

Effects of the Psychosocial Factors Experienced by Teachers on Teaching Effectiveness in Secondary Schools in Ilemela Municipality

Ann Nyamboha, Michaela Mhagama, Felista Tangi

Department of Education Foundations, St. Augustine University of Tanzania
anna.nyamboha@gmail.com

Received: 18 Nov 2023; Received in revised form: 25 Dec 2023; Accepted: 20 Jan 2024
©2024 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license
(<https://creativecommons.org/licenses/by/4.0/>)

Abstract

This study explores the effects of teachers' psychosocial factors on teaching effectiveness in secondary schools in Ilemela Municipality. The study employed the psychosocial theory developed by Erikson (1959). The mixed research approach was used. The sample size was 92 secondary school students and 100 teachers which was obtained using simple random and purposive sampling techniques. The researcher employed questionnaires to collect quantitative data and interviews to collect qualitative data. Quantitative data was analysed using SPSS in which findings were presented using frequency distribution tables, while qualitative data was presented using thematic analysis. The findings show that there are psychosocial factors that do influence teachers' decision-making in relation to assessment and evaluation as well as planning and implementation such as preparation of Teaching and Learning, assessment process, preparation of assessment tools, evaluation remarks, affect evaluation decision, and affect evaluation strategy. This implies that the psychological factors existing in the working area affect the decision-making process related to assessment and evaluation. Also, there are different strategies to be planned and implemented by school management and teachers to overcome the psychosocial factors they experience in their work contexts. The study recommends that educational leaders should ensure that public primary school teachers are provided with training on how to handle psychosocial problems.

Keywords—Psychosocial Factors, Teachers, Teaching Effectiveness, Secondary School

I. INTRODUCTION

Teachers give a lot of social support to community members like families, relatives, students, parents, fellow teachers and the school management throughout the day (Aydin, 2021). Teachers facilitate learning and influence students' social and emotional development. Teachers are very important in our entire education system; their mental health and well-being matters a lot for them to peruse leadership effectively with their teaching effectiveness (Cote, 2018). As human resources, teachers have the knowledge, skills, abilities, and attitudes which are some of the factors that determine teachers' effectiveness to lead the teaching and learning process. These characteristics will be better used if teachers are psychologically and socially healthy. Many psychosocial factors hinder teachers from utilizing these characteristics to enable effective teaching

and learning. Some of these factors include social support, loneliness, marital status, social disruption, bereavement, work environment, social status, and social integration (Taodzera, 2020). Teachers are fundamental in the education system, so their mental health and well-being matter a lot for them to perform the teaching and learning processes. However, as human beings, teachers face psychosocial problems expectedly or unexpectedly. These may cause stress which in turn might harm the teachers' mental health and thus affect their teaching efficiency.

From sociological perspective, teachers are human beings who interact daily with other people in the family, school, classroom, and the community. They interact with relatives, students, parents, fellow teachers, and the school management daily. Teachers' major role is to facilitate learning that shape students' cognitive, social, and

emotional development (Kelly, 2020). In order to perform their work efficiently and effectively, teachers need attractive and stress-free work environment to prepare, deliver, and evaluate their lessons daily. Teachers have the responsibility to preserve and maintain their psychological well-being before attending their work responsibilities. However, the complexity and the value they attach to their work make them forget to focus on their mental health and well-being.

Therefore, teachers need to preserve and maintain their psychosocial well-being while dealing with other challenges. Several attempts have been made to respond to the situation concerning the psychosocial problems among teachers, and few studies have highlighted the stressful nature of teaching (Klassen, 2010). In countries such as Portugal, psychosocial factors have been widely recognized to affect workers' mental health (Malte et al. 2022). Similarly, in the United Kingdom, teachers with stress can show some symptoms like poor time management, inability to concentrate, irritation and aggression, withdrawal from supportive relationships, and abuse of alcohol, caffeine and tobacco (Johnson, 2017). In Malaysia, the National Union of the Teaching Profession also revealed that diligent teachers are the ones who suffer from high levels of work stress due to the overwhelming workload, based on their great effort (Taodzera, 2020). On the other hand, different psychosocial factors such as mental distress, anxiety, and depression have been increasing among teachers in Portugal (Aydin, 2021).

Similarly, 5 percent of teachers suffer from long lasting mental health problems (Nuffield Foundation, 2020). Teachers facing stress can end up having detrimental impacts on the students and schools. A stressed teacher is likely to have negative impact on the students' learning environment which may lead to poor learning outcomes. Agarwal (2022) argued that when the psychosocial problems like mental issues, relationship issues, divorce, communications issues, loss of the loved ones (grieving) etc, are solved by providing professional support, introducing programs and policies, psychosocial problems will be reduced.

Moreover, in India, people experience stress in their personal as well as professional lives (Geetika, 2015). In particular, job stress has become part of people's lives and has received considerable attention. Several researches have been conducted to investigate how teachers experience higher levels of stress than any others profession (De Jesus & Conboy, 2001). Such studies have shown that teachers' psychosocial factors can differ from one person to another and the individual response depends on the ability of the teacher to control and manage stress. Teachers have varied

responses to the psychosocial factors they face as some teachers can find it easy and stay calm while others feel rejected.

When a teacher's stress is not properly managed, it can lead to conflict, absenteeism, resignation and turnover. Work stress suffered by teachers can seriously affect their health and can also adversely affect their students and the learning environment and outcomes. Teachers experience stress in performing their professional tasks and, indeed, in their personal lives (Ramesh et al. 2017). A teacher with psychosocial problems can have detrimental effects on all students who are associated with him or her. In Nigeria, Ekundayo and Kolawole (2013) identified some of the causes of secondary school teachers' psychosocial factors. Ekundayo and Kolawole argued that secondary school teachers were stressed by several conditions such as an unsupportive working environment, lack of proper communication channels between supervisors and their subordinates, as well as low payment of wages and salaries.

