Management of Stress among High School Teachers in Ngaka Modiri Molema District in the North West Province

Mphiwa, E.T.T.

(STUDENT NO: 16978285)

Dissertation submitted to the Graduate School of Business and Government Leadership

North West University

in partial fulfilment of the requirements for the Masters Degree in Business Administration

SUPERVISOR: DR G.N. MOLEFE

OCTOBER 2013

060042440K

North-West University
Mafikeng Campus Library

LIBRARY
MAFIKENG CAMPUS
Call No :
2014 -02- 05
Acc. No.: 14/D158
NORTH-WEST UNIVERSITY

DECLARATION

I, Evodia Teresa Tshwarelo Mphiwa, hereby declare that this dissertation for the MBA in Business School at the North West University (Mahikeng Campus) is my original work and has not been submitted by me or any other person at this or any other university for any qualification. I also declare that all reference materials contained in this study have been duly acknowledged.

Signature:

Name: Evodia Teresa Tshwarelo Mphiwa

ACKNOWLEDGEMENTS

My thanks go to my academic supervisor, Dr. G.N. Molefe, who has been inspirational with all the effort and hard work which he had instilled in me during the time of compiling this research report.

My fellow syndicate group members were patient, hardworking and encouraging all the way since the inception of the syndicate group. I was blessed to be part of this group as we became friends along the academic way because of the constant interaction that occurred during the studies.

Thanks to all my lecturers for the time and effort you all dedicated to me when I needed your guidance.To the teachers and principals who participated in my research, I appreciate your co-operation. I also thank my editors and statastician for their help as they went an extra mile for helping me.You all made the rocky path worth travelling and helped me manage to achieve my academic goal.

My husband, helper and children showed their constant patience and love when they understood when I needed time for my academic work and I denied them the family time they needed as part of the family ritual. I want to say to them "Ke a leboga go menagane." Thanks for your patience and tolerance.

My Almighty Being, my Heavenly Father, was with me from the initial stage of my studies to the last phase and I felt His guidance all the way. Thank you, Father God, thank you for not failing me.

DEDICATION

My grandparents, especially my grandmother, Koko Noni Mahlangu, you did a magnificent job whilst you were alive as you scarified your time and other resources so that I could realise the best in life. Granny, I am what I am today because of your outstanding work. Job well done, Granny.

My late uncle Willie Mahlangu, you believed in me and you acted like a father to me when I needed emotional and material aspects. You taught me the goodness of life as you led me and encouraged my independence.

To you, my dearest mother, Itumeleng Mahlangu, as a single mother you kept your head above the water level and you kept the fire burning at home although resources were limited, but you gave us (your children and sister's children) the best in education so that we can excel and be better citizens of this country. Mama, may the Almighty God continue to shower you with all the blessings. I still love you.

ABSTRACT

The purpose of this study was to alert the Department of Education, senior managers, principals, teachers, SGBs, clergymen, medical staff and the community at large that the fraternity of education is disintegrating because of the work-related issues that result in occupational stress among high school teachers around Ngaka Modiri Molema District. As a researcher, the main objective was to ensure that all stakeholders, especially teachers and principals, have knowledge about occupational stress and are aware that occupational stress can cause the collapse of effective and efficient teaching and learning.

Teachers were given questionnaire to find out how much they know about the impact of occupational stress in their lives. Principals were also given questionnaire to complete to realise how (e.g. reduce high volume workload, appoint teachers in vacant substantive posts) they should accommodate and assist teachers to overcome stress related ailments.

A total of 258 teachers and 64 principals from 64 of the high schools in Ngaka Modiri Molema District were given questionnaire to complete. Many of the questionnaires were returned since the questionnaire session occurred during the teaching and learning periods and therefore it was easy to collect.

The results of the research indicate that teachers need to identify stressors at work and engage with their principals and EAP officials for remedies. Teachers need to be empowered regarding stressors, prevention and management from EAP officials, psychologists and from reading various materials like books, magazines etc. Principals and EAP officials must interact constantly with their teachers by conducting workshops and doing roadshows for advocacy purposes.

TABLE OF CONTENTS **PAGE**

DECLARATION i

ACKNOWLEDGEMENTS ii

DEDICATION iii

ABSTRACT iv

CHAPTER 1: ORIENTATION

1.1 INTRODUCTION 1

1.2 BACKGROUND 1

1.3 PROBLEM STATEMENT 2

1.4 RESEARCH QUESTIONS 3

1.5 RESEARCH AIM AND OBJECTIVES 3

1.6 BENEFITS AND IMPORTANCE OF STUDY 4

1.7 SIGNIFICANCE OF THE STUDY 4

1.8 DEFINITION OF KEY CONCEPTS 5

1.9 SCOPE OF THE STUDY 7

1.10 SUMMARY 7

1.11 CHAPTER OUTLINE 8

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION 9

2.2 THE NATURE OF OCCUPATIONAL STRESS 10

2.3 THE SPECIFIC CAUSES OF OCCUPATIONAL STRESS 15

2.4 THE EFFECT OF OCCUPATIONAL STRESS 28

2.5 MEASURING OCCUPATIONAL STRESS 33

2.6 REDUCING OCCUPATIONAL STRESS 35

2.7 IMPLEMENTATION OF OCCUPATIONAL STRESS INTERVENTION 36

2.8 APPROACHES TO MANAGING OCCUPATIONAL STRESS 39

2.9 SUMMARY 50

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION 51

3.2 THE RESEARCH APPROACH 51

3.3 RESEARCH DESIGN 51

3.4 CONTEXT OF THE STUDY 52

3.6 RESEARCH INSTRUMENT 55

3.7 VALIDITY AND RELIABILITY 56

3.8 ETHICAL CONSIDERATIONS 57

3.9 SUMMARY 57

CHAPTER 4: RESULTS AND INTERPRETATION

4.1 INTRODUCTION 58

4.2 RESPONSE RATE 58

4.3 QUANTITATIVE ANALYSIS 58

4.4 BIOGRAPHIC DATA 59

4.5 RESPONSES FROM QUESTIONS 1-31 OF THE QUESTIONNAIRE 62

4.6 TESTING STATISTICS 111

4.7 DESCRIPIVE ANALYSIS 112

4.8 THE INFERENTIAL STATISTICS 117

4.9 SUMMARY 129

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION 131

5.2 RESEACH OBJEVTIVES 131

5.3 HOW WERE THE RESEARCH OBJECTIVESACHIEVED 131

5.4 CONCLUSION 142

5.5 RECOMMENDATIONS 143

5.6 SUGGESTION FOR FURTHER STUDIES 144

LIST OF REFERENCES **145**

APPENDICES

Appendix A: Permission letter from Acting Head of Department -

Appendix B: Questionnaire for Principals and Teachers 149

Appendix C: Covering Letter to the Principal 152

Appendix D: Biographic Data – Tables 153

Appendix E: Chi-Square Tests 156

Appendix F: Descriptive Statistics 174

Appendix G: ANOVA 184

Appendix H: T-test 192

LIST OF TABLES

Table 3.1 Selection of Respondents 53

Table 3.2 Returned Questionnaire 54

Table 4.1 Outcome of Questions 1-31 63

Table 4.2 Sex* High school teachers deal with high volumes of school work 81

Table 4.3 Sex* The modification of the curriculum increases the stress level among teachers 82

Table 4.4 Sex* Many high school learners are adolescents and they are difficult to manage 83

Table 4.5 Sex* The issue of matric results put pressure on teachers enough to teachers as the units are understaffed 84

Table 4.6 Sex* Many schools in the rural and semi-urban areas have limited resources laboratory and textbooks 85

Table 4.7 Sex* Employee Assistance Programme units at the districts are not visible 86

Table 4.8 Sex* EAP units at district level have limited resources, beds and medication to assist teachers in need 87

Table 4.9 Sex* The majority of parents play a minimal role in the education of their children 88

Table 4.10 Sex* Performance management Integrated Quality Management System (IQMS) for teachers to inconsistently applied-hence the unhappiness among teachers 89

Table 4.11 Sex*Many teachers are appointed as temporary teachers although they are qualified 90

Table 4.12 Sex* Although posts are vacant, many teachers are appointed as temporary teachers 91

Table 4.13 Sex* Teachers feel that they are not recognised for their best effort in the teaching-learning process 92

Table 4.14 Sex*Teachers feel that they are not appreciated for their best effort in the teaching-learning process 93

Table 4.15 Sex* Teachers have personal problems that impact negative on their school-work 94

Table 4.16 Sex* High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous 95

Table 4.17 Sex* There are many teachers who are still on Post Level 1 who are eager to be promoted 96

Table 4.18 Sex* Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised 97

Table 4.19 Sex* Teachers are less engaged in their school activities due to the fact of being unsatisfied with their school-work environment 98

Table 4.20 Sex* The public schools have many learners in a classroom t hat accommodates approximately1-45 learners 99

