

**ORGANISATIONAL STRESS MANAGEMENT STRATEGIES AND RETENTION
OF TEACHERS IN PRIVATE SECONDARY SCHOOLS IN WAKISO
DISTRICT, UGANDA**

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

I, Immaculate Emurugat, declare that this is my original work and that it has never been presented to any other university for any academic award.

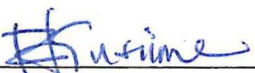
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APPROVAL

I hereby certify that the dissertation titled “Organisational Stress Management Strategies and Retention of teachers in Private Secondary Schools in Wakiso District, Uganda” by Emurugat Immaculate has been submitted for examination with my approval as supervisor.

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DEDICATION

This dissertation is dedicated to my parents: Hieronimo Emurugat and the late Norah Emurugat (RIP).

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I am deeply indebted to my research supervisors; Dr. Hillary Mukwenda Tusiime and Mr Phillip Owino for guiding me throughout the research. Without their parental and professional input, this research would have been difficult to accomplish.

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ABSTRACT

The study sought to establish the influence of Organisational Stress Management Strategies on Retention of teachers in Private Secondary Schools in Wakiso, Uganda. The study was prompted by the low level of retention of teacher in most private secondary schools in Uganda. The purpose of this study was to establish the influence of Organisational Stress Management Strategies on the retention of teachers in Private Secondary Schools in Wakiso District.

The descriptive research design was used to enable the researcher to gather current information from different categories of the of the sample population. The target population consisted of all teachers and Head teachers in Private Secondary Schools. The sample comprised of 304 teachers and 20 headteachers from selected Private Schools. Purposive sampling technique was used to select teachers and Headteachers used for the study. Questionnaires and interview guides were used to collect data for the study. The Data were analysed using frequency counts, percentage scores and Pearson Product Moment Correlation.

The study findings revealed that Private Secondary Schools had Challenges of retaining teachers. The study also revealed that removing the stressor, change of stress perception, communication and social support Strategies were commonly used as Organisational Stress Management in Private Secondary Schools. It was further found out that there was a Positive perception amongst the teachers towards the Organisational Stress Management Strategies being employed by Private Secondary Schools. The study also showed that there was a significant positive relationship between the Organisational Stress Management Strategies and Challenges of retaining teachers among Private Secondary Schools in Wakiso District. It was concluded that: Teachers are faced with many challenges and retention of teachers was found to be low, the

Organisational Stress Management strategies commonly used were removing the stressor, change of stress perception, communication and social support organisational stress management strategies. It was also concluded that there was a positive perception amongst the teachers on the various Organisational Stress Management strategies being employed by private secondary school and there was a significant relationship between Organisational Stress Management strategies and Challenges of Retaining teachers in private secondary schools in Wakiso district.

Basing on the findings of the study, it was recommended that all proprietors of Private Secondary Schools should adequately remunerate their teachers and establish attractive retention policies. A more systematic research was recommended in the area of Influence of Institutional Human Resource Policy and Gender on the effectiveness of Organisational Stress Management Strategies.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter consists of the Background of the study, Statement of the problem, Purpose of the study, Research objectives and questions, Scope of the study, Significance of the study, and the Conceptual framework.

1.1 Background to the Study

Globally, teachers leave their profession each year and there is continuing concern in the education field as to why there is a higher rate of secondary school teachers who are leaving the teaching profession. This is because the teaching profession touches on the lives of many learners including children with varying ability levels, and those with disabilities. It has been approximated that globally one quarter of all beginning teachers leave teaching within the first four years of service (Benner, 2000; Rowan, Correnti and Richard, 2002). In Uganda, the situation is not any better because teachers are continuously leaving the profession. According to the Ministry of Education and Sports (2004), about 7% of teachers leave the teaching profession every year for other jobs. This implies that schools have difficulty in retaining teachers.

There are five main types of teacher turnover; departures of teachers at the school level, movements of teachers between private and public schools, teacher upgrading (in particular primary school teachers moving to jobs in secondary schools), occupational attrition (teachers

leaving the profession to take up other jobs), and international migration. Teacher attrition is either voluntary in form of resignation, early retirement or involuntary caused by death, illness, compulsory retirement age and dismissal (Bennel, 2004). These types of turnover are also evident in Wakiso District. Unfortunately, there is very little information on staff retention in schooling systems in Africa and yet in Uganda, the attrition of both new and experienced teachers is a great challenge for schools and school administrators. The scenario is even worse in private schools which apparently have no proper policies and strategies on staff retention resulting into a higher teacher turnover (Kayizi, 1990).

There is large empirical literature that investigates why teachers quit and how they might be better induced to stay (Chapmann, 1994). According to Tye and O'Brien (2002), teachers list many reasons for not staying in the profession, among which include poor salary and poor administrative support. No study has singled out appropriate organisational stress management strategies as a solution to teachers not being retained. Studies so far done on stress have examined various sources and consequences of workplace stress (Birungi, 2003; Tusabe, 2006), as well as strategies for coping with stress. However, no emphasis has been placed on the influence of organisational stress management strategies on teachers' retention in private secondary schools in Uganda. Thus there is need to study the influence of stress management strategies on retention of teachers in private secondary schools in Wakiso District.

Historically, Private schools date back to the schools opened by Catholic missionaries in Uganda, which predated the beginning of formal education in Uganda. These Catholic schools were the offspring of missionary zeal. During this time some schools were free, some were supported by a combination of financial sources, and some relied solely on tuition (Ssekamwa, 2000). It is within this perspective that private schools in Wakiso district started. Wakiso district

has many private secondary schools compared to public schools (Ministry of Education and Sports, 2006). Private schools are business-oriented and this makes them to admit many students without putting into considerations the number of teachers required to teach. This leads to teachers having a big work-load which in turn results in occupational stress.

Private schools in Uganda put a lot of pressure on teachers to perform and compete for better grades; those whose subjects are ranked poorly are warned or sacked (Ayorwoth, 2007). When pressure is put on teachers to perform their duties in order to produce good results they end up being stressed. These results into job dissatisfaction, depression, exhaustion, moodiness, burnout, lower job performance, faulty decision, high absenteeism, workplace aggression as well as staff turnover (McShane and Glinow, 2003). To reverse this trend schools should apply different stress management strategies in order to retain their teachers. However there are no studies known to have addressed the problem of staff turnover using Organisational Stress Management Strategies. Therefore this study was to address this gap by studying the influence of Organisational Stress Management Strategies on Retention of teachers in Private Secondary Schools in Wakiso District.

1.2 Statement of the Problem

The level of stress among teachers in private secondary schools is significantly high. At the same time, the rate at which teachers are leaving the teaching profession in Uganda is high (MoES 2004). It has been observed that there is a higher staff turnover in private secondary schools in Wakiso District. One wonders whether this high turnover may be due to lack of appropriate Organisational Stress Management Strategies among teachers in Private Secondary Schools in Wakiso District.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of Organisational Stress Management Strategies on the retention of teachers in Private Secondary Schools in Wakiso District.

1.4 Research Objectives

The objectives of the study were:

1. To find out the Challenges of retaining teachers in Private Secondary schools in Wakiso District.
2. To establish the type of Organisational Stress Management Strategies commonly used to retain teachers in Private Secondary Schools in Wakiso District.
3. To examine the Perception of teachers towards the Organisational Stress management Strategies used to retain teachers in Private Secondary Schools in Wakiso District.
4. To find out the relationship between Organisational Stress Management Strategies and challenges of retaining teachers in private secondary schools in Wakiso District.

1.5 Research Questions

This study sought to answer the following Research Questions:

1. What are the Challenges of retaining teachers in Private Secondary Schools in Wakiso District?
2. What are the types of Organisational Stress Management strategies commonly used to retain teachers in Private Secondary Schools in Wakiso District?

3. What are the Perceptions of teachers towards the Organisational Stress Management strategies used to retain teachers in Private Secondary Schools in Wakiso District?
4. What is the relationship between Organisational Stress Management strategies and Challenges of retaining teachers in Private Secondary Schools in Wakiso District?

1.6 Scope of Study

The study was carried out on Organisational Stress Management Strategies and retention of teachers in Private Secondary Schools in Wakiso district, Uganda. Wakiso District is found in Central Uganda and comprises of 3 counties of Busiro, Kyadondo and Entebbe Municipality. The study specifically focused on Challenges of retaining teachers in Private Secondary Schools, the types of Organisational Stress Management Strategies that are commonly used to retain teachers; the Perception of teachers towards the Organisational Stress Management Strategies used and the relationship between Organisational Stress Management Strategies and Challenges of retaining teachers in Private Secondary Schools in Wakiso District. The temporal scope of the study covered the period between 2005 to 2010 which allowed the researcher to gather enough data on the study topic. This period was chosen because of persistent information about teachers not staying in their Private Secondary Schools especially during this time.

