

Chapter 7

Management of Sources of Stress: Effects and Coping Strategies by Teachers to Improve Human Resources for the Industrialization Process in Tanzania

Majiyd Hamis Suru

 <https://orcid.org/0000-0002-0256-2600>

University of Dodoma, Tanzania

Suma Hezron Mwampulo

Local Government Training Institute (LGTI), Dodoma, Tanzania

ABSTRACT

Proper treatment of teachers as necessary human resources in the development of knowledge, novel skills, innovativeness, and creativity to young generation is a critical component in the fourth industrial development in Africa. This chapter sets to localize the position of teachers in the time of fourth industrial rejuvenation in the context of Tanzania. A phenomenological research design was employed to study the sources of stress, effect of job-related stress, and workable strategies adopted to cope with job stress to improve work performance. Purposive sampling was used to select 13 informants for in-depth interviews and 50 participants for Focus Group Discussion. Work-related stresses were reported to intensify absenteeism, turnover, and poor work performance among teachers while socialization and religious congregation were reported as positive coping strategies to counterbalance job-related stress. The study recommends designing of sustainable socialization program to lessen stress among teachers to improve their work performance.

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INTRODUCTION

Commitment of teachers as necessary human resource to the teaching profession is an important ingredient to the creation of requisite human capital envisioned for industrial development. On the contrary, stressed teachers are likely to endanger the quality of teaching and learning and consequently may undermine the future of industrial endeavour (Brewer & Brewer, 2010; Campbell, 1999; Kaufman, 2001). Equally, the discourses of human resource management have been in the forefront of scholarly debate and have taken precedence in the management since the advent of the first industrialization process in the developed world. In the first industrial revolution, management of human resources has been an essential component for increased productivity (Brewer & Brewer, 2010; Mahmood et al., 2012). Nonetheless, the advent of classical school of thought in management by Taylor and colleagues during industrial revolution has been criticized for its inclination to economic rationality to manage human resources, where monetary incentives were used to maximize employees' effort to productivity (Campbell, 1999; Sridhar, 2008) but overlooked psychological gratification to improve work performance.

Apparently, the classical school of thought in management was criticized for ignoring emotional and psychological side of individuals in workplace (Brewer & Brewer, 2010). On the other hand, human relation approach by Elton Mayo and associates has been critically denounced for responding to organized powerful group of actors on behalf of others (Bruce & Nyland, 2011). Therefore, the disregard of psychological element of human resources, including teachers has been the cause of stress and weakened commitment to productivity in workplace (Eres & Atanasoska, 2011; Ganster, 2004; Kaufman, 2001; Koech, 2014; Mattila et al., 2003; Yazon & Ang-Manaig, 2019). Therefore, in order to clearly understand the place of human resources, especially teachers in the industrialization process, the effect of job related stress among teachers should not be omitted in connection to the development of other industrial sectors.

For teachers, stress has been influenced by many related factors, either from the families or organizational factors. In Africa, the most frequently reported sources of stress include delay or denial of promotion, denial of fringe benefits, delay in being paid agreed salary, poor communication between superiors and subordinates, shortage of staff, lack of recognition and duplication of functions (Manabete et al., 2016). Research findings have proved the stress to have 'made living unpalatable for teachers and worsened teaching itself as a profession' (Adeniyi et al., 2010; Ali et al., 2014). Sources of stress have been reported to include laughable salary, handling overcrowded classrooms; heavy workload and home-work interference (Alhija, 2015; Koech, 2014; Okeke & Dlamini, 2013; Steyn & Kamper, 2006). Arguably, insufficient salary has intensified teachers' stress at workplace, and as a result, they often start looking for other sources of income to counterbalance the undesirable teaching conditions (Anangisye & Barrett, 2005).

Tanzania, like other African countries, has been experiencing the challenge of job stress to teachers, which are likely to negatively impact on the quality of teaching and learning (Mkumbo, 2013). These have deleterious consequences on the creation of human capital attuned with industrialization motives of the nation. For example, teachers have been reported to demonstrate pervasive claim and grievances on issues such as salary arrears, leave and medical allowances, delay in promotion and transfer allowances (Gregson, 2000; Mkumbo, 2013; Pargman, 2006). Impliedly, if teachers' claims and grievances will not be addressed timely, creation of innovative and creative human capital for industrial development will also be jeopardized. In Tanzania, teaching seems to be the most challenged profession with regard to work-related stress (Anangisye & Barrett, 2005; Mkumbo, 2013; Mkumbo, 2012) and is more likely to account for wastages of resources than any other profession. As education system stands in a pivotal

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