In Tanzania, evidence of stress among secondary school teachers has been reported (Mlaki, 2011). Some of them facing teachers and school administrators include poor promotion and payment systems, shortage of teaching and learning resources, teaching overcrowded classes, shortage of teachers, frequent curriculum changes, transport problems, the problem of poor living conditions as well as handling difficult parents/ guardians and community. Other psychosocial factors such as anxiety, hopelessness, loss of confidence, depression, and violence. (Ng, Voo & Maakip, 2019) added that lack of identification and proper management of psychosocial problems may have detrimental effects on their life as well as on their academic performance. When the problems are not well solved and managed, they can manifest into feelings of anxiety and restlessness, loss of confidence, feeling of hopelessness and suicidal ideation. These affect teachers' mental health and well-being. In Tanzania, Psychosocial problems are termed as mental disorders. These can cause an absence of happiness and pleasure, sadness, low self-worth, loss of sleep, poor appetite, tiredness, poor concentration and failure to academic achievements as well as affecting mental health and threatening the adolescents' future (Geetika, 2015). However, few studies have been undertaken to study these psychosocial problems among teachers.

Like other occupations, teaching is a stressful occupation. Stress affects individuals and organizations as it can lead to burnout, ill-health, high workforce turnover, absenteeism, lower morale and reduced efficiency and performance. As human beings, secondary school teachers face different challenges during teaching and learning process such as

lack of funding, lack of effective communication, extended working hours, bullying, and violence. They also face inadequate time for planning, large workloads, examination pressure, handling family roles, frequent changes in curriculum and policy, social relationships challenges with colleagues and administrators, and poor working conditions. These challenges may raise psychosocial factors such as stress, anxiety, and anger among teachers which affects their teaching effectiveness. Although there have been efforts to deal with some of these challenges, many teachers still experience psychosocial problems which affect their power to facilitate the teaching and learning process. However, there is less research evidence that documents the effects of those factors on teachers and teaching. Therefore, this study was conducted to determine the effects of psychosocial factors on teaching effectiveness in secondary schools in Ilemela Municipality.

II. LITERATURE REVIEW

This study was guided by the psychosocial theory proposed by Erikson (1959), this theory provides a broad framework from which to view development throughout the entire lifespan (Cherry, 2022). Also, it allows us to emphasize on the social nature of human beings and the important influence that social relationships have on development. So, through Erikson's arguments, it becomes essential to realize the impact of social relationships on personal development during one's lifetime. The psychosocial theory of ego-identity is pertinent to any developmental framework that aims to enhance understanding of the separations and assimilations people experience in the course of career development (Maree, 2021). He added that, guidance, education and counselling premised on Erikson's approach to enable people to enhance their skills; develop and affirm their self-concept, sense of self, identity, and self-understanding; and accept responsibility for their decisions. It is agreed that Erikson has reshaped our views on how people develop, adding that Erikson's influence on the study of identity formation is undisputed (Cote, 2018). It is important to note that, each stage of people's lives relates to a different and specific psychological struggle that constitutes a key facet of their personality. This implies that in each stage of people's development they are likely to face a particular crisis, and that experience develops into a conflict.

The focus is on how teachers' lesson planning, pedagogy selection, the use of teaching and learning materials, lesson assessment and evaluation styles are affected by psychosocial factors such as stress, anxiety, and anger. Odebode (2018) examined the influence of psychosocial factors on the job performance of female teachers in Kwara State in Nigeria. psychosocial factors also examined the

variables of age, level of education and length of years in service. Harmsen, Helms-Lorenz, Maulana, and van Veen (2018) examined the relationship between beginning teachers' stress causes, stress responses, teaching behaviour and attrition through structural equation modelling. The study found that teachers perceived pupil in a negative way on aspects related to the stress responses tension, discontent and negative emotions. Negative emotions, in turn, were negatively associated with observed teaching behaviour. Newman & Newman, (2020) found that the degree to which teachers respond emotionally to stressful events has a strong negative influence on their degree of perceived performance.

Bista *et al.* (2016), identified the causes of those problems to include increasing transitional social roles or responsibilities, peer relations, and health-related problems. Those problems contributed to psychosocial dysfunction among adolescent students. However, the causes differed from one group and another. Also, in India, Sushma, Padmaja and Agarwal (2016) identified psychosocial problems among school children included emotional problems, peer problems, limited freedom and autonomy, and the limited opportunities for social experiences. The study did not look at the causes of other psychosocial problems that faced people, especially teachers which were assessed in the current study. Another similar study was conducted by Jain, Tyagi and Kumar (2015) revealed that less qualified teacher educators felt more stressed than highly qualified teacher educators. Moreover, less experienced teacher educators were more prone to stress than highly experienced ones. Therefore, experience and qualifications were identified as the major sources of stress among the teachers' educators. However, this study focused only on a single psychosocial problem, although teachers face many psychosocial factors.