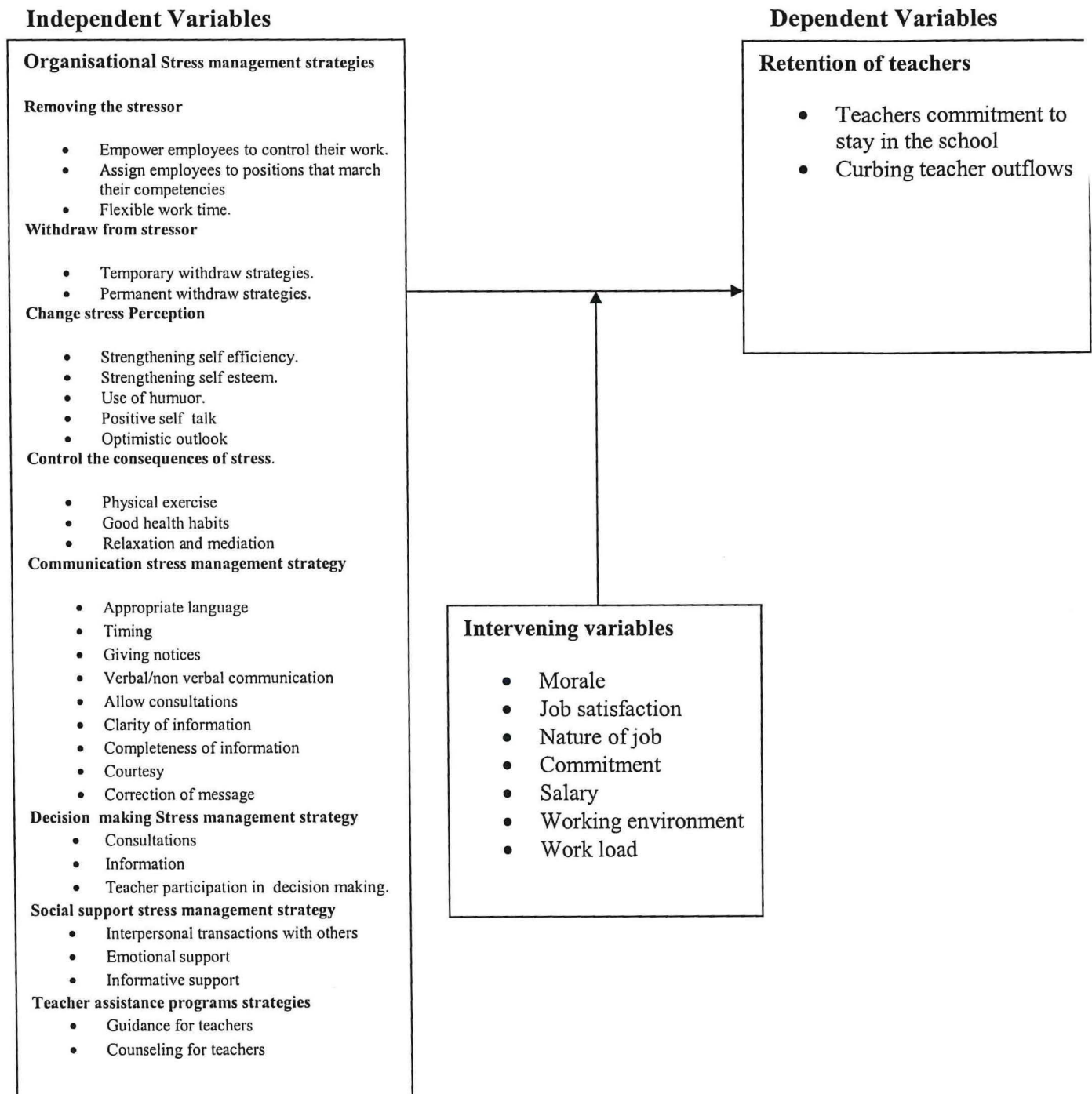
1.7 Significance of the study

The findings accruing from this study are likely to provide new deposit of knowledge on the influence of Organisational Stress Management Strategies and retention of teachers in Private Secondary Schools. The study would also stimulate interest to other researchers to do further research on the field of Organisational Stress Management Strategies and retention of teachers.

The study would benefit the school proprietors and administrators to make informed decisions on matters regarding Organisational Stress Management Strategies and retention of teachers in Private Secondary Schools in Wakiso district.

The research findings would help head teachers to identify suitable Organisational Stress Management Strategies to be used in Private Secondary Schools to address stress problems which can help to retain teachers. This study would give information for proper planning, decision making and efficient Organisational Stress Management Strategies by schools in Uganda as a whole.

1.8 Figure 1: The constructed Conceptual Framework of the study showing how Organisational Stress Management Strategies affects Retention of teachers.



Source: McShane and Glinow (2003) Okumbi (2001)

This Conceptual framework consists of Independent variables, Dependent variables and Intervening variables of the study. Organisational Stress Management Strategies as an Independent variable (IV) was assumed to influence retention of teachers which was the Dependent variable (DV) The Organisational Stress Management Strategies included, among others, removing the stressor, communication, decision making, social support, and teacher assistance programs. However, the Dependent variable could also be influenced by the intervening variables as indicated in the framework. According to this framework, in order for a school to retain its teachers, the school management could ensure that it removes the stressor in schools through: empowering employees by leaving them to control their work, assigning teachers positions that march their competencies, job sharing and flexible work time. This could probably ensure teachers in Private Secondary Schools could not leave. However, Intervening variables such as salary, nature of job, morale and job satisfaction may also influence retention of teachers as intervening variables. For instance in order for schools to retain their teachers the School Proprietors should ensure that they pay teachers in time and the pay should be enough considering their workload.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter basically looked at the related literature as per the specific objectives set in the study. This chapter consists of literature on: Challenges of Retaining Teachers, Types of Organisational Stress Management Strategies and the Perception of teachers towards the Organisational Stress Management Strategies used to retain teachers.

2.1 Challenges of Retaining Teachers

According to MacMillan, (2002), the word Retention means the act of keeping or storing something or the ability to keep workers or customers from leaving a company or students from leaving school. Maicibi (2003) defines retention generally as the duration an employee remains in the organizations workforce. Maicibi's definition only measures the retention capacity of that organization on that particular employee, and yet to effectively measure retention rate, the focus should be on the workforce as a whole because the impact of an individual's presence or absence in an organization may not be sufficiently felt (Jimenez, 1999). In whatever circumstances, the word "retention" has something to do with prevention of loss of something. In this research, teacher retention will be concerned with preventing loss of teachers from the school Musaaazi, (1982). Once a school attracts competent teachers, it should be able to prevent them from leaving, thus implying there is retention of teachers.

World Bank Report (2006) explains that though the most common reason for teachers staying in the profession is personal commitment and gratification; teachers enjoy their relationships with students and take pride in contributions they make to students' learning and society. From this

view it could be possible that if teacher's personal commitment could be increased by managing their stress they could be retained in their schools. However the researcher is of the view that personal commitment and gratification can only be achieved by having a stress free life which may call for the use of organisational stress management strategies in private schools. However, World Bank Report (2007) observes that increasing retention in the private sector, is of a greater concern in all African countries. It states that nearly 40 percent of the teachers felt that they would take a position in a Private Secondary School because in some countries private schools provide an attractive alternative source of employment.

The Ministry of Education and Sports (2006) reported that two strategies, for retaining teachers may be to increase job security by ensuring stability in remuneration and having civil service appointments and to improve the school environment in which they work in. One suggestion that was made for improving Secondary Education is to provide an adequate number of textbooks and materials, classrooms, and laboratory equipment. By providing these resources, teachers may remain teaching for long because they may not be stressed.

Hedges (2002) explains that a variety of strategies to increase retention have been devised. In Ghana, teachers are required to sign a bond. In case they leave teaching before their initial three-year posting is completed, they are barred from further employment in the state sector and the teacher must repay the bonded amount. In practice, however, the value of the bond has been reduced by inflation, and the system is no longer enforced. As much as bond signing can be used the researcher feels that barring teachers from serving in the state sector will not be effective because such teachers can opt to join the private sector.

The researcher is of the view that benefits that might compensate or reward teachers while improving retention at some expense include: improving school buildings and teachers' accommodation, increasing teacher responsibility for educational decisions, reducing class sizes; increasing parental and community support, promoting collegial relationships among teachers and administrators, providing teacher support and recognition and providing teacher counseling and medical care. In addition to this headteachers should be given regular workshops in order for them to know how to manage stress among teachers.

Macdonald (1999), argues that as much as increasing teacher salaries may appear to be the obvious response to lack of retention problems there is little evidence that increased salary alone has a high long-term impact on retention. The researcher is of the view that improving teachers' physical, social, and professional experience of work increases their commitment, reduces attrition, and is often cheaper than trying to tackle salary or the costs of teacher dissatisfaction, loss, and retraining.

World Bank Report (2007), agrees with Macdonald (1999), by stating that though increasing salaries or benefits may affect the motivation and commitment of teachers in the short term basis, it may not be a major factor in retaining teachers already in the profession, especially if there is a lack of alternative career options. However, as much as increasing teachers' salaries may be an important long-term strategy to influence the teachers in the profession, teachers are caught in several dilemmas. While policy makers believe that increasing teachers' salaries and upgrading teachers skills is not necessary, the researcher is of the view that it is possible that the teachers in

the long run could be stressed and if their problems are not addressed they end up failing to retain these teachers in the profession.

On the contrary, Caillois (2001) emphasizes that retention of teachers is affected by economic factors as teachers make rational economic decisions about their careers and seek better paid work where they are given. However, there is also considerable evidence that teachers feel their work is becoming increasingly stressful and that their status is falling in society. (Macdonald, 1999). However, Olwoch (2011) is of the view that when organizations don't retain their workers the productivity of an organization is reduced because of the "negative morale" created among the remaining staff.

Coping is defined as a process in which personal resources are used to manage tension-generating events in efforts to maintain or enhance feelings of well-being (Ellis & Greiger, 1977). Lazarus and Folkman (1984) defined coping as , the process of constantly changing behaviors or cognitive perceptions, or both, to control, lessen, or endure external conditions, internal conditions, or both, which are viewed as stressful by the individual.

Torrington and Taylor (2008) emphasizes that stress management strategies do not only increase retention but they also save the organizations money that would otherwise be lost paying people who are absent or performing below their expected performance. According to Kabuye (2011), some organizations do not focus on employee retention but they mistreat workers leading to low worker productivity due to employee turnover and low morale. He advises that it is better to identify and weed out poor managers. This implies that even in secondary schools headteachers who are poor leaders can make teachers want to leave the school

Goss (2001) suggested that workplace counseling may have a role to play in helping teachers cope with their stress. Those teachers who are accustomed to reflecting on their practice should be more able to develop positive coping strategies at work than other professionals (Wilson, 2002). Different types of stress are differentially related to work outcomes yet are positively related to psychological strain (Boswell, Olson-Buchanan, & LePine, 2004). Different people find help in different coping strategies (Everard & Morris, 2003). Individuals with an internal locus of control believe they are in control of events in their lives. They experience more success in coping with stressful situations than do those who attribute the outcomes of the events in their lives to outside sources such as fate or luck (Chandler, 1985; Linn & Hodge, 1982). The situational and dispositional coping styles are related to each other. People tend to use relatively stable coping styles both in general and in specific events. Personality traits are moderately related with coping and this finding indicates that the constructs are different from each other (Eksi, 2004).

Glasser (1986) identified two types of teachers: boss teachers, who depend on the rules and consequences method and use rewards and punishment to get students to do what the teachers want, and lead teachers who, on the other hand, make aligning lessons and assignments with students' basic needs their primary business. Lead teachers are assumed to have managed their stress and can easily remain in the teaching profession while boss teachers may fail to manage their stress and may thus leave the profession easily. Although there has been much research into teacher stress (Arikewuyo, 2004; Kyriacou, 1987), there is no study about the relationship between teachers' strategies for coping with stress and teachers retention. Therefore this study was conducted in order to explore and obtain some understanding of this relationship.