Table 4.21 Sex* Some teachers are promoted although they are in experienced in the subject area or managerial activities at school level 100

Table 4.22 Sex* Some schools experience conflict due to trade union affiliations (e.g. SADTU vs. NAPTOSA) 101

Table 4.23 Sex* Instability often arises in teachers' employment when they are declared in excess 102

Table 4.24 Sex* Strike actions impact negatively on teaching and learning 103

Table 4.25 Sex*Pickets impact negatively in teaching and learning 104

Table 4.26 Sex*Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication 105

Table 4.27 Sex*Teaching is no more a noble profession like it was before due to various reasons like, leading by example 106

Table 4.28 Sex* Teaching is no more a noble profession like it was before due to various reasons, like community figure 107

Table 4.29 Sex* An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness 108

Table 4.30 Sex* Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours 109

Table 4.31 Sex* Stressors result in burn-out that ultimately affects the teacher's level of engagement 110

Table 4.32 Sex* Autocratic leadership style of supervisors is causing teachers to hate their job 111

LIST OF FIGURES

Figure 2.1 Categorisation of the Variables in the Stress Process 18

Figure 2.2 Theoretical Framework 20

Figure 2.3 Conceptual Framework 30

Figure 2.4 Types of Occupational Stress Interventions 40

Figure 4.1 Job Title 59

Figure 4.2 Length of Service (in years) 60

Figure 4.3 Location of the School 60

Figure 4.4 Sex 61

Figure 4.5 Age 61

Figure 4.6 Higher Qualification 62

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Stress is any kind of demand, pressure, tension or force one may experience at any point in life. It does not necessarily suggest that the experience has to be negative in order for one to experience stress. Stress is necessary sometimes, but it has to be in a balanced form which does not cause distress (Assan & Makunye, 2003:20).

The grade 12 pass rate in the District of Ngaka Modiri Molema in the North West of the Republic of South Africa has been rising steadily over a period of five years (2006 to 2010) within the District. In 2006 the pass percentage rate was 58.5 and in 2010 it was 76.6. However this steady rise was not without occupational stress for the high school teachers whose aim was to guide the high school learners towards passing their grades. Statistics for 2006 are not available in the EAP office, but from 2007 to 2010, 73 teachers consulted the Employee Awareness Programme Unit in the NgakaModiriMolema District (North West Department of Education, 2011:1).

Psychological stress is often seen as emotional reaction (e.g. burn-out, irritability etc.) as a result of the stimuli at school. If teachers cannot control such stresses, this may negatively affect their work attitudes and behaviour (commitment, productivity etc.) at school. Probably there are factors (e.g. human and physical resources) that cause occupational stress among teachers -- hence continuous absenteeism and lack of appropriate teaching (Ismail, Yao & Yunus, 2009:4-5).

1.2 BACKGROUND

The North West Department of Education (NWDoE) employs approximately 16 000 teachers (North West Department of Education, 2011:1). The Department's core duty is teaching learners. Teachers are expected to be in good health and spirit to execute their duties as per their employment contract. The ANC-led government has prioritised education as one of its key performance indicators. Therefore, quality public education is the Department's mandate--

especially in the literacy and numeracy functions (Matshego, 2010: 2). Teachers from high schools come under pressure to improve upon the matric pass rates and the university entrance for grade 12. If the school performs below 50%, such a school is classified as trapped and the school must account for its poor performance. It is then given extra support by the Departmental officials in the form of extra classes for learners and workshops for teachers in specific subjects during school holidays. The teachers are reprimanded by the school management and senior managers from Districts when the matric pass rate falls below 50%. There is parental pressure because if the school underperforms, the parents are reluctant to enrol their children in such a school. Principals are sometimes charged with poor performance and/or incapacity by the Departmental senior officials due to poor matric pass rate.

The researcher is a teacher by profession, currently working in the Labour Relations unit at Head Office in Mahikeng whereby cases of misconduct of abscondment and inefficiency by teachers are experienced by schools. She was once a high school teacher in the North West Province. It is misconduct or incapacity due to poor performance/ill health if teachers are not executing their roles as expected by the Employment of Educators Act and other related policies.

1.3 PROBLEM STATEMENT

Many teachers suffer from occupational stress because of various factors at their workplace, e.g. overload of teaching and paperwork, few physical resources, less recognition and uncontrollable learners (Williams & Cooper, 1998:306).

In the school context, occupational stress is also known as job stress and/or work stress. These terms are often used interchangeably in schools, but its meaning refers to the same thing. It has two major dimensions: physiological stress and physical stress. Physiological stress is often viewed as a physiological reaction of the body (e.g. headache, fatigue) to various stressful triggers at the workplace. Psychological stress is often seen as emotional reaction (e.g. burn-out, irritability) as a result of the stimuli at school. If teachers cannot control such stresses this may negatively affect their work attitudes and behaviour (commitment, productivity etc.) at school (Ismail et al., 2009:4-5).

Due to the increasing workload and number of responsibilities that teachers carry, they sometimes find it difficult to complete tasks properly because of too much work. At times,

teachers work overtime, after hours and during weekend to complete school work without payment or any appreciation. The decline in staff numbers and increase in learner numbers contribute to work overload as the Department takes a longer time than necessary to appoint teachers in vacant substantive posts. Poor health of teachers impacts on the school results (Gillespie, Walsh, Winefield, Dua & Stough, 2001: 62).

The purpose of this study is therefore to investigate the management of occupational stress among high school teachers. This includes the nature, causes, effect of occupational stress and recommendation of intervention and management strategies thereof in Ngaka Modiri Molema District.

1.4 RESEARCH QUESTIONS

Senior managers, principals, School Governing Bodies (SGBs) and community members have a responsibility to ensure that occupational stress among teachers, their consequences and intervention strategies are managed effectively. Principals need to communicate properly (two-way communication) with teachers about school work and family issues. Teachers must also express their emotions at the right time to the right people to avoid being distressed and suffering from physical, emotional and psychological ailments (North West Department of Education, 2011:3).

This research into occupational stress in high schools around Ngaka Modiri Molema District is guided by the following questions:

i. What constitute the nature and characteristics of occupational stress among high school teachers?
ii. What are the causes of occupational stress among high school teachers?
iii. What are the challenges of managing occupational stress among high school teachers?
iv. What are the strategies for managing occupational stress among high school teachers?

1.5 RESEARCH AIM AND OBJECTIVES

The main aim of this study is to investigate how occupational stress is managed among high school teachers in the Ngaka Modiri Molema District. To achieve this, the following objectives have been identified for the study:

i. To investigate the **nature and characteristics** of occupational stress among high school teachers.

ii. To determine the **causes** of occupational stress among high school teachers.

iii. To identify the **challenges** involved in managing occupational stress among high school teachers; and

iv. To establish the **strategies** for managing occupational stress among high school teachers.

1.6 BENEFITS AND IMPORTANCE OF THE STUDY

The benefits and significance of the study lie mainly in the lessons that teachers, officials and families can learn from the results. As teachers become aware of the consequences of occupational stress, it is hoped that they will avoid being distressed by coping with challenges at work and seek medical help timeously. These awareness campaigns will sensitise teachers and their managers. Teachers, after being informed, may be able to cope with stressful activities at work and manage them to avoid burn-out as well as other psychological and behavioural ailments. This will result in teachers enjoying their work as they will have information about causes of stressful incidents and their management.

This study will bring about several recommendations, inter alia for the Department governing the schools. Somewhere a central body should be formed which will alarm the specific senior officials when the leave applications reach a certain flow/height and on the leave application a question on stress occurrence should be answered if the leave is to be taken during school quarters.

The results may be helpful in the hands of principals, colleagues, SGBs and families who are often associated/interact with teachers in their day-to-day operations because such teachers will be able to focus and be in the position to manage and cope with their stressful situations. In return principals, colleagues, SGBs and families will experience a healthy relationship between themselves and the teachers who are/were distressed. The school, family performance and activities will improve.

1.7 SIGNIFICANCE OF THE STUDY

As teachers become aware of the consequences of occupational stress they may do the following:

- Seek professional help from EAP offices.
- Discuss their work challenges with their principals and colleagues.
- Exercise and meditate.

The EAP office must conduct campaigns at schools by initiating workshops and discuss the remedy of occupational stress, distribute pamphlets that talk about occupational stress and invite medical experts like nurses who will talk about causes, symptoms and remedy for occupational stress.

The number of leave days taken by teachers due to ill-health that is related to occupational stress has a negative impact on the teaching and learning at school as learners will stay without a teacher for some weeks before a temporary/relief teacher is appointed on the post of the sick teacher.

Misconduct that are related to abscondment, poor performance and ill-health are reported to Labour Relations Directorate annually. Teachers who are charged with such misconduct disclose lack of support from principals, being demoralised because of not being promoted, poor conditions of service, being emotionally and physically drained due to high volume of workload and working during holidays especially if one teaches Grade 12 learners.