Famakinwa, Olagunju and Akinawonu (2016) study revealed that the major causes of the psychosocial health challenges were poverty, peer pressure, abuse and neglect, and emotional stressors. However, the study comprised secondary school students in which the causes of the psychosocial health problems might differ from the group of secondary school teachers due to the different classes and statuses to that they belong. In South Africa Holman (2016) found that strained relationships with the household, the community, and alienation related to diverse values and beliefs, language, material belongings, and lack of interaction were the main sources of psychosocial problems among the disadvantaged school girls. However, the study did not examine the sources of psychosocial factors among boys, which might differ due to the specific needs of each group. The current study explored the psychosocial factors among both male and female teachers. In Malaysia, Ibrahim *et al.* (2021) studied on the psychosocial work environment and teachers' psychological well-being, the moderating role

of job control, and social support. Measuring scales of job demands, job control, social support, depression, anxiety, stress, and social demographic profile were used. Anxiety, stress, and depression were identified as psychosocial factors affecting teachers. In Nigeria, Famakinwa, Olagunju and Akinawonu (2016) examined the psychosocial factors of public secondary school students in a semi-urban area of southwest Nigeria, identified psychosocial health problems faced by teachers which were bullying, anger, and hunger in the school environment and the thought of committing suicide. It was recommended that public health and school health nurses must work hand to hand with the school administrators to enhance the mental health among school children to ensure effective teaching and learning environment. However, the study focused only on the psychosocial factors affecting students in public secondary schools. There is a need to focus on both teachers and students as effective teaching cannot separate teachers from students. Moreover, Yelbi, Antwi-Danso and Annang (2021) studied the psychosocial factors and their effects on senior high school students in the Nanumba municipality of Ghana and identified stress, depression, anxiety, aggression, bullying, hyperactive behaviour, poor self-concept, poor self-esteem, and lack of confidence as psychosocial factors that faced senior high school students in schools. The authors recommended that proactive identification of students who faced psychosocial factors with provision of necessary counselling to facilitate their maximum adjustment learning in schools. However, similar to the above Nigerian study, Yelbi, Antwi-Danso and Annang focused on the students' psychosocial factors and neglected teachers' psychosocial factors.

Ng, Voo, and Maakip (2019) have identified the common psychosocial factors among secondary school teachers were depression, and musculoskeletal disorders among teachers. Similarly, they were low back pain and neck and/or shoulder pain were. The study recommended interventions that targets psychological distress and work-related psychosocial characteristics to reduce musculoskeletal pain among school teachers. Similarly, for Zamri, Moy, and Hoe (2017) other factors were workload, job control, bullying, violence, work shift, work intensification, repetitive tasks, inadequate rewards, injustice, and work-life conflict. Similarly, Antoniou, Ploumpi, and Ntalla (2013) investigated the levels of occupational stress and professional burnout among primary and secondary school teachers. The study also identified the coping strategies adopted by teachers. The study design was a survey of 388 teachers who teach in public schools. It was found that primary school teachers experienced higher levels of stress compared to secondary teachers. Moreover, it was found that female teachers experienced more stress and lower personal accomplishment than their counterparts, the male teachers.

Aydin (2021) concluded that teaching anxiety was directly related to affective states, while the relationship between teaching anxiety levels and demographic variables was not clear. It was also concluded that teaching experience,

content knowledge, and instruction effectively decrease the levels of teaching anxiety. Al-Mehrzi et al. (2011), showed that teachers' and students' characteristics, teaching strategies, time and classroom management, planning, school climate, and the use of technology had considerable effects on teaching anxiety. Similar findings were found by Ünü et al. (2017), Ertekin (2010), Yavuz (2018), Cheung and Hui (2011), and Aydin (2016). However, these studies did not examine the extent to which other psychosocial factors like anxiety, stress and fear affect lesson planning, pedagogy selection, and assessment strategies selected by teachers who experience stress, anxiety, anger or other factors.

III. METHODOLOGY

This study was conducted in eleven (11) selected secondary schools in Ilemela Municipality in Mwanza Region. Geographically, Ilemela Municipality is located on latitude 2° 26' 52.2" (2.4478°) south and longitude 33° 1' 54.4" (33.0318°) with an average elevation of 1,261 meters (4,137 feet). Ilemela is one of the eight Municipalities in Mwanza region. Ilemela has a land area of 425 square km and a water area of 425 square km which gives a total area of 1,325 square km. This area was selected; due to concentration and gives desired information on the subject matter since is assecible, there are different economic situations such as urbanization, which brings more psychosocial factors affecting teachers and hence the teaching effectiveness. The target population of this study was all district education officials (including TSC and CWT), ward education officers, school administrators, teachers, and students in Ilemela Municipality. The Municipality has 19 ward education officers, 57 school heads, 1,100 teachers, and 33,000 students. This makes a total population of 34,176 for this study.

The proposed sample size was 249 respondents, of which two (2) were TSC and CWT officials, eleven (11) were heads of schools, and 33 were heads of subject departments (three from each school, each representing the sciences, languages, and arts subjects). There are 92 subject teachers and 100 students. In this study, a purposive sampling technique was used to select Chama cha Walimu Tanzania (CWT) and Teachers' Service Commission (TSC) officials, Ward Education Officers, Heads of Schools, and Heads of Subject Departments. Also, the simple random technique was used to select secondary school subject teachers as well as students. In each secondary school, all teachers were given numbered slips of paper of the same size, shape, and colour, and then folded and mixed up in a box or a simple container then a blindfold selection was made. Those who

picked numbers 1 to 8 were asked to participate willingly in the study because there are eight (8) teachers required from each school. Those who were not interested were excluded and others replaced to fill the gaps. A similar procedure was applied to obtain a minimum of nine (9) students from each school.

To ensure validity the research questions were clearly and logically defined as presented above. Furthermore, the test-retest reliability method was employed to check the level of correlation coefficient of the research instruments by interpreting the scale: 0.50 and below indicating the unacceptable coefficient, 0.60 - 0.80 acceptable coefficient, and 0.80 and above, the high coefficient. Quantitative data was collected from the field through the questionnaires

coded and edited well before the analysis using Statistical Package for the Social Sciences (SPSS) version 26.0. where the researcher presented data using frequency distribution Tables. While qualitative data was analysed using thematic analysis procedures.

IV. FINDINGS AND DISCUSSION

The study sought to determine how psychosocial factors affect the teaching and learning process. Data for this study was collected using a Likert scale questionnaire and was analysed using the Frequency Distribution Table showing (F) Frequency and (%) per cent and presented in Table 1.