2.2 Organisational Stress Management Strategies

Stress is defined by the Oxford dictionary (2002), as a state of affairs involving demand on physical and mental energy which can disturb the normal physical and mental health of an individual. Similarly, Okumbe (2002), defines stress as a physical or emotional reaction to potentially threatening aspects of the environment. Accordingly, stress is brought about by other excessive demands being made on individuals or reasonable demands being made which individuals are well equipped to cope with. However, Cole (2004) describes stress as the adverse psychological and physical reactions that occur in individuals as a result of their being unable to cope with the demands being made on them. This implies that stress is triggered not by the external problems faced by individuals but by the way they cope or fail to cope with those problems. The effects of stress can lead to reduced employee performance at work, increased sickness absence and even death.

Lazarus and Folkman (1999), argued that when individuals face a potentially stressful situation they appraise the amount of potential danger as well as their resources for dealing with that danger. Individuals experience stress when the perceived threat exceeds perceived available resources for coping with it. Coping is defined as individuals' effort, cognitive and behavioral, to deal with a stressful situation (Lazarus and Folkman, 1999). Bratton and Gold (2003), revealed that among the most stressful jobs were teaching, manual labourers and secretarial jobs. In many countries teacher's job is often considered as one of the most stressful professions. In addition to this D'souza (2006), reveals that in order to cope successfully with stress leaders need to recognize stress as a facilitator as well as a barrier to effective leadership. Similarly, in an

organization such as a school, administrators would have to accept that stress can either be a facilitator at work and at the same time a barrier.

According to Armstrong (2000), there are many reasons why organizations should take account of stress and do something about it. That is: organizations have the social responsibility to provide a good quality work life, excessive stress causes illness, stress can result in inability to cope with the demands of the job which of course create more stress and excessive stress can reduce employee's effectiveness and the organizations performance.

The researcher point of view is that Stress Management Strategies is how an individual manages or copes with stress either by himself or through other people. However this research basically looked at how Organisations help their workers to manage or cope with their stress while focusing on teachers in Private Secondary Schools in Uganda-Wakiso District.

2.3 Types of Organisational Stress Management Strategies

In order to curb stress there are a variety of Organisational Stress Management Strategies that can be used by organizations which include removing the stressor, withdrawing from the stressor, changing stress perceptions, carrying out employee assistance programs and offering guidance and counseling services (Bratton and Gold, 2003)

2.3.1 Removing the Stressor Strategy

Okumbe (2001) McShane and Glinow (2003), and Bratton and Gold (2003) have argued that the only way to manage stress effectively is by removing the stressors that cause unnecessary tension and job burnout. Okumbe (2001), asserts that "some severe work related stress could be solved through job rotation, transfers or simply organisational separation. Similarly McShane and Glinow (2003), are of the view that research has found that one of the most powerful ways to

remove workplace stress is to empower employees so that they have more control over their work and work environment. He adds that workplace bullying can be minimized through clear guidelines for behavior and feedback to those who violate those standards. Bullying in this case could be a common occurrence in private schools whereby it is believed that the boss is always right and will therefore not be willing to listen to teachers who might have committed a simple mistake.

Bratton and Gold (2003) point that improving job and organisational design as an action to reduce workplace stress. Armstrong (2004) agrees with McShane and Glinow and Bratton and Gold (2003) by stating that stress can be managed by clarifying for employees their roles in the organization, reducing the danger of role ambiguity and giving people more autonomy within a defined structure to manage their responsibilities. Ivancevich M. J, Konopaske R. and Matteson T.M (2008) further emphasizes that one of the most powerful ways to remove workplace stressors is to empower employees so that they have more control of their work and work environment. He adds that role related stressors can be minimized by electing and assigning employees to positions that match their competence. Torrington and Taylor (2008) also observes that reorganization of work may include changes that could be grouped as organisational development such as job rotation and autonomous work groups.

Olwoch (2011) advises that in order for staff to be retained flexible working rules should be adopted otherwise workers will migrate to an organization whose benefit package and schedules help them to meet the demands of their lives. This implies that in the case of the teaching profession allowing part time working could enable flexibility in the teaching profession.

The researcher is of the view that removing the stressor could help to retain the teaching staff but at the same time it is not cost effective in cases where the stressor is part of the job. However, removing the stressor can be used successfully as a Stress Management Strategy when it involves the employees and employers. This is because the employers have to be consulted to help the affected employees.

2.3.2 Withdrawing from the Stressor Strategy.

Removing the stressors may be the ideal solution, but that option is not feasible. According to McShane and Glinow (2003) explain that permanent withdrawal occurs when employees are transferred to jobs that better fit their competence and values but temporary withdrawal strategies is the most frequent way that employees manage their stress by allowing employees to temporarily escape from the hassles of work. Armstrong (2004) adds that employees should be placed properly while taking care to place people in jobs that are within their capabilities.

Ivancovich et al (2008) agrees with McShane and Glinow by observing that an alternative strategy is to permanently remove employees from the stressor or temporarily remove employees from the stressors. Some of the ways that can make employees to be withdrawn from stressors include career development. Torrington and Taylor (2008), and Armstrong, (2004), observe that providing career development for staff helps them to learn new skills and advance their career thus improving employee retention.

The researcher is of the view that as much as withdrawing employees from stressful jobs temporarily is helpful, a permanent way of helping staff to manage their stress could be more appropriate. Therefore there is need for this study to find out if head teachers and teachers who

are stressing others because of poor administration could be withdrawn by either demoting or removing them from the school system.

2.3.3 Change of stress perception Strategy

Employees often experience different levels of stress in the same situation because they perceive it differently. Chaplain (2001) is of the view that teachers read reports that teaching is stressful and start believing it and thus normal upsets that are part of most jobs become mislabeled as chronic stressors and a vicious circle begins that results in a higher incidence of self reported stress. This implies that some teachers end up believing that teaching is a stressful job which latter impacts on their performance at work. Therefore in such a case there is need for change of the stress perception to help such teachers to cope with their duties. On the contrary McShane and Glinow (2003) argue that positive self talk can potentially change stress perceptions by increasing our self efficacy and by helping us to have a more optimistic outlook. Armstrong (2004) suggests that dialogue should take place between managers and individuals about their problems and ambitions. In line with that D'souza (2006) explains that if people act positively then they will become positive in life. This implies that people cannot always think their way into acting positively but they can act their way into thinking positively. However, Ivancevich et al (2008) says that this strategy involves strengthening our self efficacy and self esteem so that job challenges are not perceived as threatening.

The researcher is of the view that if teachers self esteem and self efficacy could be strengthened through stress management strategies challenges in the teaching profession could be reduced and teachers would not be stressed. At the same time change of the stress perception will only start with the teachers themselves who have to appreciate the fact that stress can either have a positive or a negative effect in their job performance.

2.3.4 Employee's Assistance Programs Strategy

Various authors have agreed on the use of employee's assistance programs as a means of managing stress. According to Ivancevich (2001), employee assistance programs are designed to deal with a wide range of stress related problems, both at work and non work related, including behavioral and emotional difficulties. Similarly, Bratton and Gold (2003) revealed that Human Resource Departments currently are advised to establish links with external voluntary organizations to develop Employee assistance programs in order for employees to seek voluntary help or to seek advice. D'souza (2006), emphasizes that Employee's assistance programs can help employees cope with their stress because it enables organizations to get help from external resources which increases the understanding of interdependency needs within the organization.

Kreitner and Kinicki (2007), observed that employee assistance programs help employees to resolve personal problems that affect their productivity. Employee assistance programs are typically funded by organizations or unions. Armstrong (2007), suggests that organizations such as schools should provide employees assistance programs for their employees. However, Torrington, Hall and Taylor (2008), explains that sometimes employees were very skeptical about visiting the occupational health workers as they saw it as the first step in termination of their employment instead of the Employee assistance programs helping their workers. The researcher is of the view that as much as Employee assistance programs could be considered as helpful there could be a challenge of the costs which could hinder schools from adopting it as a stress management strategy especially when there is need of organizations or external resources to be used.

Counseling at work takes place when an individual uses a set of techniques and skills to help counseling an employee with problems to help the employee to cope up with his /her emotions

Newton, Gregory and Silins (2002) Counseling seeks to improve the employee's mental health and well being since it helps employees to cope with problems. According to Cole (2003), counseling stress management should be a joint activity in which a person seeking help support or advice in dealing with personal problems (a client) shares his/her dilemma with a trained helper (a counselor). Therefore counseling should be a two way participation by the client and the counselor and should not be left only for the management to enforce. Okumbe (2004), adds that counseling programs can be instituted by organizations whereby counselor's subject stressed workers to counseling therapy. Ivancevich (2008) are of the view that counseling should be provided by Employee Assistance Programs and if they are unable to help, employees should be referred to community based professionals. In line with this writer, Torrington and Taylor (2008) adds that stress counseling is increasingly being provided and if this is offered as part of an employee assistance program it can reduce the liability in stress related injury cases.

The Institute of Personal Development (2008) also acknowledges that organizations need to provide professional counseling facilities for employees. Therefore all organizations need a professional counseling manager who is trained in counseling techniques. The researcher is of the view that Employee assistance programs could be useful when there is cooperation from both the employer and the employee. These programs could also be compromised with incase there is no confidentiality between the employer and the employee.

2.3.5 Social Support stress Management Strategy

Social support is a stress moderator and it mitigates the level of stress. Black-Branch and Lamont (1998) argue that teacher education programs have at least an ethical if not a legal and professional responsibility, to provide support for teachers who are under high levels of stress during teaching. Murray-Harvey (1999) states that more recently, the relationship between

student teacher stress and teacher stress is being recognized with statistics to suggest that coping with the stress of teaching needs to be addressed at the pre-service stage of a teacher's career in order to help retain capable teachers who are leaving the profession because they find their work environment too stressful.

The researcher agrees that there is need for teachers to get pre-service training to enable them to cope with career stress, but at the same time it should be noted that this exercise could be expensive in the long run. Consequently, this could be the reason why some universities end up not having pre-service trainings for teachers.

Newstrom, Curtis and Lewis (2004) explain that social support is the network of helpful activities, interaction and relationship that provides an employee with the satisfaction of important needs. There are four types of support: instrument, international, evaluative and emotional. The social support may come from supervisor, co-worker, friends or family. Its focus may be on either task or social exchange and may even take the form of games, jokes or teasing. It is the network of activities and relationships that provide an employee with desired social satisfaction. Its source may be supervisor, co-workers, friends and family. When employees have at least one person from whom they can receive social support they will experience lower levels of stress for example supervisor's support.