Some teachers are given medical letters by medical doctors and EAP manager that explain that they must be placed in Departmental offices and discontinue teaching due to ailments like continuous headache (chalk usage), unhealthy relationship between a principal and teachers and poor management style of the principal as it impacts on the teaching and learning.

1.8 DEFINITION OF KEY CONCEPTS

The following definitions of terms help to explain the meanings of certain concepts commonly used in the study:

- **Management**

  The term management refers to the attainment of organisational goals in an effective and efficient manner through planning, organising and controlling organisational resources (Daft, 2011: 15).

- **Occupational stress**

The term occupational stress refers to any discomfort which is felt and perceived at a personal level and triggered by instances, events or situations that are too intense and frequent in nature so as to exceed a person's coping capabilities and resources to handle them adequately (Malik, 2011:3063).

- **Eustress**

This term refers to moderate and low stress levels (Ismail et al., 2009:4).

- **Globalisation**

Globalisation refers to the creation of a borderless global economy that allows unhindered movement of information, services, people, finance and products (Truss, Mankin & Kelliher, 2012: 6).

- **Head of Department**

In relation to a provincial department of education, this term refers to the head of the provincial department of education (Employment of Educators Act 76 of 1998, section: 1).

- **Trade Union**

Trade union refers to any trade union which is a member of the Education Labour Relations Council (Employment of Educators Act 76 of 1998, section: 1).

- **Principal**

Principal refers to an educator appointed or acting as the head of a school (South African Schools Act 84 of 1996, section: 1).

- **Grade**

Grade refers to part of an educational programme which a learner may complete in one school year, or any other education programme which the MEC may deem to be equivalent thereto (South African Schools Act 84 of 1996, section: 1).

1.9 SCOPE OF THE STUDY

The study covers the academic years 2006 to 2010 January to December as per the calendar. Educators who were affected by occupational stress from high schools in Ngaka Modiri Molema District are 73 (North West Department of Education, 2010).

1.9.1 Delimitation of the study

The study was limited to 64 schools in the Ngaka Modiri Molema District.

1.9.2 Limitation of the study

Although the researcher predetermined the time frame of the conclusion of the study, there were limitations that hindered the progress of the study. The following were limitations of the study:

- Teachers and principals teaching schedules led to the delays in completing the questionnaire because an appointment had to be made first.
- Securing dates for distributing and collecting the questionnaire from teachers and principals was problematic because they were still teaching and marking learners' school work and this was a time constraint.
- It was difficult to locate school principals due to their busy schedules as they were either at meetings or in classrooms (teaching).Therefore the researcher had to wait for them to call after leaving several messages and very few returned the phone calls.
- The untarred roads to some schools were bad and that made driving long and uncomfortable. It must be understood that the District is vastly rural.
- Some school principals refused to participate in this study indicating that they were busy preparing for mock/trial examinations for Grade 12 learners.
- Some participants complained that they already had questionnaire from other researchers and teachers felt that they were being interrupted by those researchers who brought the questionnaire to their schools.

1.10 SUMMARY

This chapter provided a brief introduction to the study and the background of the North West Department of Education. The definition of stress was indicated and how occupational stress was

handled by EAP offices within the District after handling teachers who consulted the EAP office for medical and psychological help. The chapter also discussed the problem statement, research questions, aims and objectives of the study. The significance of the study, definition of key concepts and the scope of the study were also discussed.

1.11 CHAPTER OUTLINE

The research proposal is structured into five chapters as explained below so that it can achieve the objectives of this report.

Chapter 1 provides an overview of the problem and motivates the need for research on occupational stress among high school teachers. **Chapter 2** contains the literature review of occupational stress. **Chapter 3** displays the research design and methodology of the study. **Chapter 4** discusses the research results and interpretation. The **last chapter 5** provides a summary of the whole work by indicating the conclusion and recommendation of the study.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The researcher uses literature survey that explains the nature, causes, effect, management and intervention of occupational stress at high schools. The researcher chose questionnaire as her research method because it seems simple to construct and to administer responses from respondents based on the vastness of the district.

When something is encountered that is new, unexpected or potentially threatening, it acts like a fire alarm, alerting the human to the potential problem and mobilising resources to deal with it. The result is a change in the general level of arousal or activation, which can range from high levels under stress and fear to low levels when the environment makes no demands at all (Burns, 1991:302).

A working definition of stress is any perceived demand that requires some kind of physical or emotional readjustment. Stress is seen as the lack of compatibility between the demands of the environment and what one feels capable of in responding to that demand. This model would seem to be eminently acceptable. Here the account is much more on the individual's appraisal of "neutral situations" (Burns, 1991: 303).

Stress means many things to different people. To lay people stress can be defined in terms of pressure or emotional response. Stress can be anything that triggers the fight response, which means that external threats elicit increase in activity and increased arousal. The response to such threats in this mode is to be physiological (Nicholus, 2003: 536).

There is a negative correlation between job stress and quality teaching and service delivery, that is, less stressed teachers provide better teaching than more stressed ones. Teachers reporting chronic stress exhibit particularly poor job performance. In general, work-related stress has been shown to result in decline in the quality of teachers' job performance (O'Neill & Davis, 2010: 385).

2.2. THE NATURE OF OCCUPATIONAL STRESS

2.2.1 Stress and occupational stress redefined

Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the teacher. Job stress can lead to poor health and every injury. When the demand and pressures placed on the teachers do not match the resources which are available either from the organisation or within the individual, stress can occur and endanger that person's health and well-being (Malik, 2011: 3063).

Stress is a multi-dimensional concept and may be defined based on language and organisational perspectives. In terms of language, it is originally derived from Latin word that is *stringere*, which refers to draw tight, to describe hardships and/or affliction. It often occurs when teachers' physical and emotional state do not match or cannot handle their job demands, constraints and/or opportunities. There are two major types of stress: eustress and distress (Ismail et al., 2009: 4).

Occupational stress is any discomfort which is felt and perceived at a personal level and triggered by instances, events or situations that are too intense and frequent in nature so as to exceed a person's coping capabilities and resources to handle them adequately. Stress can undermine the achievement of goals, both for individuals and for organisations. If key staff and large numbers of teachers are affected, work stress may challenge the healthiness and performance of their organisation. Unhealthy schools do not get the best from their teachers and this may affect not only their performance in the increasingly competitive market but eventually even their survival being (Malik, 2011: 3063-3064).

Job stress is defined as any event in which environmental demands and/or internal demands exceed the adaptive resources of the individual, his or her tissue system or the social system of which one is a part. In this definition, stress is an interactional process between environmental system and the adaptive resources of the individual system (Safari, Othman & Wahab, 2011: 92).

The definition used by the European Commission explains work-related stress as the emotional, cognitive, behavioural and physiological reaction to aversive and noxious aspects of work, work environments and work organisations. The guidelines go on to state that work-related stress is

characterised by teachers feeling distressed and unable to cope at school (Wells, Denny & Cunningham, 2011: 167).

2.2.2 The role of principals/managers in managing stress

Being the manager would most likely be an easier role if it were not for the times that the complex "human factors" of managing are entering a new paradigm of managing others. Gone are the days of being able to manage objectives alone. Today's managers need Humanaging skills to be able to accurately read the pulse of their staff (Backman-Hoyle, 2012: 6).

Managers must differentiate between attitude indifference with decreasing performance and stress challenges, knowing what to do when staff needs help in this area and how to have quality conversations with their staff regarding the best psychological workplace environment as well as conditions for both themselves and their staff (Backman-Hoyle, 2012: 6).

The researcher has tried to understand the defining differences between what the successful principals/managers do that the less successful managers in the same schools do not do well. One of these compelling success factors has to do with the art of Humanaging. Having the right teachers in the right school at the right time is difficult but immensely rewarding for both the school/organisation and the teachers in it or doing the right work associated with it. Many managers will say "Teachers are our most important asset". Yet the behaviour contradicts this every day. Even describing teachers as "asset" or "human capital" shows a lack of understanding that teachers are living beings with a will of their own. This can be directed to the benefit or detriment of the school (Backman-Hoyle, 2012:12).

2.2.3 Healthy and safety risks

An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness. Various books and journals indicate that job stress and other work related psycho-social hazards are emerging as the leading contributor to the burden of occupational disease and injury. Teachers who make compensation for psychological injury take two to four more unplanned leave than other teachers prior to making a claim (Backman-Hoyle, 2012:19).

Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and huge hours. In Australia, stress-related employees' compensation claims have doubled in recent years, costing over $10 billion a year. Teachers cannot sustain the way of life they are creating within their workplaces (Backman-Hoyle, 2012: 21).

Managers are exhausted and many are frayed around the edges. There is a risk of workplace anger being manifested because of the stressful situation at the workplace. Stress is not to be used as an excuse for harassment and bullying. Managers must care to protect teachers and if some teachers' behaviour puts others at risk, the managers need to protect them by offering assistance and/or recommending professional help from nurses, psychologists and other professionals. All teachers and managers are obliged to take appropriate steps to eliminate and minimise health and safety risks in the workplace (Backman-Hoyle, 2012: 24).