Table 1 Effects of Psychosocial Factors on Effective Teaching and Learning

Key: 1=strongly disagree 2=Disagree 3=Neutral 4= Agree 5= Strongly Agree

Statement	Teachers					Students				
	1	2	3	4	5	1	2	3	4	5
	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
Teacher low teaching morale	-	17(23.0)	6(8.1)	30(40.5)	21(28.4)	-	18(21.2)	7(8.2)	35(41.2)	25(29.4)
Low ability to comprehend teaching practices	12(16.2)	6(8.1)	3(4.1)	32(43.2)	21(28.4)	13(15.3)	7(8.2)	3(3.5)	37(43.5)	25(29.4)
Insufficient adherence to the curriculum	-	11(14.9)	6(8.1)	29(39.2)	28(37.8)	-	12(14.1)	7(8.2)	34(40.0)	32(37.6)
Psychosocial factors negatively affect students – teachers’ relationship	6(8.1)	10(13.5)	6(8.1)	32(43.2)	20(27.0)	8(9.4)	10(11.8)	7(8.2)	37(43.5)	23(27.1)
Teachers absenteeism	-	4(5.4)	-	41(55.4)	29(39.2)	-	4(4.7)	-	48(56.5)	33(38.8)
Classroom mismanagement	2(2.7)	2(2.7)	2(2.7)	37(50.0)	31(41.9)	2(2.4)	2(2.4)	2(2.4)	42(49.4)	37(43.5)
Preparation of teaching and learning programs	6(8.1)	2(2.7)	4(5.4)	29(39.2)	33(44.6)	6(7.1)	2(2.4)	5(5.9)	34(40.0)	38(44.7)
Psychosocial factors affect student’s assessment and evaluation	-	15(20.3)	6(8.1)	30(40.5)	23(31.1)	-	16(18.8)	7(8.2)	38(44.7)	24(28.2)

Teacher Low Teaching Morale

Findings show that 28.4 per cent of the teachers strongly agree that psychosocial factors affect the teaching moral among teachers, in the same vein 40.5 per cent of teachers agree that psychosocial factors the teaching morale among teachers. on the other hand, 23.0 per cent of the teachers strongly disagreed that psychosocial factors affect the teaching morale among teachers, while 8.1 per cent of the respondents remained neutral on the fact that psychosocial factors the affect teaching morale among teachers. However, it was also revealed that 68.9 per cent of the teachers agree that psychosocial factors affect teacher low teaching morale among teachers. On the other hand, findings show that 29.4 per cent of the students strongly agreed that psychosocial factors affect the teaching morale among teachers, in the same vein 41.2 per cent of the teachers agree that psychosocial factors affect the teaching morale among teachers. on the other hand, 21.2 per cent of the students disagreed that psychosocial factors affect the teaching morale among teachers. Therefore, it can be established that 70.6 per cent of the respondents agree that psychosocial factors affect teacher low teaching morale among teachers.

The results of this study show that 68.9 per cent of the teachers agree that psychosocial factors affect teacher low teaching morale among teachers, meanwhile, 70.6 per cent of the respondents agree that psychosocial factors cause low teaching morale among teachers, hence these findings imply that agree that psychosocial factors affect teacher low teaching morale among teachers, moreover, low teacher's morale has significant and far reaching effect on both educators and students as well as the overall school environment. Therefore, it can be concluded that teachers with low morale often experience decreased job satisfaction. This can result from various factors such as a lack of support from administrators, challenging working conditions or limited opportunities for professional growth. Diminished job satisfaction can lead to reduced enthusiasm for teaching and negative impact overall job performance. The psychosocial aspect affecting teacher morale can contribute to increased stress, burnout and mental health issues. Teachers facing these challenges may struggle to maintain a healthy work-life balance leading to feeling of exhaustion and frustration. Low teaching morale may negatively impact a teachers' ability to create an engaging and positive learning environment. when teachers are dishearten or demotivated, it can be challenging for them to inspire and motivate their students effectively as supported by Odebode (2018). On the other hand, Harmsen, Helms-Lorenz, Maulana, and van Veen (2018) found that beginning teachers perceived negative pupil aspects related

positively to the stress responses perceived tension, discontent and negative emotions. Negative emotions, in turn, were negatively associated with observed teaching behaviour. It was also found that discontent is positively related to attrition, while Montgomery and Rupp (2005) found that the degree to which teachers respond emotionally to stressful events has a strong negative influence on their degree of perceived performance.

Low Ability to Comprehend Teaching Practices

Findings also revealed that 28.4 per cent of the teachers strongly agreed that psychosocial factors influence teachers' ability to comprehend teaching practices. In the same vein, 43.2 per cent of the respondents agree that psychosocial factors influence teachers' low ability to comprehend teaching practices. On the other hand, 16.2 per cent of the respondents strongly disagree that psychosocial factors influence teachers' low ability to comprehend teaching practices, while 8.1 per cent of the respondents disagreed that psychosocial factors influence teachers' low ability to comprehend teaching practices. On the other hand, 4.1 per cent of the respondents remained neutral on the fact that psychosocial factors cause teachers low ability to comprehend teaching practices. The general results suggested that 71.6 per cent of teachers agree that psychosocial factors cause teachers low ability to comprehend teaching practices. Moreover, the results of this study 29.4 per cent of the students strongly agree that psychosocial factors cause teachers' low ability to comprehend teaching practices, in the same vein 43.5 per cent of the students agree that psychosocial factors cause teachers' low ability to comprehend teaching practices. Not only that but also 15.3 per cent of the students strongly agreed that psychosocial factors cause teachers low ability to comprehend teaching practices, while 8.2 per cent of the students disagreed that psychosocial factors cause teachers low ability to comprehend teaching practices. It was also revealed that 3.5 per cent of the students remained neutral on the fact that psychosocial factors cause teachers low ability to comprehend teaching practices. The study shows that general results of this study show that 72.9 per cent of the students agreed that psychosocial factors cause teachers low ability to comprehend teaching practices.