In a study carried out by Chaplain (2001) it was observed that some headteachers find it particularly rewarding to access support from other head teacher colleagues than junior teachers. He also notes that some teachers who 'shared the vision' for the school could be trusted to manage school duties which enabled them to get social support. Birungi (2003) asserts that co-

worker related problems have a direct relationship to lower role conflict at work. Mshane and Glinow (2003) observed that social support helps employees by improving their perception of feeling valued and worthy which reduces new employees stress because co-workers are helped to face threatening situations. Ivancevich *et al.*, (2008), state that when an experienced employee helps a trainee to learn a job it is effective as a stress moderator because it buffers the negative impact of stressors. They add that social support has been found to reduce stress among employed individuals ranging from unskilled workers to highly trained professionals. The teaching profession is a job that constantly needs social support because of the need for career development involved in it as stated by the author. Therefore teachers need to get help from their fellow teachers who are more knowledgeable through social support..

William (2002) suggests that the best approach to help employers to manage stress is to train them to be more resilient to stress before it occurs. This approach is traced on a theory on individual extension such as personality and coping style as more important in predicting stress than certain job conditions in ourselves (Birungi, 2003). In line with this Kreitner and Kinicki (2007) agree with Mcshane and Glinow (2003), by pointing out four types of social support as esteem support, informational support, emotional support and social companionship.

The researcher is of the view that as much as there are various types of Organisational Stress Management Strategies it may be hard for schools to use all the Strategies. School authorities should be in position to identify what types of Organisational Stress Management Strategies that can be used to suit different types of secondary schools. For instance the Stress Management Strategies that are used in rural private schools will be quite different from those used in urban private schools. This is because life in the urban areas is more challenging and costly because of the rising costs of living.

2.4 Perception of Teachers towards Organisational Stress Management Strategies

The impact of stress depends on the individual's perception towards the problem and one's ability to cope with it. If an individual perceives a problem positively the stress symptoms are not likely to appear. But if one realizes that he or she does not have the ability to manage the stress then the symptoms will appear.

D'Souza (2006) explains that in order to cope with stress, leaders need to recognize stress as a facilitator as well as a barrier to effective leadership. This implies that apart from stress causing emotional, mental and physical problems it can also provide opportunities and while prolonged exposure to stress can decrease resistance to disorder, it can help people to cope effectively. D'Souza further explains that stress can become a positive force in life and those who benefit from these opportunities learn effective coping skills and can practice them at any time.

According to Graham (2007), a positive mental attitude is one of the most important assets you can possess. Not only do positive thoughts help to dissolve the teachers stress but they also have a positive impact on his or her physical health as well. Kreitner and Kinicki (2007) elaborate Grahams view by identifying 'hardiness' as a collection of characteristics which involve the ability to perceptually or behaviorally transform negative stressors into positive challenges. The researcher is of the view that the importance of this state of mind cannot be overlooked in how it affects our performance both socially and professionally. This implies that attitude is directly related to the degree of success a teacher may experience in any endeavor that is undertaken.

Therefore a negative attitude could easily trigger stress in a teacher's mental health while another teacher can use it as a challenge to improve on his performance.

Zack (2008) suggests that people who have a positive attitude will normally focus on finding the solution of the problem instead of complaining of the situation. When they focus on finding the solution, they will be able to solve the problems faster. This will in turn cause less stress to the people. He adds that having a positive attitude towards life and having a positive thinking about oneself will really help one to live life easier and happier. When you have positive attitude and have self-confidence, you will be able to reverse the negative experience that you are facing into a positive experience which you will be able to learn lesson from. The moment when you have the mindset, you will not get stuck in a situation when you will just stare at the problem and get stressed up. This explains why some people end up having unnecessary stress. Chaplain (2001) disagrees with the above authors by stating that effective coping of stress through the use of social support might best be served by identifying and distinguishing different forms of stress and then learning to fit them in to particular forms of stress rather than assuming that social support has some singular, universally effective properties.

The researcher is of the view that having a positive attitude towards stress could help teachers to cope with their work but at the same time it the responsibility of school administrators to also help teachers to avoid unnecessary stress like overworking teachers having an uncondusive working environment or arrogant communication with the teachers. Therefore there is need for the researcher to carry out this research to ascertain to what extent the school authorities are acting positively towards helping teachers to avoid stressful situation which can help them to remain in their schools.

In conclusion, teachers are faced by many challenges in the teaching profession like low salaries, lack of job security lack of motivation and lack of career enhancement among others. If these challenges could be improved on the teachers might be willing to stay in their profession. The teacher's positive or negative attitude towards Organisational Stress Management Strategies is also an important aspect in ensuring that teachers are successful in carrying out their duties and staying in the teaching profession. On the other hand effective Organisational Stress Management Strategies can help teachers to remain in the teaching profession if only there is cooperation between teachers and the school authorities about how to help teachers to avoid stressful situations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives a description of the research design, the target population, sampling technique, research instruments, validity and reliability and procedures for data collection and analysis.

3.1 Research Design

The study adopted the cross-sectional survey method of the descriptive design. This design enabled the researcher to collect information from a cross-section of a given population. Furthermore the cross sectional survey method was used to enable the researcher to collect data from the different categories of the sample population, which was representative of the total population of the teachers. This design enabled the researcher to examine the current situation with respect to Organisational Stress Management Strategies and retention of teachers focusing on teachers' perception towards stress management strategies and types of stress management strategies used and challenges of retaining teachers in Private Secondary School

3.3 Target Population and Sample

The target population and sample consists of the target population and the sample size of the study.

3.3.1 Target Population

The target population of this study was all the teachers and head teachers from Private secondary schools Wakiso District which has a total of 1,824 teachers (Ministry of Education and Sports -

2004). The teachers and headteachers were targeted for the study because they are concerned with the teaching of students in Private Secondary Schools and thus they are able to indicate the influence of Organisational Stress Management Strategies on retention in their schools.

3.3.2 Sample Size

A Sample size of 324 teachers was selected consisting of 304 teachers, and 20 Headteachers who were selected randomly from Private Secondary Schools in Wakiso District. The determination of sample size was based on guidelines given by Morgan and Kriecjie (1970) - Appendix 1. Morgan and Krejcie determination of sample size was ideal for this study because it was representative of the total population to be studied. According to Morgan and Krejcie table, there are given sample sizes(s) for the given population sizes (N). Basing on the Morgan and Krejcie Table, the sample size studied which is 324 respondents was representative enough.

3.4 Sampling Technique

The selection of the sample to be studied was done by Probability and Non probability techniques. The samples were got by the use of Purposive sampling to select the headteachers from each of the 20 Private Secondary Schools. Purposive sampling was used to select respondents especially Head teachers in order to collect focused information which was useful to avoid wasting time and money. In selecting the sample of teachers from each school, simple random sampling technique was employed.

3.5 Instruments for Data Collection

Questionnaires and interview guide were employed to collect data for this study. Close ended structured Questionnaires were administered to teachers and they were measured using a five-likert scale for easy coding. Questionnaires were appropriate because some of the data that was

collected was quantitative in nature and based on individual perceptions, which could not be observed but could be better tapped through self-reports. Similarly questionnaires were used because they have the ability to solicit information from several respondents within a short time.

Interview guides were used to get information from headteachers who acted as key informants about their views concerning stress management strategies and teachers retention in private secondary schools. Interview guides were used to enable the researcher to gather in-depth information from the headteachers about the stress management strategies used in private secondary schools and the measures taken to retain their teachers. This method was preferred because of its flexibility and ability to provide new ideas on the subject.

3.6 Validity of Research Instrument

In order to establish validity, Content validity was used. The instruments were given to two experts who evaluated the relevance of each item of the objectives to establish whether the questionnaire would truly measure what it aimed to measure. The experts rated each item on the scale: very relevant (4), quite relevant (3), relevant (2), and Not relevant (1). Content Validity Index (C.V.I) was determined using the formula:

$$C.V.I = CVR = (n_e - N / 2) / (N / 2)$$

where CVI = content validity index , n_e = number of Subject matter experts panelists indicating "essential", N = total number of Subject matter panelists. Therefore the Content Validity index used was,

$$C.V.I = \underline{45}$$

= 0.9

For an instrument to be accepted as valid the average index should be 0.7 or above therefore in this case the Coefficient validity of 0.9 was taken to be valid because it was above 0.7.

3.7 Reliability of Research Instrument

In ensuring reliability of the instrument, a Test-retest method for reliability was used to examine the reliability of the questionnaire by conducting a pilot study using a total of 10 teachers drawn from five Private Secondary Schools within Uganda. Responses from the questionnaires administered were scored to produce two sets of scores. Results from these scores were correlated using Pearsons Product Moment Correlation statistics. A value of 0.768 and 0.782 were reported for the questionnaire and interview guide respectively . All the four values were higher than 0.70 which is recommended and thus the instruments were confirmed that they were reliable.

3.8 Research Procedures and Ethics

The researcher obtained a letter of introduction from the Faculty of Education, Department of Educational Policy Planning and Management- Kyambogo University which granted permission for the researcher to carry out the research. The letter was presented to the Wakiso district Education Officer seeking permission for the researcher to visit the sampled schools. An introductory letter was obtained from the District Education Officer to the Head teachers of the private secondary schools that were to be used for the research within Wakiso District. The

researcher then visited each school as per the work plan of the researcher. On arrival to each school, the researcher explained the purpose of the study and sought consent from the school management to conduct research in their school. The researcher requested the head teacher to allow to be interviewed by the use of an interview guide. After the approval of the head teacher the researcher carried out the interview following the interview guide questions. Thereafter, the researcher sought the consent of the sampled teachers to participate in the study by filling in the questionnaire honestly and willingly. Teachers were assured of confidentiality and anonymity. The completed questionnaires were then collected immediately after the teachers finished filling the questionnaire.

3.9 Processing and Analysis of Data

Data were analysed qualitatively and quantitatively. Qualitative data was descriptively analyzed by examining the content of the data through identifying the distinctive categories that emerged from the data. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics included frequencies and percentages. The inferential statistics were analyzed by the use of Pearson correlation. Pearson correlation enabled the researcher to analyse and interpret the correlation between various variables .

3.10 Limitations of the study

The limitation encountered in this study was that many teachers and Head teachers were uncooperative in giving information whereby some of them did not want to participate in the

study therefore narrowing the number of study participants and this could have affected the generalisability of the findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents key findings of the study which have been arranged according to the Research Questions of the study. The Data have been presented using tables consisting of frequencies and percentages. Pearson correlation was used to determine if the-observed frequencies of the various variables were different from the expected frequencies and the conclusion was made accordingly. Teachers were categorized into Certificate, Diploma, Bachelors and Masters holders. Before analyzing the research questions the following Background information were summarized.

4.2 Background Information of Respondents

The background information considered issues such as gender, and level of education, sex, qualifications of teachers, number of lessons taught per week and working status. The purpose of the background information was to enable the researcher describe the features or characteristics of the target population and capture every aspect of the private secondary schools which was considered to be useful for a later elaborate discussion of the findings. The background information consisted of questions about teacher's lessons per week, level of teacher's education, working status and number of years teachers have taught in a school.