In terms of stress, as an employer or manager, you are obliged to do the following (Backman-Hoyle 2012: 24):

- Identify possible workplace' actions or incidents which may cause or contribute to stress ailments of teachers.
- Take actions to eliminate or minimise these risks.

It is reported that up to 28% of the European Union (EU) workforce experience work-related stress. Consequently, the European Union emphasises dealing with work-related stress as a policy priority and issue guidelines as to the type of policies and services that should be developed by member states and employers in the workforce. The European Parliament called on the European Commission to publicise positive examples of local work place emotional and mental well-being policies and actions as a means of disseminating good practice (Wells et al., 2011:165).

The legislative frameworks of all EU countries consider work organisations to be a source of health and safety risks. Although the regulatory framework of most EU countries does not refer to stress directly, there are often regulations that refer to the causes of stress. This can be seen in the European Commission's Directive on the Introduction of Measures to Encourage Improvements in the Health and Safety of Workers at Work, 1989. Transpositions from this EU

directive can be seen at national level in the UK-Management of Health and Safety at Work Regulations, 1999 and Health; in Ireland in the Safety, Health and Welfare at Work Act, 2005; in Italy in the Safety at Work Charter, 2000; in Austria in the Health and Safety at Work Act, 1995 and in Romania in the Health and Safety Law under the Romanian Labour Code 2005. Consequently, all member states should at the organisational level be complaint with their national legislation with regard to work-related stress and be implementing supportive policies on the ground to deal with it (Wells et al., 2011:167).

A Robbins model of stress consists of three potential stressors, i.e. environmental factors, organisational factors and individual factors which have the strength of its influence not directly causing the high level of job stress, but moderating by individual differences such as perception, personality and social support. Another model consists of four levels: individual level, group level, organisational level and non-work level which has the strength of its influences not directly causing the high level of job stress, but moderating by individual differences such as personality, heredity, age, sex and social support. The role of leadership behaviour included in organisational factors may be able to create a negative strain or positive climate (Safari et al., 2011: 92).

Teachers spend roughly one third of their lives working in a school goal setting. Thus teachers' mental health is of particular importance. Two teachers exposed to the same threatening situation may differ substantially in the magnitude and duration of stress responses. Stress related health problems might emerge in several contrasting ways both physically and mentally. Some of these variations result from differences in temperament, social resources and the effectiveness of the coping responses that the teacher brings to bear on the stressful transaction (Malik, 2011: 3065).

When teachers face stress due to various conditions of their occupation and fail to cope with stress, it results into burn-out. The teacher who suffers burn-out becomes disorganised, disoriented and it may result into harmful psychological and physiological effects. Burn-out also adversely affects teachers' turnover and leads to adverse impact on organisational effectiveness (Khattak, Khan, Haq, Arif & Minhas, 2010: 810).

The cybernetic theory of stress, coping and well-being identifies that the input from the environment represents the person's perception of the environment, and the internal standard

factors corresponding to the desires, values or goals of the person. The comparator system of the person indicates the cognitive comparison of the perceived environment to the person's desires values or goals. The output of the comparator system refers to behavioural effort by the person to control the environment and that can lead to a disturbance which may create stress for the person leading to burnout or it may impact the environment (Khattak et al., 2010: 811).

2.2.4 Eustress perspective

Eustress is often defined as emanating from individuals who have experienced moderate and low stress levels and distress is frequently defined as emanating from individuals who have experienced high stress levels. Individuals who experience eustress will be able to meet job demands and this may help them to increase positive work life, for example satisfaction and positive moral values. Conversely, teachers who experience distress will not be able to fulfil job demands and this may motivate them to decrease quality of work life, for example dissatisfaction (Ismail et al., 2009: 4).

In terms of eustress, occupational stress occurs when teachers' knowledge, skills and attitudes can cope with or match their work demands and pressures at school. In this case it may increase the ability of teachers to manage their physiological and psychological stresses. From the distress perspective, occupational stress shows when the teachers knowledge, skills etc. cannot cope with or do not match their work demands and pressures at school. Consequently it may decrease the ability of teachers to control and manage physiological and psychological stresses and, such as, disturb their self-regulatory bodies and cannot meet their duties and responsibilities as part of the school staff (Ismail et al., 2009: 5).

Investigation into the nature and dimensions of work stress among teachers is the first step in the management of this aspect of work. There exists a general agreement that addressing and reducing stress in the school is not only a noble goal, but is capable of resulting in expense reductions for teachers (O'Neill & Davis, 2010: 385).

2.2.5 Emotional labour

The teaching population matches the condition of high interpersonal contact. Moreover, belonging to the broad category of "service workers" also identified as emotional labourers,

teachers obey emotional display rules. Emotional labour (EL) refers to the act of managing emotions and emotional expressions in order to be consistent with organisational "display rules" defined as the organisationally required emotions during interpersonal service transaction. As these display rules interact with employees' spontaneous feelings, they regularly give rise to "emotional dissonance": clash between inner/real and required feelings. Such emotional dissonance constitutes a major occupational stressor (Mikolajczak, Menil & Luminet, 2007: 1108).

Emotional labourers confronted with emotional dissonance have the choice between two strategies. The first one, "surface acting" (SA) consists in modifying outward displays to be consistent with display rules, i.e., hiding felt emotions or faking unfelt emotions. SA is usually presented as a maladaptative strategy in that it increases emotional dissonance and is associated with burn-out and depression. The second strategy, "deep acting" (DA) consists of an attempt to deeply modify internal feelings to be consistent with display rules. Such transformation of one's emotional state can be achieved through attention deployment, for example focusing one's attention on the positive aspects of the situation and/or cognitive change. Although SA and DA were originally viewed as orthogonal factors, several studies found them positively inter-correlated (Mikolajczak et al., 2007: 1108).

Positive consonance refers to situations in which expressed, felt and required emotions concord: the teacher spontaneously feels and expresses what an individual is required to express. As such a situation does not involve any dissonance; it does not represent per se, a risk for burn-out. In contrast, "negative consonance" refers to situations in which felt and expressed feelings concord, but are at odds with organisational display rules: the teacher thus deliberately chooses to ignore organisational display rules to express individual inner feelings (Mikolajczak et al., 2007:1109).

2.3 THE SPECIFIC CAUSES OF OCCUPATIONAL STRESS

Occupational stress is defined as the perception of a discrepancy between environmental demands (stressors) and teacher capacities to fulfil these demands. The cause of occupational stress include perceived loss of jobs, security, idle sitting for long periods of time or lack of safety, complexity or repetitiveness and lack of autonomy in the job. In addition occupational stress is caused by lack of resources and equipment. Work schedules and organisational climate

are considered as contributors to teacher stress. Occupational stress often shows high dissatisfaction among teachers, job mobility, burn-out; poor work performance and less effective interpersonal relations at work are results (Ongori & Agolla, 2008: 123).

Stress at work is an ubiquitous and multifaceted phenomenon that is costly for organisations because it contributes to expensive voluntary turnover. Work stress can be a particular problem in customer-oriented fields because teachers often experience conflicting demands of the school, principal and other teachers, and these conflicts create dissonance for employees (O'Neill & Davis, 2010: 385).

Teachers are exposed to situations which demand their time, thinking and to some degree, even challenging their authority such as when learners are disobedient, disruptive and use unacceptable language when expressing their views to teachers. These conditions may also be due to lack of fulfilment in their workplace, conflict of interest and relationships at school. Work allocation is also one of the possible causes of stress in the teaching fraternity. The physical structures of the school where buildings are dilapidated, learning materials are not adequate for the number of learners and the community is not supportive in this regard are sure causes of stress in the education field. While teachers may experience stress on the mentioned factors, they are also faced with coping with their own lives outside the school premises (Assan & Makunye, 2003: 22).

The most highly rated sources of stress referred to problems in interaction with students, lack of interest, low attainment and handling students with "difficult" behaviour. Female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with learners and colleagues, workload, students' progress and emotional exhaustion. Younger teachers experienced higher levels of burn-out, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of the support they feel they receive from the government (Ismail et al., 2009: 5).

Education staff can suffer from job stress as a result of organisational factors and an imbalance of job demands, skills and social support at work places. Many studies show that teachers have high prevalence of stress. Increased stress has been associated with heavy workloads and its

effect on home life, pressure and relatives, risk of violence, poor management style, inadequate resources, insufficient training, lack of control over work, low involvement in decision-making, low job satisfaction and harassment (Noor, Yacob, Daud & Mohammad, 2011: 635).

In a study in Sweden, Wahlund and Nerell found that the most important causal factors always affiliating job stress was big classroom sizes, long working hours, distractive learner's behaviour, overload demand and rapid school reformation. In the UK, researchers identified five factors related to job satisfaction and job stress which are school organisation, job demand, teaching resources, working condition, career and training and learner's behaviour. It was also reported that four stress factors experienced among teachers were negative learner's behaviour, stressful working condition, working time pressure and lower school ethic (Safari et al., 2011: 91).