The general findings of this study show that 71.6 per cent of teachers agree that psychosocial factors cause teachers low ability to comprehend teaching practices. In the same vein, 72.9 per cent of the students agreed that psychosocial factors cause teachers low ability to comprehend teaching practices.

Corresponding with qualitative findings where an interviewee responding to the effect of psychological factors to teachers had the following to say.

“In the whole process of teaching and learning teachers should conduct assessment. If teachers are not well settled, he or she will affect the whole process of assessment. This includes the process within the assessment and before the assessment. Teachers found concentrating on their psychosocial issues and not on the process of assessment”

Thus, it can be established that psychosocial factors cause teachers low ability to comprehend teaching practices. The findings which are also supported by Hanif, Tariq, and Nadeem (2011) examined the relationship between stressors and actual teaching performance of teachers with a minimum of one year of teaching experience and found that stress experienced by teachers was negatively related to their teaching behaviour. Montgomery and Rupp (2005) found that the degree to which teachers respond emotionally to stressful events has a strong negative influence on their degree of perceived performance. Jennings and Greenberg (2009) also highlighted the importance of the ability to adequately respond socially and emotionally to a classroom situation to maintain effective classroom management.

Insufficient adherence to the curriculum

Findings show that 37.8 per cent of the teachers strongly agreed that psychosocial factors lead to insufficient adherence to the curriculum. In the same vein, 39.2 per cent of the respondents agree that psychosocial factors lead to insufficient adherence to the curriculum. On the other hand, 14.9 per cent of the respondents disagreed that psychosocial factors lead to insufficient adherence to the curriculum, while 8.1 per cent of the respondents remained neutral on the fact that psychosocial factors lead to insufficient adherence to the curriculum. Therefore, it can be established that 77 per cent of the teachers agree that psychosocial factors lead to insufficient adherence to the curriculum. On the other hand, 37.6 per cent of the students strongly agree that psychosocial factors lead to insufficient adherence to the curriculum, in the same vein 40.0 per cent of the students disagreed that 14.1 per cent of the respondents disagreed that psychosocial factors lead to insufficient adherence to the curriculum, while 8.2 per cent of the students remained neutral on the fact that psychosocial factors lead to insufficient adherence to the curriculum. Thus, the general finding of this study shows that 77.6 per cent of the students agree that psychosocial factors lead to insufficient adherence to the curriculum.

Thus, it can be established that 77 per cent of the teachers agree that psychosocial factors lead to insufficient adherence to the curriculum and 77.6 per cent of the students agree that psychosocial factors lead to insufficient adherence to the curriculum. This means that psychosocial factors lead to insufficient adherence to the curriculum as supported by Harmsen, Helms-Lorenz, Maulana, and van Veen (2018) found that beginning teachers perceived negative pupil aspects related positively to the stress responses perceived tension, discontent and negative emotions. Negative emotions, in turn, were negatively associated with observed teaching behaviour. It was also found that discontent is positively related to attrition. Hanif, Tariq, and Nadeem (2011) examined the relationship between stressors and actual teaching performance of teachers with a minimum of one year of teaching experience and found that stress experienced by teachers was negatively related to their teaching behaviour.

Psychosocial factors Negatively Affects Students – Teachers’ Relationship

Findings show that 27.1 per cent of the teachers strongly agree that psychosocial factors negatively affect students – teachers’ relationships. In the same vein, 43.5 per cent of the teachers agree that psychosocial factors negatively affect students – teachers’ relationships. On the other hand, 9.4 per cent of teachers strongly disagree that psychosocial factors negatively affect students – teachers’ relationship, 8.1 per cent of the teachers disagrees that the fact that psychosocial factors negatively affects students – teachers’ relationship, while 13.5 per cent of the teachers remained neutral on the fact that psychosocial factors negatively affects students – teachers’ relationship. On the other hand, 27.1 per cent of the students strongly agreed that psychosocial factors negatively affect students – teachers’ relationship, in the same vein 43.5 per cent of the students agree that psychosocial factors negatively affect students – teachers’ relationship. On the other hand, 9.4 per cent of the students strongly disagreed that psychosocial factors negatively affect students – teachers’ relationships, while 11.8 per cent of students disagreed psychosocial factors negatively affect students – teachers’ relationships.

From the findings, it can be established that 70.6 per cent of teachers agree that psychosocial factors negatively affect students – teachers’ relationships, meanwhile 70.6 per cent of teachers agree that psychosocial factors negatively affect students – teachers’ relationships.

The findings provided during the interview correspond with the qualitative information. For example, when one of the interviewees was asked about the psychosocial factors facing teachers has the following to explain;

“Most of the secondary school teachers fail to perform their work effectively, thus creating nervousness for them when it comes to the inspection. Due to that situation, teachers are found to have psychosocial problems. This affects their practice in the teaching and learning”.

The quotation above means that nervousness among teachers is a psychosocial problem to the teachers and has a great impact in the workplace. The findings correspond to the information provided during the interview with different interviewees. Since teachers live in communities full of challenges, they are not safe, they are victims of psychosocial factors like anybody else. Teachers are victims of psychosocial factors such as home-life challenges like violence, mistreatment and many others. Sometimes teachers are faced with challenges related to socio-economic hardships which cause them to go seek for financial assistance by borrowing money. This financial assistance turns out to be a mess especially when they delay in returning the agreed amount which makes them feel so oppressed. The findings are in agreement with Montgomery and Rupp (2005) that the degree to which teachers respond emotionally to stressful events has a strong negative influence on their degree of perceived performance, and Aydın (2021) that teaching experience, content knowledge, and instruction effectively decrease the levels of teaching anxiety. The results also showed that teachers' and students' characteristics, teaching strategies, time and classroom management, planning, school climate, and the use of technology had considerable effects on teaching anxiety.