4.2.1 Gender of Respondents

The study population composed of both male and female teachers and their distribution were shown as in Table 1 below.

Table 4.1: Gender of Respondents

Item	Gender		Total
	Male	Female	
Frequency	173	131	304
Percentage	57	43	100

According to the results of the Table 1, the private secondary schools have both female and male teachers. Male teachers were the majority (57%) in private secondary schools than the female teachers (43%) implying that few female teachers were in the private schools. However this could be attributed to the cultural belief of attaching more importance to the male than female

child which makes the female not to acquire any higher education which can enable them to join the teaching profession.

4.2.2 Teachers weekly workload

The responses of teachers about their weekly load were summarized as shown in Table 2

Table 2: Percentage of Teachers weekly workload.

Teachers weekly workload	Frequency	Percentage
4 lessons	25	8.2
4 – 10 lessons	92	30.3
10 – 20 lessons	118	38.8
More than 20 lessons	69	22.7
Total	304	100

From the responses in Table 2 it was revealed that a bigger percentage of 38.8% of teachers had 10 to 20 lessons, teachers with 4-10 lessons were 30.3% , those with more than 20 lessons were 22.7% while the least percentage of 8.2% teachers had 4 lessons and below per week. The majority of teachers 38.8% had a load of 10-20 lessons which showed that most teachers had the required load as per the requirements of the Ministry of Education. However, the Ministry of Education regulations for all teachers to have a maximum of 24 lessons per week for a teacher to be considered as having full load which can be stressful for the teachers. On the other hand the

8.2% who had 4 lessons and below could be taken to be having an under load and as such they may not be stressed when considering the workload of the teachers in private secondary schools.

4.2.3 Teachers Level of Education

Data regarding the level of education of teachers were summarized as shown in Table 3

Table 3: Percentage of Teacher's Level of Education

Level of education	GENDER				Total number of respondents.	
	Male		Female			
	Frequency	%	Frequency	%	Frequency	%
Diploma	39	12.8	26	8.6	65	21.39
Bachelors degree	122	40.1	99	32.6	221	72.7
Masters degree	3	0.1	4	1.3	7	0.23
Untrained/on vacation	9	3.0	2	0.7	11	3.7
Total	173	56.9	131	43.1	304	100

Data from Table 3 shows that those with Bachelors degree were 72.7%, Diploma holders were 21.8% while the untrained and those on vacation were 3.6%. The lowest percentage was for Masters Holders who were only 2.3%. Therefore it was taken that a greater percentage of

teachers have Bachelors' degree. There were more Male (40.1%) who had Bachelors degree than Female teachers (32.6%). It was also revealed that while majority of the teachers had Bachelor's degrees very few teachers had acquired Masters Degrees. The high level of graduate teachers in private secondary schools was an indication that students are being taught by qualified teachers who are expected to remain in the profession because of their training.

The female teachers could be few because of the value still attached by parents towards the boys unlike the girls which makes parents to educate their male children for higher levels. In addition to this female teachers could be few because they cannot persevere to stay for long in the stressful condition found in private secondary schools. On the other hand, the untrained and school leavers (vacationists) were evidently in the private schools showing that there are untrained teachers in private secondary schools. The untrained teachers could be former students waiting to go to the university or the unemployed who studied other courses or even senior six leavers who were being used to increase manpower so as to avoid stressing teachers with a big workload.

4.2.5 The number of year's teachers have taught in their private secondary schools.

Regarding the number of years teachers have taught in one particular private school, responses are given in Table 4 as follows:

Table 4: Percentage of Number of years teachers have taught in a particular school

No. of teaching years in a particular school	Frequencies	Percent

0 -3 years	132	43.4
4 – 6 years	116	38.1
7 – 9 years	47	15.4
10 and above years	7	2.3
Total	304	100

Table 4 shows that a greater percentage of teachers (43.4%) had worked in their private secondary schools for a period of 0 - 3 years showing that the teachers in private secondary schools were always leaving their schools. 116 (38.1%) teachers had worked for a period of 4 - 6 years, 47 (15.4%) had worked for 7 - 9 years while 7(2.3%) teachers had worked in the same school for a period of over ten years. The comparison between the teachers who had taught in private schools for 1-2 years with those who had stayed in their private secondary schools for 10 years and above indicates that very few teachers stay in private secondary schools for many years an implication that the teacher's retention level is low in private secondary schools in Wakiso District maybe because of the stressful situations which is made worse by the lack of stress management strategies.

4.2.6 Teachers Working Status.

As regards teachers' working status, the teachers' responses were as presented in Table 5.

Table 5: Percentages of teacher's responses about their working status

Working status	Frequencies	Percentage
Permanent	172	56.6
Part time	91	29.9
Others	41	13.4
Total	304	100

Findings in Table 5 showed that a greater percentage of teachers 56.5% (172) were employed on permanent basis, while 29.9% were on part time while others were 13.4%. Therefore it was taken that majority of the teachers were employed on permanent basis could be implying that they are expected to have a full working load work throughout the day which may result into stress which makes some of them to leave the private secondary schools.

4.3 Research Question One: What are the Challenges of retaining Teachers in Private Secondary Schools in Wakiso District?

The first research question was about challenges of retaining teachers in Private Secondary Schools. This question consisted of items showing challenges of retaining teachers and the response alternatives were given as follows: 1 "Strongly agree" (SA), 2 "Agree" (A), 3 "Not Sure" (NS), 4 "Disagree" (D) and 5 "Strongly Disagree" (SD). In the analysis and interpretation of data the responses "Strongly Agree" (SA) and "Agree" (A) were combined and referred to as "Agree" while "Strongly Disagree" and "Disagree" were combined and referred to as "Disagree"

The responses of teachers on the Challenges of retaining teachers are presented in Table 6 as follows.

Table 6: Challenges of retaining teachers in Private Secondary Schools in Wakiso District

STATEMENT	SA		A		NS		D		SD	
	F	%	F	%	F	%	F	%	F	%
My school values retaining its teachers more than other schools	87	28.6	130	42.8	26	8.6	39	12.8	22	7.2
I am willing to remain in this school even when offered another job elsewhere.	63	20.7	71	23.4	73	24.0	57	18.8	40	13.2
My school offers the most attractive fringe benefits than other schools.	28	9.2	82	27.0	48	15.8	92	30.3	54	17.8
Many teachers have taught in this school for less than five years	62	20.4	108	35.5	54	17.8	60	19.7	20	6.6
The number of teachers joining my school is very high	45	14.8	112	36.8	31	10.2	93	30.6	23	7.6
The number of teachers leaving my school is very high.	19	6.2	89	29.3	35	11.5	119	39.1	42	13.8
I am satisfied with my job and that's why I have remained in this school.	40	13.2	125	41.1	27	8.9	77	25.3	35	11.5
The salary I earn is enough for me to remain working in this school.	12	3.9	67	22.0	47	15.5	79	26.0	99	32.6
The workload I have encourages me to remain working for this school	69	22.7	102	33	24	7.9	75	24.7	34	11.2
My school has a regular evaluation of teacher retention policy.	31	10.2	128	42.1	49	16.1	76	25.0	20	6.6

Table 6 indicates that , majority of the respondents 217 (71.5%) agreed that their schools valued retaining their teachers in contrast to 61(20%) of teachers who disagreed an indication that despite the fact that most schools value retaining their teachers, the teachers could still be leaving their schools due to other factors. On the statement that I am willing to remain in this school even when offered another job elsewhere, majority of the teachers 134 (44%) Agreed while 73 (24%) of the teachers were not sure of this statement. This implies that as much as most teachers agreed that they could not leave their schools the reason could be because they had not got an opportunity to be offered a job somewhere else. Therefore it was concluded that the teachers can leave at whatever time an opportunity comes up. Most teachers 148 (48%) disagreed with the statement that said my school offers the most attractive fringe benefits than other schools as compared to 48 (15.7) who were not sure of the statement. This implied that teachers are not paid well in their schools and therefore they can leave when an opportunity arises in a job that pays them well. 52% (158) of the teachers agreed that they were committed to work in their schools compared to 2.0% who disagreed. This implies that the majority of teachers who are committed to working in their schools could be doing that because they want to gain experience to get better jobs in the near future.

Concerning the number of teachers joining the school being very high, 157 (51.6%) of teachers agreed while 10.2% (31) of the teachers were not sure. This implied that there is a high turnover of teachers joining and leaving the school. 54.3% (165) of teachers agreed that they were satisfied with their jobs and that is why they have remained in their school while 8.9% (27) were not sure of their position. This implied that those teachers who are satisfied with their jobs have not got other better jobs but in case they get other jobs they will definitely leave their schools. As regards to salary that teachers earn being enough for them to work in their schools 58.5% (178) disagreed while 15.5% (47) of the teachers were not sure. This means that majority of the private secondary schools do not pay their teacher well as compared to other organizations thus making them not to remain in their schools. Concerning schools having a regular evaluation of teacher retention policy, 52.3% (159) of teachers agreed while 16.1% (49) of the teachers were not sure of the statement. This reveals that however much schools have a regular evaluation of teachers' policy the teachers will still leave for other jobs when the opportunities arise.

In addition to data collected through questionnaires, interviews were conducted with the headteachers about the challenges of retaining teachers in private secondary schools in Wakiso district. Majority of Headteachers revealed that many teachers in their private secondary schools kept on leaving the school. One respondent said, "*Many teachers leave this school for many reasons but most of them are normally sacked*". This implied that many teachers were not serving for a long time in their private schools. Many headteachers also agreed that teachers in their private secondary schools stayed for a short period in their schools. However the data revealed that upcoming private schools had a higher rate of teachers who were leaving the school than the well established private schools. One headmaster commented that

“.....teachers used to stay for a shorter period when we had just started this school but nowadays some teachers stay for long”.

This implied that teachers were staying for a shorter time in upcoming schools which might have had many problems which were stressing teachers to the extent of them leaving. It was also revealed that various reasons made teachers not to remain in their schools. Among the reasons given by the head teachers for their teachers not staying in their schools was joining government schools, getting other better jobs in private organizations referred to as “greener pastures”, and sacking of teachers services. Many headteachers in established Private Secondary Schools explained that among the reasons that have made their teachers to remain serving in their schools are: teachers subscribing to a teachers development fund, motivating teachers by giving tea and food, and giving teachers small incentives for marking exams and working as a team in all circumstances.

In summary, teachers are faced by challenges like poor pay, lack of motivation, big workload which also affects their retention in Private secondary schools in Wakiso District.