The European Social Partners Framework agreement, echoing earlier work by the European Agency for Safety and Health at Work, states that work-related stress can be caused by physical and psycho-social factors such as work content, work organisation, work environment, poor communication in the workplace, organisational norms and culture as these relate to the individual worker's role and career development and decision latitude in the day-to-day work. Figure 2.1 displays the source of stress and its effects (Wells et al., 2011:167).

Whilst it is recognised that experience of work-related stress and responses to it are highly dependent individual factors such as personal background, personality and coping styles, general organisational indicators include high absenteeism or staff turnover, frequent interpersonal conflicts or complaints by teachers. At the individual level, workplace stress can result in various emotional, cognitive, behavioural and physiological reactions. Key factors associated with psychological ill health and sickness related absence in staff were long hours worked, work overload and pressure and the effects of these on personal lives, conflicting demands, poor social support at work, unclear management and work roles, interpersonal conflict and conflict between work and family demands (Wells et al., 2011:167).

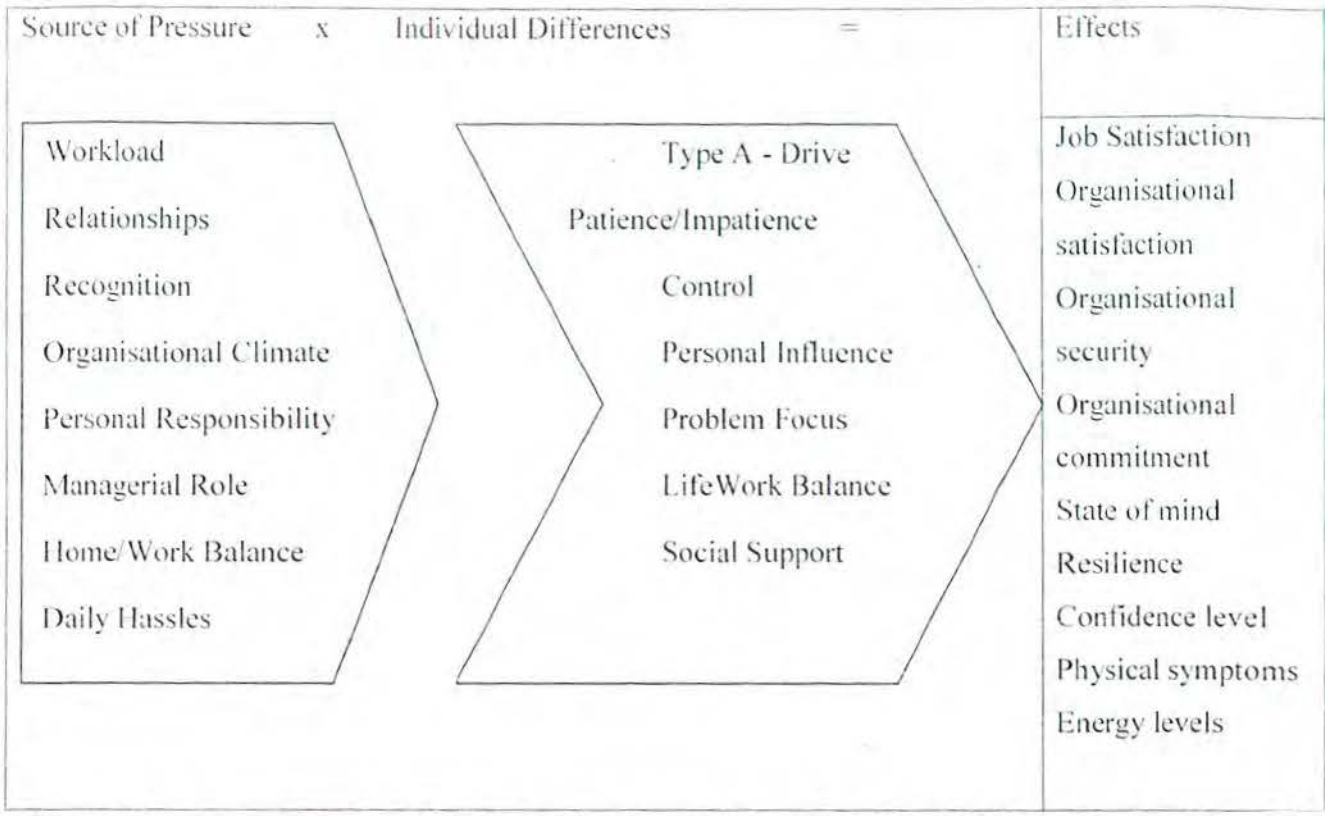

Figure 2.1: Categorisation of the Variables in the Stress Process (Williams & Cooper, 1998:308).

The following are clear risk factors cited within the Workplace Health and Safety Queensland Occupational Stress Tip – Tip Sheet 4 – Risk factors for occupational stress (Backman-Hoyle, 2012: 24):

2.3.1 Globalisation

Since the early 1990's the spread of globalisation have begun to impact organisations everywhere. Globalisation is something unavoidable and affects all aspects of life. The changes brought by globalisation are also creating new demands, new workload and more complexity for teachers. Among organisations in developing countries, the imperatives for adopting globalisation could no longer be ignored. Teachers with full time jobs are experiencing high pressure and faster pace. Work overload has been linked to cardiovascular disease and the risk of heart attack for those working long hours. Those working long hours have a 2.5 times risk higher than those working eight hours a day (Safari et al., 2011: 90).

2.3.2 Work Overload

Everyone has a given capacity for work and if a person's capacity is exceeded, the person may experience occupational stress. Some common work demands include the following (Backman-Hoyle, 2012: 26):

- Time pressure including inadequate time and resources to complete job satisfactorily.
- Working too hard or too fast and difficult targets.
- High stress task demands such as work that requires high-level decision-making or prolonged periods of concentration.
- Work that is monotonous and dull or does not utilise a workers' range of skills or previous training.
- Shift rosters that are unpredictable and/or affect amount and quality of sleep or make it difficult to balance work and family life.
- Working long hours or overtime, working through breaks or taking work home.
- High emotional task demands, including work that is emotionally disturbing or requires high emotional involvement.

The increasing workload and the number of responsibilities that teachers are expected to carry can also cause stress. Teachers sometimes find it difficult to complete given tasks properly because of too much work. At the end of the day, teachers work overtime and during weekends without payment to complete schoolwork. The decline in staff numbers and increase in learners' numbers contribute to work overload as the Department of Education takes a longer time to appoint teachers in vacant substantive posts (Gillespie et al., 2001: 62).

Job demands that failed to be fulfilled by employees, cause stress and these job demands like work load are negatively related to work engagement. Teachers' level of energy decreases and their mental attention also diverts because of job demands such as workload. When employees cannot concentrate fully, their engagement level decreases. Job stress and stressors result in burn-out that ultimately affects the employee's level of engagement. Job stressors such as role ambiguity and lack of job autonomy relate significantly negatively to all the work engagement variables, vigour dedication and absorption. The level of job stressors lowers the level of

employee engagement. Figure 2.2 displays the relationship between the job stress and teacher engagement (Igbal, Khan &Igbal, 2012:112).

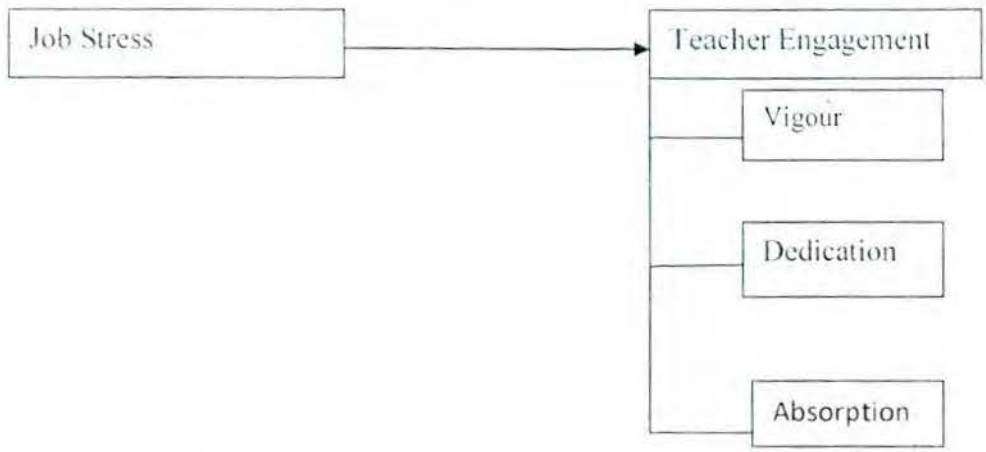

Figure 2.2: Theoretical Framework (Igbal et al., 2012:113)

In Australia job demands were assessed using a 34-item instrument that consists of seven factors or major sources of stress, i.e. workload, conflict with principals, conflict with other teachers and head of departments, failure of learners, inadequate preparation to deal with the emotional needs of learners and their families, lack of staff support and uncertainty concerning teaching and learning (Thomas, 2011:38).