Teachers Absenteeism

The results show that 39.2 per cent of teachers strongly agree that psychosocial factors cause teachers absenteeism, in the same vein 55.4 per cent of the respondents agree that that psychosocial factors cause teachers absenteeism, while 5.4 per cent of the respondents disagreed that psychosocial factors cause teachers absenteeism. Therefore, it can be established that 94.6 per cent of the teachers agree that psychosocial factors cause teacher absenteeism. On the other hand, 38.8 per cent of the students strongly agree that psychosocial factors cause teacher absenteeism, 56.5 per cent of the students agree that psychosocial factors cause teacher absenteeism, while 4.7 per cent of the respondents disagree that psychosocial factors cause teacher absenteeism. The findings show that 95.3 per cent of the respondents who participated in this study agree that psychosocial factors cause teachers' absenteeism.

Generally, it can be established that 94.6 per cent of the teachers agree that psychosocial factors cause teacher absenteeism. Meanwhile, 95.3 per cent of the respondents

who participated in this study agree that that psychosocial factors cause teachers' absenteeism, which means that both teachers and students agree that psychosocial factors cause teachers' absenteeism this is supported by interviewees when asked on the psychosocial factors facing teachers, he had the following to say:

Teachers are performing their responsibility with no confidence. The lack of confidence among teachers caused is by the underestimation of the teaching profession. Thus, this becomes the psychosocial problem that ultimately affect the teachers' effectiveness in school. This therefore serves as the psychosocial factor that affects teachers on their teaching process. (Interview, HoS₃ September, 2023).

Another participant pinpointed as follows:

Since teachers live in the communities with full of challenges, they are not safe; they are victims of some of psychosocial factors like anybody else. Teachers are victims of psychosocial factors such as home-life challenges, violence, mistreatments and many others. Sometimes teachers are faced with challenges related to socio-economic issues. This causes them to go and get some financial aids and loans to address their financial problems they experience. This however turns to be a mess especially when they delay to return the agreed amount, hence it makes them feel so depressed. (HoS₄ September, 2023)

The effects of psychosocial factors on teachers absenteeism is also supported by Odebode (2018) who suggested that the influence of psychosocial factors on job performance of female teachers was negative; there was no significant difference in the hypotheses tested based on age but, significant differences were found based on level of education, and length of years in service. Hanif, et al. (2011) examined the relationship between stressors and actual teaching performance of teachers with a minimum of one year of teaching experience and found that stress experienced by teachers was negatively related to their teaching behaviour.

Classroom Mismanagement

Findings show that 41.9 per cent of teachers strongly agree that psychosocial factors affect classroom management among teachers. in the same vein, 50.0 per cent of the teachers agree that psychosocial factors affect classroom management among teachers. on the other hand, 2.7 per cent of the teachers strongly disagreed that psychosocial factors

affect classroom management among teachers, while 2.7 per cent of the respondents disagreed that psychosocial factors affect classroom management among teachers. However, 2.7 per cent of the teachers remained neutral on the fact that psychosocial factors affect classroom management among teachers. The overall results show that 91.9 per cent of the respondents who participated in this study agree that psychosocial factors affect classroom management among teachers. In the same vein, findings show that 28.2 per cent of students strongly agreed that psychosocial factors affect classroom management among teachers, and 44.7 per cent of the respondents agree that psychosocial factors affect classroom management among teachers. On the other hand, 18.8 per cent of the respondents strongly disagreed that psychosocial factors affect classroom management among teachers, while 8.2 per cent of the students remained neutral on the fact that psychosocial factors affect classroom management among teachers. Thus, the results obtained show that 72.9 per cent of the respondents agree that psychosocial factors affect classroom management among teachers. Therefore, it can be established that 91.9 per cent of the respondents who participated in this study agree that psychosocial factors affect classroom management among teachers, similarly 72.9 per cent of the respondents agree that psychosocial factors affect classroom management among teachers.

The findings are corresponding with the qualitative findings obtained during the interview. When one of the interviewees was asked on the causes of the psychosocial factors to the teachers, he was quoted saying:

The relationship existing among teachers does not give a room for the teachers to work peacefully. This means that there is a bad relationship among teachers. The relationship among teachers create a room for the teachers to develop some of the psychosocial problems that lead to their ineffectiveness. (Interviewee W₁, 2023).

Another interviewee pinpointed as follows:

Most of the teachers take loan from different financial institutions. Based on the fact that they are paid low, they tend to apply for the loans to cater for their needs; they found themselves remaining with a very low amount. Thus, this creates psychosocial problems as teachers think on how they can handle life with the remaining amount. (Interviewee W₁, 2023).

This implies that both teachers and students agree that psychosocial factors affect classroom management among teachers, the results which is also supported by Odebo (2018) found that the influence of psychosocial factors on the job performance of female teachers was negative; there was no significant difference in the hypotheses tested based

on age but, significant differences were found based on level of education, and length of years in service.