4.5 Research Question Two: What are the types of Organisational Stress Management Strategies Commonly Used to Retain Teachers in Private Secondary Schools in Wakiso District?

The second research question was about Listing five types of Organisational Stress Management Strategy which were commonly used to retain teachers in their Private Secondary Schools. The Organisational strategies were classified as: Removing the Stressor Strategy, Change of stress Perception, Control the Consequences of Stress, Communication Stress Management Strategy and Decision making Stress Management Strategy. The frequency and percentages were tabulated and presented in Table 6 as follows.

Table 7: The type of Organisational Stress Management Strategies commonly used in Private Secondary Schools in Wakiso District

Organisational Stress Management Strategies commonly used in Private Secondary Schools	Frequencies	Percentage
Change of stress perception	164	53.9
Removing the stressor	78	25.7
Communication stress management strategy	37	12.2
Control the consequences of stress	13	4.3
Decision making	12	3.9
Total	304	100.0

From Table 7, indicates that the types of Organisational Stress Management Strategies commonly used to retain teachers in private secondary schools in Wakiso district were: Change of Stress perception 154 (56.9%), Removing the stressor 78 (25.7%), Communication Stress management strategy with 37 (12.2%) Control the consequences of stress 13 (4.3%) and Decision making stress management strategy 12 (3.9%). From Table 7, Change of stress perception which had 56.9% and Removing the stressor which had 25.7% were taken to be the

most commonly used stress management strategies as shown by the response from the participants.

In addition to data obtained through Questionnaires, Interviews with headteachers was carried out whereby Headteachers were asked how they handle teacher's stressful situations in order to retain them and which ones were commonly used? Data gathered showed that Organisational Stress Management Strategies were used in secondary schools to help teachers remain in their schools. Most headteachers mentioned Social support as one of the stress management strategies which were commonly used by headteachers as a way of retaining teachers in their private secondary schools. Majority of the headteachers said that their schools helped their teachers by buying coffins or contributing money for burial of teachers who had lost close family members. One respondent informed the interviewer that, *"Last month I lost my mother and all the staff came for her burial. This term two members of staff lost their mothers and the teachers were transported to their homes by the school to go and bury."*

However majority of the respondents showed that private schools rarely give support for drunkard teachers. But at the same time all headteachers showed that sick teachers are allowed to get health support from the school sick bay although the health support was not inclusive of the teachers family members as it is in other private organisations. Most teachers explained to the headteachers that catering for the health of all staff member's families was costly.

Communication with teachers was the second stress management strategy which was emphasized by headteachers as being used in their private secondary schools. Communication stress management strategy was explained to be used in such a way that headteachers could talk

to teachers whenever a problem arose and information could be passed throughout to all teachers.

Control of the consequences of stress was the third stress management strategy explained by headteachers as being used for managing stress among teachers. Most headteachers said they usually encouraged teachers to do physical exercises at school and having good health habits which were being promoted through having extracurricular activities promoted in the school and balanced diet meal for teachers.

In a conclusion, the Organisational Stress Management Strategies that were identified as being commonly used included removing of the stressor, communication, social support and change of stress perception.

4.7 Research Question Three: What is the Perception of teachers towards Organisational Stress Management Strategies used to retain teachers in Private Secondary Schools in Wakiso District?

The third research question was about Perception of teachers towards the Organisational Stress Management Strategies used to retain teachers in Private Secondary Schools in Wakiso district”.

The findings were summarized in Tables 8 as follows.

Table 8: Percentages of teacher's responses about teacher's Perception towards the Organisational Stress Management Strategies used to retain teachers in Private Secondary Schools.

ITEMS	SA		A		NS		D		SD	
	F	%	F	%	F	%	F	%	F	%
Staff members are not stressed if given opportunities to control duties assigned to them	78	25.7	164	53.9%	13	4.3	13	4.3	11	3.6
If teachers are accorded their self esteem they can avoid being stressed	111	36.5	158	52	17	5.6	13	4.3	5	1.6
Teacher's participation in co-curricular activities promotes their physical and mental health.	81	26.6	144	47.4	30	9.9	31	10.2	18	ss5.9
Teacher's participation in decision making at school reduces stress.	56	18.4	123	40.5	36	11.8	64	21.1	25	8.2
Emotional support enables teachers to cope with stress	68	22.4	96	31.6	58	19.1	63	20.7	19	6.2
Guidance and counseling services are provided for teachers to relieve them from stress	50	16.4	138	45.4	49	16.1	52	17.1	15	4.9
Medical services are provided for teachers by the school	28	9.2	124	40.8	43	14.1	61	20.1	48	15.8

From the Table 8 majority of the teachers 242 (79.7%) agreed that teachers are not stressed when given opportunity to control duties assigned to them while 13 (4.3%) were not sure. 253 (83.2%) agreed that teachers self esteem is encouraged among staff members while 16 (5.2%) were not sure of the statement. 225 (74%) agreed that teachers are encouraged to participate in co curricular activities that promote physical and mental health while 30 (9.9%) were not sure. 152 (50%) agreed that medical services are provided for teachers at school while 43 (14.1%) were not sure. 179 (58.9%) agreed that teachers are encouraged to participate in decision making while 36 (11.8%) were not sure of the statement. From all the items in this question teachers agreed with the statements implying that they were positive about the Organisational Stress Management Strategy that had been put in their schools.

In addition to the Questionnaires, Interviews were conducted regarding Perception of stress management strategies used to retain teachers in Private Secondary Schools. Head teachers were asked how teachers perceive it when they try to them to cope with stressful situations and they revealed that most teachers were positive towards the stress management strategies used by their Private Secondary Schools. Most headteachers explained that teachers appreciated when the other teachers went to attend the burial of their family members.

One head teacher explained that, *“Teachers are normally grateful. In most cases teachers show their appreciation about what was done for them during staff meetings by thanking the school administrators”*. Majority of the headteachers also agreed that communication between headteachers and teachers was received positively. Basing on the above responses it was

concluded that teachers were positive about the use of Organisational Stress Management Strategies used to retain teachers in their Private Secondary School.

In conclusion, teachers perception towards Organisational Stress management strategies used in private secondary schools was found to be positive in Wakiso District.

4.8 Research Question Four: What is the Relationship between Organisational Stress Management Strategies and Challenges of retaining teachers in Private Secondary Schools in Wakiso District?

The fourth research question was on the relationship between Organisational Stress Management Strategies and The Challenges of retaining teachers in Private Secondary Schools and, the perception of teachers towards the strategies. Results were presented in Table 9 as follows

My school values retaining its teachers –A

I am willing to remain in this school even when offered another teaching job elsewhere –B

My school offers the most attractive fringe benefits compared to other government schools in the area. - C

Teachers are committed to do their work in my school- D

The number of teachers joining this school is very high –E

Table 9: Pearson Correlation on Challenges of retaining teachers in Private Secondary Schools in Wakiso district

		A	B	C	D	E	F	G	H
My school Values retaining of teachers (A)	Pearson Correlation	1							
	Sig. (2-tailed)								
I am willing to remain in this school even when offered another teaching job elsewhere (B)	Pearson Correlation	.506**	1						
	Sig. (2-tailed)	.000							
My school offers the most attractive fringe benefits compared to other government schools in the area.(C)	Pearson Correlation	.179	.110	1					
	Sig. (2-tailed)	.117	.338						
Teachers are committed to their work in my school.(D)	Pearson Correlation	.266*	.483**	-.094	1				
	Sig. (2-tailed)	.019	.000	.414					
The number of teachers joining this school is very high (E)	Pearson Correlation	-.083	.143	-.070	.045	1			
	Sig. (2-tailed)	.469	.213	.543	.692				
The number of teachers leaving the	Pearson Correlation	-.138	.156	-.290*	.053	.346**	1		

school is very high (F).	Sig. (2-tailed)	.229	.171	.010	.645	.002			
I am satisfied with my job and that's why I have remained in this school. (G)	Pearson Correlation	.085	.064	.248*	.020	-.037	-.165	1	
	Sig. (2-tailed)	.461	.578	.028	.860	.747	.149		
The salary I earn is enough for me to remain working in this school (H).	Pearson Correlation	-.292**	-.190	.394**	-.171	-.207	-.293**	.343**	1
	Sig. (2-tailed)	.009	.095	.000	.134	.069	.009	.002	

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

From the Table 9 with two there was a significant difference on the statement that the salary I earn is enough for me to remain in this school and the statement that my school values retaining of teachers ($p=.009$) but there were negative weak correlations at ($r=-.292$). There were positive correlation on the statement that my school offers the most attractive fringe benefits compared to other schools ($r=.394$, $p = .0000$) an indication that the salary that is being offered to teachers in private schools might be good and enough for teachers but still teachers leave the private schools for other jobs due to other factors other than salary.

From the Table 9, it was also shown that there was no significant difference between the statements that the salary I earn is enough for me to remain working in the school and the statement that teachers are committed to their work in my school ($p =.134$) an indication that even though teachers are provided with enough salary most of them will still leave for other jobs when opportunities arise. These two factors were negatively correlated ($r=.171$) an indication that salary alone cannot make teachers to remain in one school as there are also factors which will still make teachers to move.

It was also found out that the statement that teachers are committed to their work in my school showed significant difference with the statement that my school offers the attractive fringe benefits compared to other schools ($p=.0000$) and it had a strong positive correlation ($r = .483$). This indicated that schools which offer good benefits to its staff makes their teachers to be committed to their work and therefore teachers can only remain in the school because of salary and when other factors are positive for their stay in the school.

It was also found out that the statement that the number of teachers joining this school did not show any significant difference with all other statements on teachers retention ($p> 0.05$ at 95%

confidence level). This implies that the number of teachers joining a particular school was very high showing that teachers leaving a particular school were high and therefore schools needed replacement every particular time that a teacher leaves.

There was a positive correlation between the number of teachers joining a particular school and the number of teachers that have taught in a particular school for less than five years (0.245 sig. 2-tailed). This implied that the number of teachers who had taught in a particular school for less than five years was high therefore the number of teachers joining a particular school was also high. This data revealed that the number of teachers joining a particular school depended on the number of teachers who had taught in a particular school for less than five year.

