necessity to encourage teachers to prioritise personal relationships and leisure activities outside of work can significantly contribute to their mental and emotional well-being. In similar vein, the study found incorporating relaxation and rejuvenation into teachers' daily routines to be vital in preventing burnout and improving overall job satisfaction. Thus, future research could explore other potential interventions, such as mentorship programmes, peer support networks, or mindfulness-based stress reduction techniques to further understand effective stress management strategies in educational settings. Overall, proactive managerial interventions are crucial for mitigating occupational stress among secondary school teachers in the Mwanza region.

CONSENT

As per international standard or university standard, Participant's written consent has been collected and preserved by the author.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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