Preparation of Teaching and Learning Programs

Findings show that 44.6 per cent of the teachers strongly agreed that psychosocial factors affect the preparation of teaching and learning programs. Also, it was noted that 39.2 per cent of the respondents agreed that psychosocial factors affect the preparation of teaching and learning programs, while 8.1 per cent of the teachers strongly disagreed that psychosocial factors affect the preparation of teaching and learning programs and 2.7 per cent of the teachers disagrees that psychosocial factors affect the preparation of teaching and learning programs. However, only 5.4 per cent of the teachers remained neutral on the fact that psychosocial factors affect the preparation of teaching and learning programs. Therefore, it can be established that 83.8 per cent of the teachers agree that psychosocial factors affect the preparation of teaching and learning programs. Also, the finding of these studies shows that 44.7 per cent of the students strongly agreed that psychosocial factors affect the preparation of teaching and learning programs, similarly 49.4 per cent of the students agreed that psychosocial factors affect the preparation of teaching and learning programs. On the other hand, 7.1 per cent of students strongly disagreed that psychosocial factors affect the preparation of teaching and learning programs, while 2.4 per cent of the students disagreed that psychosocial factors affect the preparation of teaching and learning programs. However, 5.9 per cent of the respondents remained neutral on the fact that psychosocial factors affect the preparation of teaching and learning programs. The general findings of this study show that 94.1 per cent of the students agree that psychosocial factors affect the preparation of teaching and learning programs.

The findings of this study show that 44.6 per cent of the teachers strongly agreed that psychosocial factors affect the preparation of teaching and learning programs, while 44.7 per cent of the students strongly agreed that psychosocial factors affect the preparation of teaching and learning programs.

The findings are corresponding with the qualitative information provided during the interview. When one of the interviewees was asked on the effects of the psychosocial factors, he was quoted saying:

In the whole process of teaching and learning, teachers should conduct assessment. If teachers are not well settled, they will affect the whole process of assessment. This includes the process within the assessment and before the assessment. Teachers are always found concentrating on their

psychosocial issues and not on the process of assessment. (HoS₄, 2023).

Another participant in this interview, during the interview one of the interviewees when asked on the strategy to manage psychosocial problem, the interviewee commented,

“It advisable to the teacher to opt for the rethinking strategy. If teachers adopt rethinking approach, this could be in the position of critical analysis of the situation and come up with the good way of solving the existing challenge” (HoS₇, 2023).

These results are supported by Odebode (2018) that the influence of psychosocial factors on the job performance of female teachers was negative; for that case there was no significant difference in the hypotheses tested based on age but, significant differences were found based on the level of education, and length of years in service. Jennings and Greenberg (2009) also highlighted the importance of the ability to adequately respond socially and emotionally to a classroom situation to maintain effective classroom management, while Aydin (2021) results also showed that teachers’ and students’ characteristics, teaching strategies, time and classroom management, planning, school climate, and the use of technology had considerable effects on teaching anxiety.

Psychosocial Affects Student’s Assessment and Evaluation

Findings show that 31.1 per cent of the teachers strongly agree that psychosocial factors affect student’s assessment and evaluation. Similarly, 40.5 per cent of the respondents agreed that psychosocial factors affect student’s assessment and evaluation. On the other hand, 20.3 per cent of the teachers disagreed that psychosocial factors affect students’ assessment and evaluation, while 8.1 per cent of the teachers remained neutral on the fact that psychosocial factors affect student’s assessment and evaluation. Thus, it can be established that 71.6 per cent of the teachers agrees that psychosocial factors affect student’s assessment and evaluation. Moreover, 43.5 per cent of the students strongly agreed that psychosocial factors affect student’s assessment and evaluation, in the same vein 49.4 per cent of the students agreed that psychosocial factors affect student’s assessment and evaluation. While 2.4 per cent of the students strongly disagree that psychosocial factors affect students’ assessment and evaluation, 2.4 per cent of the students disagree that psychosocial factors affect students’ assessment and evaluation, 2.4 per cent of the students remained neutral on the fact that psychosocial factors affect student’s assessment and evaluation. The general findings of this study show that 92.9 per cent of the students agree that psychosocial factors affect student’s assessment and

evaluation. The general findings of this study show that both teachers and students agree that psychosocial factors affect students’ assessment and evaluation. The findings in this study are in line with Aydin (2021) who asserted that teaching experience, content knowledge, and instructions effectively decrease the levels of teaching anxiety. The results also showed that teachers’ and students’ characteristics, teaching strategies, time and classroom management, planning, school climate, and the use of technology had considerable effects on teaching anxiety. Montgomery and Rupp (2005) found that the degree to which teachers respond emotionally to stressful events has a strong negative influence on their degree of perceived performance.

V. CONCLUSION

From the summary of the findings in this study, it can be concluded that there are different effects of the psychosocial factors experienced by teachers. The findings of this study show that teachers agree that psychosocial factors affect the teaching morale among teachers, and students agree that psychosocial factors affect the teaching morale among teachers. Also, teachers and students agreed that psychosocial factors cause teachers low ability to comprehend teaching practices. Moreover, teachers and students agree psychosocial factors lead to insufficient adherence to the curriculum. Findings also established psychosocial factors negatively affect students – teachers’ relationships. It was further revealed that teachers and students agree that psychosocial factors cause teacher absenteeism, which means that both teachers and students agree that psychosocial factors cause teacher absenteeism. It was also noted teachers and students agree that psychosocial factors affect classroom management among teachers. Also, it was noted that teachers and students agree that psychosocial factors affect student’s assessment and evaluation. The general findings of this study show that both teachers and students agree that psychosocial factors affect students’ assessment and evaluation. As concerns the results obtained through questionnaires are supported by interviews, it was noted that in the whole process of teaching and learning teachers should conduct assessments. If teachers are not well settled, it will affect the whole process of assessment. This includes the periods within the assessment and before the assessment. Teachers were found concentrating on their psychosocial issues and not on the process of assessment. These findings are also supported by various literatures.