The increase in the workload in the school without taking into account the availability of staff to carry out the tasks, may lead to occupational stress. Therefore, the workload increase in any organisation should correspond with the availability of workforce (Ongori&Agolla, 2008:124).

Job stress is considered to be a detrimental factor for teachers. The National Institute of Occupational Safety and Health defined stress as injurious physical and emotional response that arises when teachers' abilities and resources do not match the job demands and requirements. Job stress is the imbalance between job demands and teachers' abilities to fulfil these demands. The teacher's stress level increases with increase of imbalance between job demands and the individual's ability to meet demands (Iqbal et al., 2012:112).

2.3.3 Poorly defined roles

Role confusion arises when teachers do not have clarity regarding their work objectives and key accountabilities, their co-workers' expectations of them and the overall scope and responsibilities of their job. A wide range of situations can create confusion, for instance, beginning a new job or starting in a new school, a transfer, a new supervisor or principal or a change in the structure of a work unit. The greater the role conflict, the higher the likelihood of a worker experiencing occupational stress. The risk of occupational stress can be reduced by ensuring that workers understand their role within the school and that any expectations placed in them do not conflict (Backman-Hoyle, 2012: 29).

Role conflict creates stress. Role conflict arises from situations where an individual comes under conflicting demands from various sources or as a result of her/his view about the incompatibility between demands of one's role and individual needs and values (Khattak et al., 2010: 812).

2.3.4 Poorly managed relationships and conflict

Colleagues can be an important source of support, but they can also be potential sources of stress. Relationships with principals, peers and subordinates can positively or negatively affect the way a teacher feels positively or negatively and it is likely that wherever groups of people work together, some conflict will arise from time to time. This is normal and in some cases can provide positive impetus for innovation and growth. However, conflict becomes a risk factor where it remains unresolved or becomes particularly intense. This may include prolonged friction and anger between colleagues, strained relationships or harassment and bullying. It is important that individuals and/or school management take proactive steps to resolve conflict early (Backman-Hoyle, 2012: 29-30).

2.3.5 Lack of promotion, reward and recognition

The process of applying for promotion is perceived to be stressful because of lack of recognition and appreciation of achievements and contributions made by teachers when appointments are made for promotional posts. Since Integrated Quality Management System (IQMS) is inconsistently applied, many teachers performance forms are not submitted to the Districts and

principals keep them in their offices or submit them late and that affects the teacher irrespective of her/his timeously submission to the principal (Gillespie et al., 2001: 64).

Career progress creates stress on teachers' understanding of the worth of their career prospects. Obstacles in career development can appear at any time during a teacher' employment period and serves as stressor. These stressors can include an array of problems like being stuck at a position, for example post level 1 (PL 1) without any hopes of progress or threats of downsizing (Khattak et al., 2011: 811).

Career development is closely linked to routine in professional life. The threats of becoming outdated, having scarce leeway in the achievement goals (professional and financial) or losing the confidence of one's superiors tend to make the individual vulnerable. Thus with the increasing number of mergers and restructuring, the introduction of new technologies and general economic recession, job security has emerged as an important source of additional stress in relation to teachers' careers (Correa & Ferreira, 2011: 252).

Rewarding teachers' efforts and recognising individual and team contributions and achievements within the organisation is important when trying to minimise the risk of occupational stress. Appraisal and recognition can be achieved through tangible rewards or through feedback on task performance and providing opportunities for the development of skills (Backman-Hoyle, 2012: 32).

Teacher recognition is a communication tool that reinforces and rewards the actions and behaviours one most wants. Providing teacher recognition by saying "thank you" encourages more of the same actions and thinking. Teachers who feel appreciated are more positive about themselves and their ability to contribute to the school (Backman-Hoyle, 2012: 32).

2.3.6 Organisational injustice

Organisational justice refers to perceptions of fairness about work procedures and how they are enacted. Procedural fairness generally relates to how procedures are implemented within the organisation. Procedures are, for example, regarded as fair when they are unbiased, consistently applied, use accurate information and are open to appeal processes (Backman-Hoyle, 2012: 33).

Relational fairness refers to the degree of dignity and respect afforded to a teacher during a process. It is important for teachers to promote a positive and a fair working environment with the experience of injustice being potentially harmful to both the individual and the school (Backman-Hoyle, 2012:33).

To reduce these risks is often considered to be a first item of expense that is removed from the training budget whenever there are savings to be made by the Department of Education and the learning and development directorates/units, preferring to see training as mandatory compared to some of the perceived "soft skills" training (Backman-Hoyle, 2012: 34).

The diminishing resources are a barrier to carry out the work efficiently and to an appropriate standard. A lack of resources to teach, for example library and laboratory compromises teaching and learning and some schools' pass rate is negatively affected. Some schools are poor and they are unable to afford funding in order to purchase resources (Gillespie et al., 200: 62).

2.3.7 Teacher engagement

Teacher engagement is a concept gaining significant attention for the last 10 years. Schools are using their engaged teachers as tools of strategic competence. But intense competition among organisations and strive to remain at the top brings more challenges, responsibilities and heavy workloads for the teachers of the organisations, leading towards stress. Stress is the phenomenon's having drastic impact on the dedication, willingness to work and enthusiasm of the teacher. This study reveals the relationship between job stress and teacher engagement, vigour, dedication and absorption (Iqbal et al., 2012:109).

With change and restructuring predictions in many organisations, one of the biggest challenges currently faced by the school is teacher engagement. Smart schools understand that engaged personnel result in improved and healthy school performance. So many of them are placing greater importance on measuring teacher engagement and implementing strategies to keep the staff engaged. Engaged teachers are highly energetic, feel great pride and enthusiasm and are willing to completely focus on the task at hand (Iqbal et al., 2012:109).

There is a significant relationship between teacher engagement and improvement in learner satisfaction, productivity, academic results, turnover and safety records. Engagement

significantly predicates job satisfaction and teacher commitment to the school. But the main acknowledged hindrance of teacher engagement is stress. Stress has been defined in different ways over the years. Originally it was conceived as pressure from the environment, then as a tension within the person. It may be defined as the individual's reactions between the situation and the individual. It may be defined as the individual's reactions to the situation and the work environment that appear threatening to them and thus creating hindrance to being fully involved in work (Iqbal et al., 2012: 110).

Stress is not always negative or harmful; it is just the non-specific response of the body to any demand, positive or negative, made upon it. In practical life, excessive stress is so dangerous to teachers that they avoid it by quitting either psychologically-disinterest or lack of involvement in the job, physically – frequent lame excuses, late coming, absenteeism, and laziness or by leaving the job entirely (Iqbal et al., 2012:110).

Every teacher in the world has to face stress at some time during their work. This phenomenon makes stress a universal aspect faced by teachers around the sphere. In developing countries teachers face more stress and employers do not realise the impact of job stress on teacher's involvement and commitment. One study found that about 100 million workdays were lost because of stress and approximately 50% to 75% diseases are because of stress (Iqbal et al., 2012:112).

2.3.8 Urban versus rural teachers

Urban school teachers experienced significantly more stress from poor working conditions and poor staff relations than did rural school teachers. Stress from pupil misbehaviour and time pressures was significantly greater than stress from poor working conditions and poor staff relations for both rural and urban school teachers. Poor working conditions and time pressures predicted burn-out for rural school teachers; pupil misbehaviour and poor working conditions predicted burn-out for urban school teachers. Results were discussed in relation to designing effective programmes to prevent negative effects of stress and burn-out (Mohd Bokti & Abu Talib, 2009: 301).

2.3.9 Poor leadership and management

The quality of school management is not up to standard and some principals do not know how to manage and lead the school although they are qualified as teachers but many lack the leadership and managerial courses. The communication skills are poor as it is not two-way communication but up to down. Teachers are overlooked when decisions are taken and not consulted about the school changes/developments. Lack of transparency around policies and decisions frustrate teachers as they tend not to trust management (Gillespie et al., 2001: 63).

Work stress is regarded as one of the most important issues facing principals and other managers because among other things, it affects the performance of all levels of teachers including managers. Work stress is carried over to home settings and poses a high long-term risk of health impairment. The cost of teachers' health care expenditures and the cost to society is an issue as well (O'Neill & Davis, 2010: 386).

Managers, who are critical, demanding and unsupportive, create stress, whereas a positive social dimension of work and good team working reduces it. The responsibility load creates severe stress among teachers and managers. If the manager cannot cope with the increased responsibilities it may lead to several physical and psychological disorders among them. The interpersonal relationships within the Department and between the schools create, to a great extent, qualitative difficulties within the organisation (Malik, 2011: 3064).