4.8.1: Pearson Correlation on Perception of teachers towards Organisational Stress Management Strategies used to retain teachers in Private Secondary Schools in Wakiso District

Correlations were done to show the relationship between Perception of teachers towards Organisational Stress Management Strategies used to retain teachers in Private Secondary Schools in Wakiso District. Alphabetical letters were used as per the following key ;

Staff members are not stressed if given opportunities to control duties assigned to them. (A)

If teachers are accorded their self esteem they can avoid being stressed-(B)

Teacher's participation in co-curricular activities promotes their physical and mental health.-(C)

Communication between the teachers and administrators enables teachers to stay in the school.
(D)

Teacher's participation in decision making at school reduces stress.(E)

Emotional support enables teachers to cope with stress-(F)

Guidance and counseling services are provided for teachers to relieve them from stress.(G)

Medical services are provided for teachers by the school (H)

Table 10 : Pearson correlation on the Perception of teachers towards Organisational Stress Management Strategies used to retain teachers in Private Secondary Schools in Wakiso District

		A.	B	C.	D	E	F	G.	H
Staff members are not stressed if given opportunities to control duties assigned to them.	Pearson Correlation Sig. (2-tailed)	1							
If teachers are accorded their self esteem they can avoid being stressed.	Pearson Correlation Sig. (2-tailed)	.263** .000	1						
Teacher's participation in co-curricular activities promotes their physical and mental health.	Pearson Correlation Sig. (2-tailed)	.133* .020	.140* .015	1					
Communication between the teachers and administrators enables teachers to stay in the school	Pearson Correlation Sig. (2-tailed)	.142* .013	.053 .353	.323** .000	1				
Teacher's participation in decision making at school reduces stress.	Pearson Correlation Sig. (2-tailed)	.108 .059	.151** .008	.090 .118	.091 .114	1			
Emotional support enables teachers to cope with stress	Pearson Correlation Sig. (2-tailed)	.108 .059	.259** .000	.231** .000	.228** .000	.232** .000	1		
Guidance and counseling services are provided for teachers to relieve them from stress.	Pearson Correlation Sig. (2-tailed)	.177** .002	.187** .001	.330** .000	.279** .000	.223** .000	.316** .000	1	
Medical services are provided for teachers by the school	Pearson Correlation Sig. (2-tailed)	.114* .047	.102 .077	.162** .005	.072 .209	.017 .764	.158** .006	.166** .004	1

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

From the Pearson Correlation analysis Table 10 the statement that staff members are not stressed if given opportunities to control duties assigned to them showed significant difference with the statements that if teachers are accorded their self esteem they can avoid being stressed ($p = .000$). This indicates that if school management leaves all decisions concerning handling of teaching to teachers alone, teachers will not be stressed. The statement also showed significant correlation with the statement that teachers participation in co-curricular activities promotes their physical as well as mental health ($p = .020$). This implies that schools which provide co-curricular activities to its teachers help them to reduce stress accruing from several sources. It also showed a significant difference with the statement that communication between teachers and school administrators enables teachers to stay in school ($p = .013$) this means that if teachers are always in contact with the school administrators they can open up to the management on factors which are stressing them leading to solutions to these factors by the administration and therefore making teachers to stay in one particular school for a longer period of time as compared to those who do not communicate with the school administrators.

From the Table 10, the statement that teachers' participation in decision making at school reduces stress showed a positive correlation with the statement that if teachers are accorded their self esteem, they can avoid being stressed ($r = .151$) and also showed a significant difference ($p = .008$) at 95% confidence level. This implies that if teachers' ideas in school are respected and incorporated in decision making process by the school management, teachers would not be stressed as a result of decisions by the school administration.

From the findings in the correlation table, it was also found out that the statement that emotional support enables teachers to cope with stress showed significant difference with the statement that guidance and counseling services are provided for teachers to relieve them from stress ($p = .000$)

and also showed a positive correlation ($r = .232$). This implies that schools which provide guidance and counseling to teachers who have stress originating from home or school environments, help teachers emotionally in coping with stress and therefore aid in teachers retention.

From the Table 10, there were correlations between according teachers their self esteem and giving staff members opportunities to control duties assigned to them, teachers participation in co curricular activities and giving staff members opportunities to control duties assigned to them., communication between teachers and management and teachers participation in co curricular activities. The positive correlations indicated that there was a positive perception of teachers towards stress management strategies being offered by their respective schools.

4.8.2 Correlation analysis between Challenges of retaining teachers and organisational stress management strategies.

Items on Challenges of retaining teachers and Organisational Stress Management Strategies were merged in the Corellations and the relationships were revealed in Table 11 as follows.

Table 11: Correlation analysis between Challenges of retaining teachers and Organisational Stress Management Strategies

		Challenges of retaining teacher	Stress management strategies
Challenges of retaining teacher	Pearson Correlation	1	.373**
	Sig. (2-tailed)		.001
	N	304	304
Stress management strategies	Pearson Correlation	.373**	1
	Sig. (2-tailed)	.001	
	N	304	304

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

From the results from Table 11, it was found out that there is a positive correlation between the challenges of retaining teachers and organisational stress management strategies ($r = .373$) and at the same time there is a significant relationship between the two variables where $p = .001$. This implies that there are challenges of retaining teachers in private secondary schools in Wakiso district despite the fact that schools have put in place various teacher stress management strategies to help in retention of teachers.

4.9 Summary of Findings

A summary of the findings on data presented are that:

1. Teachers face many challenges like low salaries, lack of morale, job dissatisfaction, the teachers' big workload, lack of personal commitment, and poor working environment.
2. The Organisational Stress Management Strategies commonly used were removing the stressor, Change of stress perception communication and social support organisational stress management strategies.
3. It was further found out that there was a positive perception amongst the teachers towards the organisational stress management strategies being employed by private secondary schools.
4. There was a significant relationship between the organisational stress management strategies and challenges of retaining teachers among private secondary schools in Wakiso District.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was designed to assess the influence of Organisational Stress Management Strategies on the retention of teachers in Private Secondary Schools in Wakiso District. The major concerns of this study were to find out the challenges of retaining teachers, establishing the type of Organisational Stress Management Strategies commonly used to retain teachers, examining the Perception of teachers towards the Organisational Stress Management Strategies used to retain teachers, and to find out the relationship between Organisational Stress Management Strategies and Challenges of retaining teachers in Wakiso District.

5.2 Discussion

The Background information considered issues such as gender, and level of education, sex, qualifications of teachers, number of lessons taught per week and working status. The study findings showed that most teachers in the district had a bachelors degree an indication that most private secondary schools have qualified teachers as per required by the Ministry of Education. The female teachers could be few because of the value still attached by parents towards the boys unlike the girls which makes parents to educate their male children for higher levels. On the other hand, the untrained and school leavers (vacationists) were evidently in the private schools showing that there are untrained teachers in private secondary schools. The untrained teachers could be former students waiting to go to the university or the unemployed who studied other courses plus senior six leavers.

The findings also indicated that a greater percentage of teachers were employed on permanent basis. The reason for having more teachers on Permanent basis could be because school administrators want to give them a full workload which at the end can occupy them and hence with time they may end up getting stressed.

Challenges of retaining teachers in private secondary schools in Wakiso district

The research findings showed that a greater percentage of teachers had worked in their private secondary schools for 1-2 years. Teachers who had worked for less than 1-2 years were many showing that the teachers in private secondary schools were always leaving their private secondary schools. At the same time teachers who had worked for over 10 years was lowest implying that very few teachers had been in their private secondary schools for over 10 years. The comparison between the teachers who had taught in private schools for 1-2 years with those who had stayed in their private secondary schools for 10 years and above indicates that very few teachers stay in private secondary schools for many years implying that the teacher's retention level is low maybe because of the stressful situations which is made worse by the lack of organisational stress management strategies.

From the research findings it was evident that the teacher retention in Wakiso district is low. It revealed out that there was a high number of teachers leaving and joining private secondary schools within a period of less than five years. It was also found out that most teachers have taught in a particular school for a period of 1-2 years as compared to those who have stayed in a particular school for over ten years. The qualitative analysis found out that poor pay, late payment, lack of incentives, unconducive working environment Lack of morale, Job dissatisfaction, nature of job and lack of commitment of the teachers and the school

administrators were among the challenges of retaining teachers in private secondary schools in Wakiso district.

Data got from the findings indicated that various reasons made teachers not to remain in their schools. Some of the reasons given by the head teachers for their teachers not staying in their schools was joining government schools, getting other better jobs in private organizations referred to as greener pastures and termination of teachers services. Among the reasons given by headteachers in the interview for teachers leaving their schools, termination of teacher's services was prominent. Many headteachers in well established private secondary schools explained that among the reasons that have made their teachers to remain serving in their schools are: teachers subscribing to a teachers development fund, motivating teachers by giving tea and food, and giving teachers small incentives for marking exams. The findings concur with research done by Caillods (2001) which indicated that teacher retention is affected by economic factors, because teachers make rational economic decisions about their careers and seek better paid work where they are given. This is also in line with Macdonald (1999) who was of the view that there is considerable evidence that teachers feel their work is becoming increasingly stressful and that their status is falling and therefore they leave a particular school for other jobs or other well paying schools.

Organisational Stress Management Strategies commonly used to retain teachers in Private Secondary schools in Wakiso district.

From the findings of this study it was found out that four organisational stress management strategies that is change of stress perceptions, removal of the stressors, communication and social support are commonly used in private secondary schools in Wakiso district. It was also found out

that that administrators communicated well with teachers while issues concerning particular teachers were communicated timely to concerned teachers implying that administrators were more prompt in communicating to teacher maybe because they wanted their demands to be met.

Respecting teachers' self esteem was also found to be one of the strategies of stress management commonly used by private secondary schools in Wakiso district. Other strategies that were commonly used to manage teacher stress and hence enhance teacher retention were timely communication, encouragement of teachers to participate in co-curricular activities that promote physical and mental health, encouraging positive behavior and talks among teachers, provision of medical services to staff members and provision of guidance and counseling services to teachers who have problems originating from work environment at school. These findings were in line with Okumbe (2001) who asserted that "some severe work related stress could be solved through job rotation, transfers or simply organisational separation and Armstrong (2004) who agreed with Okumbe by elaborating that stress can be managed by clarifying employees roles in the organization, reducing the danger of role ambiguity and giving people more autonomy within a defined structure to manage their responsibilities.

These research findings were also in line with a related work done by Ivancenvich (2007) who found out that one of the most powerful ways to remove workplace stressors is to empower employees such as teachers so that they have more control of their work and work environment. He added that role related stressors can be minimized by electing and assigning employees to positions that match their competence. This was in agreement with these research findings whereby the researcher found out that removing the stressor was among the most commonly used stress management strategies in private secondary schools in Wakiso District.

Perception of teachers on Organisational Stress Management Strategies used to retain teachers in Wakiso district.