VI. RECOMMENDATIONS

The study recommends that policymakers should integrate different strategies including guidance and counselling to eliminate the psychosocial effect on the students' academic achievement. The study recommends that educational leaders should ensure that public primary school teachers are provided with training on how to handle their psychosocial problem. The study recommended that the government should support public primary teachers to understand the different strategies on how to overcome psychosocial problems. The study was conducted on the effects of teachers' psychosocial factors on teaching effectiveness. Another study should be conducted on the effects of teachers' psychosocial factors on students' academic achievement. The study was conducted in Ilemela Municipality in Mwanza Region; another similar study should be conducted in different districts apart from Ilemela Municipality. The study was conducted in public secondary schools; a similar study should be conducted in primary schools to get relative data in the study area. A similar study should be conducted with different sample sizes, with the use of different research approaches to acquire more views on the effects of teacher's psychosocial factors on teaching effectiveness.

REFERENCES

- [1] Al-Mehrzi, R., Aldhafri, S., Al-Busaidi, S., Ambusaidi, A., Osman, M., Amat, S., & Al- Ghafri, M. (2011). Path analysis of the effects of teaching attitudes and anxiety on pre-service teachers' efficacy beliefs. *World Applied Sciences Journal*, 14(4), 52-59.
- [2] Aydın, S. (2021). A systematic review of research on teaching anxiety. *International Online Journal of Education and Teaching (IOJET)*, 8(2), 730-761.
- [3] Aydın, S. (2021). A systematic review of research on teaching anxiety. *International Online Journal of Education and Teaching (IOJET)*, 8(2), 730-761.
- [4] Cherry, K. (2022). *Erikson's stages of development*. Retrieved from Verywell mind: <https://www.verywellmind.com/erik-eriksons-stages-of-development>
- [5] Cheung, H. Y., & Hui, S. K. (2011). Teaching anxiety amongst Hong Kong and Shanghai in-service teachers: The impact of trait anxiety and self-esteem. *Asia-Pacific Education Researcher*, 20(2), 395-409.
- [6] Cote, J. E. (2018). The enduring usefulness of Erikson's concept of the identity crisis in the 21st century: An analysis of Student mental health concern. *Identity: An International Journal of Theory and Research*, doi:10.1080/15283488.2018.1524328.
- [7] Cote, J. E. (2018). The enduring usefulness of Erikson's concept of the identity crisis in the 21st century: An analysis of Student mental health concern. *Identity: An International Journal of Theory and Research*, doi:10.1080/15283488.2018.1524328.
- [8] Ekundayo, H. T., & Kolawole, A. O. (2013). Stress among secondary school teachers in Ekiti State, Nigeria. *Journal of Educational and Social Research*, 3(2), 311-311.
- [9] Erikson Institute. (n.d). Erik Erikson. Retrieved from <https://www.erikson.edu/about/history/erik-erikson/>
- [10] Ertekin, E. (2010). Correlations between the Mathematics teaching anxieties of pre-service primary education mathematics teachers and their beliefs about mathematics. *Educational Research and Reviews*, 5(8), 446-454.
- [11] Hanif, R., Tariq, S., & Nadeem, M. (2011). Personal and job-related predictors of teacher stress and job performance among school teachers. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 5, 319-329.
- [12] Harmsen, R., Helms-Lorenz, M., Maulana, R., & van Veen, K. (2018). The relationship between beginning teachers' stress causes stress responses, teaching behaviour and attrition. *Teachers and Teaching*, 24(6), 626-643, DOI: [10.1080/13540602.2018.1465404](https://doi.org/10.1080/13540602.2018.1465404)
- [13] Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence about student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525.
- [14] Klassen, R. M. (2010). Teacher stress: The mediating role of collective efficacy beliefs. *The Journal of Educational Research*, 103(5), 342-350.
- [15] Lubawa, D., Ngirwa, C., & Shavega, T. (2021). InflPuenice of psychosocial guidance and counselling services on secondary school student's academic performance: A case of Tanga City, Tanzania. *East African Journal of Education and Social Sciences*, 2(2), 144-156.
- [16] Maree, J. G. (2021). The psychosocial development theory of Erik Erikson: Critical overview. *Early Child Development and Care*, DOI:10.1080/03004430.2020.1845163, 1-13.
- [17] Mlali, E. H. (2011). *Determinants of occupational stress among secondary school head teachers in Dodoma Urban and Chamwino Municipality in Dodoma Region, Tanzania*. Unpublished PhD thesis, University of Dodoma.
- [18] Montgomery, C., & Rupp, A. A. (2005). A meta-analysis for exploring the diverse causes and effects of stress in teachers. *Canadian Journal of Education*, 28, 458-486.
- [19] Newman, B. M., & Newman, P. R. (2020). *Theories of adolescent development*. Academic Press.
- [20] Ng, Y. M., Voo, P. & Maakip, I. (2019). Psychosocial factors, depression, and musculoskeletal disorders among teachers. *BMC Public Health*, 19, 234. <https://doi.org/10.1186/s12889-019-6553-3>
- [21] Odebode, A. A. (2018). Influence of psychosocial factors on job performance of female teachers in Kwara State, Nigeria. *International Journal of Instruction*, 11(3), 233-248. <https://doi.org/10.12973/iji.2018.11317a>
- [22] Ünü, M., Ertekin, E., & Dilmac, B. (2017). Predicting relationships between mathematics anxiety, mathematics teaching anxiety, self-efficacy beliefs towards mathematics and mathematics teaching. *International Journal of Research in Education and Science*, 3(2), 636-645.

- [23] Ünlü, M., Ertekin, E., & Dilmac, B. (2017). Predicting relationships between mathematics anxiety, mathematics teaching anxiety, self-efficacy beliefs towards mathematics and mathematics teaching. *International Journal of Research in Education and Science*, 3(2), 636-645.
- [24] Yavuz, G. (2018). Do prospective teachers have anxieties about teaching mathematics? *International Journal of Higher Education*, 7(2), 68-75.