Autocratic leadership style of supervisors is causing teachers to hate their job. Supervisors' behaviour is uncalled for as they have less regard for teachers and they are inconsiderate when they communicate or delegate work to teachers. The supervisors are not people-orientated as they do not support teachers if they have challenges at home and at work. Supervisors sometimes transmit ambiguous instructions to the staff (Glazer & Gyurak, 2008: 55).

The risk factor of "control" refers to how much influence a person has in how they meet their task demands and how they perform their work in general (also known as autonomy). Unnecessary levels of supervision and surveillance, excessive responsibility but little authority or decision making and little or no say in how work is done, can all lead to a stress response (Backman-Hoyle, 2012: 28).

A person's tasks need to be meaningful varied and allow for an appropriate degree of autonomy. It is possible for everyone in an organisation (not just those in senior positions) to feel they have input into their work simply by the communication and consultation strategies that are utilised in the work team (Backman-Hoyle, 2012: 28).

These important risk factor aspects such as: whether teachers feel they are given constructive feedback, whether they can talk to their supervisor and peers about work problems, whether their supervisor helps fix work problems, whether peers help out when things are tough and whether it is possible to talk to and form relationships with work colleagues tend to complicate matters (Backman-Hoyle, 2012: 27).

The way teachers are supported is key to reducing or moderating work-related stress. For instance, support may be provided through practical assistance in performing or through the provision of information. Emotional support which refers to non-tangible assistance such as talking over a problem with a teacher, providing positive feedback/encouragement or informally congratulating a member of a team for a job well done. Support provided by peers and supervisors can "cushion" the stress responses teachers might otherwise experience where their jobs are demanding and they feel that they are not in control. This gives them greater coping resources in times of high work demand (Backman-Hoyle, 2012: 27).

2.3.10 Job performance and satisfaction

Work is a central part of almost everyone's life. Most adults devote weekdays to work as career development makes up almost 70% of all human developmental tasks. Work and the workplace emphasise many issues related to industrial and organisational psychology including personnel selection and training, job satisfaction, quality of work life, human factors, work conditions, performance appraisal, motivation and leadership and the physical and mental health of teachers. Perceived satisfaction on the job is reflected by the needs of sense of fulfilment and expectation for the job to be interesting, challenging and personally satisfying. Job satisfaction is also an achievement indicator in career developmental tasks and is associated with the psychological and individual well-being (Mohd Bokti & Abu Talib, 2009: 299).

Herzberg's Two-Factor theory comprises two factors, namely hygiene factors and motivational factors. Hygiene factors include salary, interpersonal relations with superiors, subordinates and

peers, school policies and administration, supervision, status, job security, working conditions and personal life. Motivation factors include achievement, recognition for achievement, advancement; responsibility works itself and possibility of growth. This theory suggests that the presence of motivation factors can potentially create great motivation and greater job satisfaction while in the absence of motivators, dissatisfaction often does not occur. The absence of hygiene factors also creates great dissatisfaction and the presence of hygiene factors does not provoke high levels of job satisfaction (Mohd Bokti & Abu Talib, 2009: 301).

Low job satisfaction can be an important indicator of counterproductive teacher behaviour and can result in behaviour such as absenteeism and turnover intentions. Job satisfaction can partially mediate the relationship of psycho-social work factors to deviant work behaviours. Therefore maintaining and enhancing job satisfaction is important in order to establish a quality worker, workplace and work itself (Mohd Bokti & Abu Talib, 2009: 299).

2.3.11 Communication and interpersonal relationships

Open communication has an advantage of resolving conflicts between supervisors and sub-ordinates. Lack of effective communication could cause unresolved conflicts that will increase the stress level. Support from the supervisor and colleagues are the major factor. The supervisors need to recognise the good work and outstanding contributions of house officers to keep them motivated to do their best. Promoting a culture of support will set the example and it will make them realise that co-employee support is very important (Kazmi, Amjad & Khan, 2008: 138).

Correct stress management should start from improved health and good intrapersonal relationships. An individual needs to maintain a good level of personal health. The prevention and management of workplace stress requires organisational level interventions, because it is the organisation that created the stress. A culture of openness and understanding, rather than of criticism, is essential (Kazmi et al., 2008: 138).

Communication channels in the school should be open to all teachers. They should be allowed to participate in the decision-making process of the organisation. Lack of involvement of teachers by the management will make teachers feel stressed (Ongori & Agolla, 2008: 124).

Important risk factor aspects are whether teachers feel they are given constructive feedback, whether they can talk to their supervisor and peers about work problems, whether their supervisor helps fix work problems, whether peer help out when things are tough and whether it is possible to talk to and form relationships with work colleagues (Backman-Hoyle, 2012: 27).

2.4 THE EFFECT OF OCCUPATIONAL STRESS

Stress is involved in an environmental situation that is perceived as presenting demand which threatens to exceed a person's capabilities and resources for meeting it, under conditions where s/he expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it (Chandraiah, Agrawal, Marimuthu & Manoharan, 2003: 6).

Extreme stress is so aversive to teachers that they try to avoid it by withdrawing either psychologically (through disinterest) or lack of involvement in the job, or physically, by leaving the job entirely, late coming, absenteeism and lethargy (Chandraiah et al., 2003: 6).

When we experience a situation which stimulates stress, certain chemicals are released in the body giving rise to emotional responses. When the body interprets the situation as threatening, the body will feel some strain. These reactions can affect ones' emotions, physical well-being, social health and mental performance (Assan & Makunye, 2003:35).

Stress at work is an increasingly common feature of modern life. It is linked to poor work performance, acute and chronic health problems and teacher burn-out. Working days are lost through sickness each year at an estimated amount. Teachers and their schools face a growing problem of managing stress at school but are hampered by a lack of the managing understanding of the nature of occupational stress (Williams & Cooper, 1998: 306).

According to Backman-Hoyle study (2012: 35), principals/managers want to be trained in how to deal with teachers with stress ailments and those returning to work after having time to recover from stress claim. Managers said that they had no idea what their obligations were under law and felt that they were sure Human Resource (HR) Personnel were up to date but they did not have a clue. This disturbed them as they felt so many teacher responsibilities were now being passed onto them to manage and they had not yet got the training to support these changes and responsibilities.

Occupational stress is an increasingly important occupational health problem and a significant cause of economic loss. It may produce both overt psychological and physiological disabilities. It may also cause subtle manifestation of morbidity that can affect personal well-being and productivity. A job stressed teacher is likely to have job dissatisfaction, increased absenteeism and increased frequency of drinking and smoking, increase in negative psychological symptoms and reduced aspirations and self-esteem. The use of role concepts suggests that occupational stress is associated with individual, interpersonal and structural variables (Malik, 2011: 3065).

Occupational stress is a major problem at schools and home. Its relationship with various diseases is becoming increasingly obvious, but probably more apparent are the vast socio-economic consequences, manifested in absenteeism, labour turnover, and loss of productivity and disability pension costs (Van der Hek & Plomp, 1997:134).

Nowadays employees are expected to learn about the different cultures, languages, rules and new curriculum regulations, resulting in increased workloads, increasing the pressure to enhance job skills and long working hours. The changes in the nature of how jobs should be done, the type of working environment and the mechanism of organisational behaviour would certainly escalate the incidence of job stress in workers, which in turn will damage the worker's physical and mental health. Either teachers or organisation are affected by the incidence of job stress. Sometimes these costs are considered either in the human capital or financial term by the organisation (Safari et al., 2011: 91).

2.4.1 Stress, disease and health

If one is over-stressful, one can develop chronic stress and have heart problems, asthma, ulcers etc. Psychosomatic illnesses develop in the presence of prolonged stress. Stress is a catalyst in whose presence certain disease tendencies manifest fairly readily. Excessive stress can trigger the disease process (Jordan & Jordan, 1998: 566).

Work stress is linked to stress-related illnesses. Work stress results in not only increased bold pressure at work, but also physiological reactions that continue after teachers have left work: potentially health-impairing responses to jobs carry over to home settings and pose a high long-term risk of health impairment. Besides the costs to teachers' health care expenditure, the costs to society are an issue as well (O'Neil & Davis, 2011: 386).

The burn-out syndrome is a chronic response pattern to stressful work conditions involving high levels of interpersonal contact. It encompasses three dimensions: emotional exhaustion, depersonalisation, that is, detached attitude towards others, and diminished personal accomplishment. Empirical evidence has shown that burnout has important dysfunctional ramifications, implying substantial costs for both individuals and organisations: deterioration of both mental and physical health, deterioration of social and family relationships, decreased job performance, increased intention to leave, absenteeism and turnover (Mikolajczak et al., 2007: 1108).

The cost of occupational stress is very high in many schools. For instance, the International Labour Organisation (ILO) reports that inefficiencies arising from occupational stress may cost up to 10 % of a country's GNP. At a personal level, occupational stress might lead to increased morbidity and mortality (Ongori & Agolla, 2008: 123).