The research findings showed that there was a positive perception towards the organisational stress management strategies used to retain teachers in private secondary schools in Wakiso District. This was in line with research done by Graham (2007), who asserted that a positive mental attitude is one of the most important assets that one can possess therefore positive thoughts do not only help to dissolve the teachers stress but they also have a positive impact on his or her physical health as well. Most of the teachers who participated in the study agreed with the statement that teachers' perception in co-curricular activities promotes teachers, physical and mental health. These research findings were in agreement with Chaplain (2001) who argued that effective coping of organisational stress through the use of social support might best be served by identifying and distinguishing different forms of stress and then learning to fit them in to particular forms of stress rather than assuming that social support has some singular, universally effective way of dealing with it. The various forms of organisational stress management strategies such as guidance and counseling, participation of members in decision making, effective communication between administrators and teachers were identified by teachers as being received with a positive perception.

Organisational Stress Management Strategies and Challenges of retaining teachers in Wakiso district

These research findings showed that there was a significant relationship between organisational stress management strategies and challenges of retaining teachers in private secondary schools in Wakiso district. This implies that the teachers may be having other reasons which could be

leading them to leave their private secondary schools apart from the organisational stress management strategies being used in these private schools. It could thus be revealed that other intervening variables like motivation, working conditions and other rewards could be having a role to play in the retention of teachers in their private secondary schools.

These findings were in line with studies by Goss (2001) who suggested that workplace counseling may have a role to play in helping teachers cope with their stress but contradicted Glasser (1986) who identified two types of teachers: Boss teachers, who depend on the rules and consequences method and use rewards and punishment to get students to do what the teachers want, and lead teachers who, on the other hand, make lessons and assignments with students' basic needs being taken as their primary business. Lead teachers who are assumed to have managed their stress can easily remain in the teaching profession while boss teachers may fail to manage their stress and may thus leave the profession easily. However these findings reveal that both lead teachers and the boss teachers can easily leave the profession if they don't get their basic needs and wants as desired. This thus indicates that there is a relationship between organisational stress management strategy and teachers retention.

5.3 Conclusion

From the research findings it was concluded that:

1. Teachers are faced with many challenges like low salaries, lack of morale, job dissatisfaction, the teachers' big workload, lack of personal commitment, and poor

working environment. Retention of teachers was found to be low because of the challenges that were being faced in the profession.

2. The research findings found out that the Organisational Stress Management strategies commonly used were Removing the stressor, Change of stress perception, Communication and Social support organisational stress management strategies.
3. From the research findings it was found out that there was a positive perception amongst the teachers on the various Organisational Stress Management strategies being employed by private secondary schools to retain teachers.
4. There was a significant relationship between Organisational Stress Management strategies and Challenges of Retaining teachers in private secondary schools in Wakiso district.

5.4 Recommendations

The following are recommendations made based on the conclusions accruing from the research;

1. Proprietors of private secondary schools should find appropriate measures that can be used to address challenges of retaining their teachers like increasing teachers' salaries by considering their workload, motivating teachers by using fringe benefits to motivate them and make them committed and improving the working environment. Since Retention of teachers was found to be low because of the challenges that were being faced in the profession the researcher recommends that addressing these challenges would help in retaining teachers.
2. School administrators should find better Organisational Stress Management strategies by considering the needs of the teachers in order to retain teachers in their schools. There is need for

better strategies which suit teachers needs because the current strategies have shown that teachers are still leaving the private secondary schools.

3. Teachers need to be sensitized about the importance of having a positive perception towards Organisational stress Management strategies in order for them to work for a longer period in their specific private schools.

4. School administrators should also be sensitized about being positive about using the various Organisational Stress Management strategies which can enable them to retain teachers in their Private Secondary Schools.

5. Stakeholders especially Directors of private secondary schools and headteachers should effect measures to curb challenges facing teachers by emphasizing the use of Organisational Stress Management strategies in their schools that will attract and retain teachers to ensure better retention rates for the good of the whole education system in Wakiso District and Uganda as a whole.

In conclusion, School Proprietors need to pay their teachers well and have better retention policies in order to be able to retain teachers in Private Secondary schools in Wakiso District.

5.5 Suggested Areas for Further Research

The current research did not address issues of gender and it did not make a comparison of the Organisational Stress Management Strategies used in government schools therefore a more systematic research is needed in the areas of:

1. Influence of Institutional Human Resource Policy and Gender on the effectiveness of Organisational Stress Management Strategies.

2. Comparison between private and government secondary schools Organisational Stress Management Strategies and teacher's retention.

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APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

This questionnaire seeks to gather information on stress management strategies and retention of teachers in private secondary schools in Wakiso District, Uganda. It will consist of two parts. Part one contains general information about you. Part two contains statements about stress management strategies and teachers retention in private secondary schools. Please respond by putting a tick (√) against the response that best describes your response. The information you give will be treated as confidential and it will be used for academic research purpose. Thank you for your time and your co-operation.

Part 1: Personal information

1. Name of School

2. Gender? (i) Male (ii) Female

3. Lessons taught per week.

(i) 4 lessons per week

(ii) Between 4-10

(iii) Between 10-20

(iv) More than 20 lessons per week

4. Level of Education?

Level	Certificate	Diploma	Bachelors	Masters degree	Phd	Untrained/vacist
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			degree			
Tick						

5. How long have you been teaching in this school?

(i) 0 – 3 years

(ii) 4 – 6 years

(iii) 7 - 9 years

(iv) 10 and more years

6. Working status

Status	Permanent	Part time	Others
Tick			

Section ii: Challenges of Retaining Teachers

Read these items carefully and indicate your choice to what you think is applicable to you by putting a tick (✓). The following abbreviations will stand for the following words;

1.SD – Strongly Disagree

2. D – Disagree

3.NS – Not sure

4.A – Agree

5.SA – Strongly Agree

	Tick one answer which is correct.	SA	A	NS	D	SD
1	My school values retaining its teachers					
2	I am willing to remain in this school when offered another teaching job in a government school.					
3.	My school offers the most attractive fringe benefits compared to other government schools in the area.					
4.	Many teachers have taught in this school for less than five years					
5.	Teachers are committed to their work in my school.					
6	The number of teachers joining this school is very high.					
7	The number of teachers leaving the school is very high.					
8	I have job security in my teaching job.					
9	The school environment is conducive therefore it makes teachers to remain in the school.					
10	I am satisfied with my job and that's why I have remained in this school.					
11	The salary I earn is enough for me to remain working in this school.					
12	The workload I have encourages me to remain working for this school					
13	Teachers are recognized for their work and that is why they have					

	continued to work in this school.					
14	There is a regular evaluation of teacher retention policy in my school.					

Organisational Stress Management Strategies

	Tick one answer which is correct	SA	A	NS	D	SD
15	This school gives teachers opportunities to control duties assigned to them.					
16	Teachers are appropriately placed in positions of responsibility according to their competencies.					
17.	Teachers are provided with opportunities for innovation and creativity.					
18	My self esteem is respected in this school.					
19.	Positive behavior and talks are encouraged among teachers to keep good relationship among us.					
20	Teachers participation in co-curricular activities is encouraged to promote physical and mental health.					
21.	Leisure activities are put in place for staff members to relax.					
22	This school provides medical services that can make me not to leave this school.					

23	Administrators in this school communicate well with teachers in case there is a problem at work.					
24	Teachers' issues are communicated timely to concerned teachers.					
25	Teachers are encouraged to participate in decision making at school.					
25	Information is disseminated freely and openly to all staff members.					
26	Management consults teachers concerning school matters or on individual matters.					
27	Emotional support is provided for teachers who are stressed due to bereavement, sickness or drunkardness.					
28	Guidance and counseling services are provided for teachers in this school helping them not to be stressed.					
29	Information support provides opportunity for teachers to relieve them from stress.					
30	Teachers are encouraged to relate with one another so that they are not stressed at work.					
31	Teachers in my school have teacher assistance programmes which enable them to handle their problems.					

32. Among the above stress management strategies, pick out any 5 which are used in your school and write them below?

- i.
- ii.
- iii.
- iv.
- v.

Perception of teachers towards organisational stress management strategies

	Tick one answer which is correct	SA	A	NS	D	SD
33	Staff members are not stressed if given opportunities to control duties assigned to them.					
34	Appropriately placing teachers in position of responsibility according to their competencies helps in avoiding stress.					
35	Giving teachers opportunities for innovation and creativity reduces on stress.					
36	If teachers are accorded their self esteem they can avoid being stressed.					
37	Encouragement of positive behavior and talks curbs stress.					
38	Teacher's participation in co-curricular activities promotes their physical and mental health.					

39	Leisure activities enable staff members to relax thus avoiding stress.					
40	Availability of medical services for teachers from school leads to stress free employees.					
41	Good communication between the teachers and administrators enables teachers to remain in the school.					
42	Use of appropriate language by the administrators to the teachers relieves stress.					
43	Timely communication to concerned staff members helps staff to avoid getting stressed.					
44	Teacher's participation in decision making at school reduces stress.					
45	When information is disseminated freely and openly to all staff members, teachers don't get stressed.					
46	When management consults teachers concerning school matters or on individual matters it helps in avoiding decisions that are stressful to teachers.					
47	Emotional support enables stressed teachers to cope with their bereavement, sickness or alcoholism.					
48	Guidance and counseling services enables teachers not to be stressed.					

49	Distribution of information equally provides opportunity for teachers not to be stressed.					
50	Teachers are encouraged to relate with one another so that they are not stressed at work.					

APPENDIX III: HEADTEACHERS INTERVIEW GUIDE

This Interview seeks your opinion on stress management strategies and teachers retention in private secondary schools in Wakiso District, Uganda..

Part 1: Biographic Data

1 Name of school

2. Gender? (i) Male (ii) Female

3. What is your level of Education?

4. How long have you been heading in this school?

5. Do your teachers remain serving in the school for long?

6. Give reasons?

7. How many teachers leave the school yearly?

8. What challenges do you face in retaining teachers in your school?

9. What measures do you use to curb these challenges?

10. How do you help those teachers who are stressed?

11. Mention some ways which have been most successful.

12. Does helping teachers to cope with their stress lead to teachers remaining in the school?

13 How do teachers perceive it when you try to help them to cope with stress situations?

14 Do you think managing teachers' stressful situations helps teachers to remain working in their schools?



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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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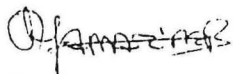
Date: 02 June 2011

TO WHOM IT MAY CONCERN

This is to certify that **Ms. EMURUGAT Immaculate Reg. No. 09/HD/12/MEPPM** is a student in our department. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Stress Management Strategies and Retention of Teachers in Private Secondary Schools in Wakiso District - Uganda.

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.



Okongo Wilberforce
HEAD OF DEPARTMENT