2.4.2 Physical and psychological stress

Figure 2.3 shows a significant relationship between physiological, psychological stress and job satisfaction. Physical stress is created by physical demands on the body such as illness, demanding work schedule or prolonged psychological stress. Psychological stress is created by mental or emotional demands on the body. Psychological stress can be the result of physical stress. Psychological stress is converted into physiological stress, e.g. anxiety produces muscular tension, and anger results in a rise in blood pressure (Burns, 1991: 317).

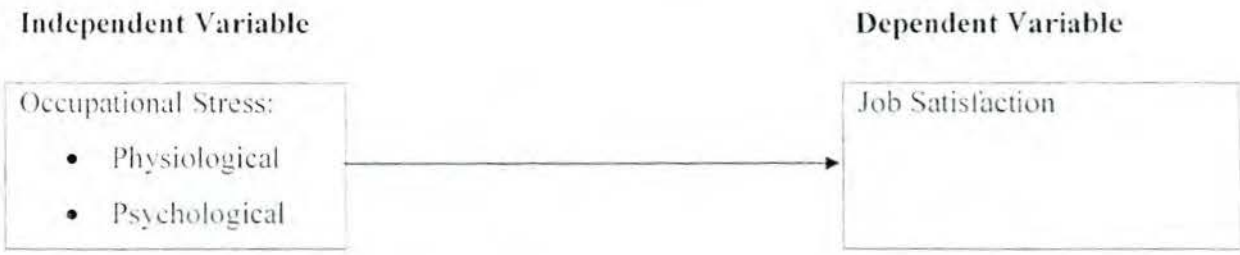

Figure 2.3: Conceptual Framework (Ismail et al., 2009:8)

Occupational stress has increased the risks of work-related diseases and accidents in both developed and developing countries that have experienced rapid industrialisation. Stress is recognised as a major health hazard of the contemporary century. It results in diverse conditions

such as psychosomatic diseases, behavioural changes and is a major contributor to disturbances in one's emotional, social and family life (Ongori & Agolla, 2008:).

2.4.3 Emotional stress

Emotional problems cause stress – particularly feelings of inferiority, conscience and emotional conflict. Psychological stress is more often caused by mental or emotional demands from one's beliefs, work and colleagues (Nicholus, 2003: 536).

Change processes in an organisation directly affect teachers' prosperity as it is related to increased insecurity which in turn results in enhanced feelings of stress. It decreases job satisfaction and has negative implications on physical and psychological health among teachers of the school. Uncertain organisational environment and fear have different negative outcomes ranging from lack of trust between teachers and management and decrease in organisational commitment, which may persuade teachers to resign or abscond from work (Khattak et al., 2011: 811).

The environmental sources of stress related to organisational structure are linked to organisational climate, policies and culture as well as to task demands. Organisational structure may exercise a profound effect on the teacher and her/his sense of well-being. Belonging to an organisation may bring security, in that the teacher feels a sense of affiliation. However, all changes involve loss and as desirable and necessary as they may be, they usually involve the loss of elements familiar to the teacher such as people, places, task performance routines and the support of the organisation (Correa & Ferreira, 2011: 252).

2.4.4 Psycho-physiological arousal

A curvilinear relationship implies that at a low level of arousal, performance is poor; one is in a sense too under-stimulated to perform effectively. As one's arousal rises to a moderate level, one's performance improves. One is alert, vigilant and work with task-oriented attention. But if one's arousal level rises beyond this point, one's performance deteriorates (Jordan & Jordan, 1998: 564).

Many studies have implicated stress in the etiology of a number of physical and psychiatric ailments, skin diseases, ulcers etc. In addition, job stress can hinder effectiveness at work and

can lead to low performance, job dissatisfaction, poor motivation, absenteeism and turnover. Teachers, regardless of what level they teach, are exposed to high levels of stress. In some extreme cases they may suffer from burn-out as well. The fact that teachers are exposed to high level of stress can be an international phenomenon (Lanre, Olaitan, Oyerinde, Obiyemi & Kayode, 2009: 339).

Teaching in Nigeria however, has been regarded by many as no job, to the extent that most people who engage in teaching today hold on to the job because they have nothing else to do. Even though they teach to earn their living, but they engage in the job pending the time they get a better offer. Interaction with some teachers showed that teaching at all levels in Nigeria is terrible and not regarded as a noble profession, with the exception of teaching at the university level (Lanre et al., 2009: 339).

2.4.5 Professional growth

In the Gillespie et al. study (2001:65), teachers indicated that occupational stress negatively impacted on their job performance, interpersonal work relations, their commitment to the school and their extra-role performance. Teachers are unable to organise efficiently as a result of high levels of stress. They are not able to deliver the quality of work expected from them which impact negatively on their self-esteem. This results in teachers' loss of creativity and innovation.

Stress at work is an increasingly common feature of modern life. Stress at work is linked to poor work performance, acute and chronic health problems and teacher burn-out. Working days are lost through sickness each year. Teachers and their schools face a growing problem of managing stress at school, but are hampered by a lack of managing understanding of the nature of occupational stress (Williams & Cooper, 1998:306).

2.4.6 Reduction of productivity

Occupational stress can reduce productivity, increase mistakes and accidents at work, encourage absenteeism, lower morale, increase conflict with others and cause physical and emotional problems and finally poor life satisfaction. High levels of work stress are associated with low levels of job satisfaction. Occupational stress can be negatively related to job satisfaction among

teachers. Job pressure was negatively associated and was the most important predictor of job satisfaction (Mohd Bokti & Abu Talib, 2009:302).

If occupational stress is not managed properly, it may lead to increase in absenteeism rates, internal conflicts and low teacher morale. Occupational stress is ubiquitous and increasingly costly. In the Ongori and Agolla study (2008: 125), teachers reported that stress caused health problems that lead to decreased productivity.

2.5 MEASURING OCCUPATIONAL STRESS

Stress can be defined as the body's response to physical and mental demands or an interaction between environmental forces and events called stress precipitators, which appear threatening to the teacher's reaction to the threat. Occupational stress is anything regarding the working environment or nature of work itself that causes individual perceived stress. Whereas some perceived stress as the response teachers may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope (Mohd Bokti & Abu Talib, 2009:301).

Occupational stresses have become a predominant feature of modern life. They have far-reaching effects on teachers and managers' behaviour and adjustments on as well as off the job. Assessment of stress relating to jobs is important also for personal counselling. Considering the immense importance of assessing occupational stress, the problem of its measurement arises (Latif & Sultana, 2009:55).

Job stress has correlations with several salivary biomarkers such a salivary cortisol, salivary alpha amylase and chromograninA. Activation of hypothalamic-pituitary-adrenal (HPA) axis which is measured by salivary cortisol reflects the chronic stress, whereas activation of the sympatho-adreno-medullary (SAM) system which is measured by salivary alpha-amylase, and chromogranin A reflects acute stress exposure. The use of saliva as a diagnostic fluid has many advantages. It is non-invasive compared with phlebotomy, does not have the risk of needle-stick injuries and is able to minimise stress compared with other invasive procedures such as phlebotomy (Noor et al., 2011:635).

Occupational Stress Index (OSI) is a widely acceptable scale for measuring job stress. It has been used effectively by psychologists in researches. The scale purports to measure the extent of stress which teachers perceive from various constituents and conditions of their job. The scale may be administered to the teachers of every level. The reliability of the scale was measured through as split-half method and was found rightly reliable. The validity of the OSI was also confirmed by determining it through computing the coefficient of correlation between the scores of OSI and various measures of job attitudes and job behaviour (Latif & Sultana, 2009:55).

2.5.1 DISC-model measures

Cognitive, emotional and physical job demands and job resources are measured with a well-validated version of the DISC Questionnaire. Cognitive job demands primarily impinge on brain processes involved in information processing. Emotional job demands can be defined as the effort needed to deal with job inherent emotions and/or school desired emotions during interpersonal transactions. Physical job demands refer to static and dynamic physical exertion at work. Cognitive job resources refer to the opportunity to determine a variety of task aspects and to use problem solving skills. Emotional job resources refer to emotional support from colleagues or supervisors. Physical job resources refer to instrumental support from colleagues and supervisors or ergonomic aids at work (Spoor, de Jonge & Hamers, 2010:4).

2.5.2 Health measures

According to Spoor et al. study (2010:4), concentration problems were measured with three items derived from a semantic differential scale. Emotional exhaustion was measured by the well-validated Maslach Burn-out Inventory. Physical complaints refer to neck, shoulder and back problems and were measured with three items derived from a scale.

2.5.3 Well-being measures

Job satisfaction and work motivation were measured by scale also. Job satisfaction can be considered as a one-dimensional and general construct, resulting from positive and negative work experiences and was measured with one item. Work motivation is the extent to which the work is stimulating, interesting and challenging and was measured with five items (Spoor et al., 2010:4).

2.5.4 Development process

The focus on school stressors is no longer sufficient and new approaches, consistent with the transactional view of stress need to be developed to address the weakness in stress measurement, an integrated comprehensive, relevant and accurate measure of occupational stress. A self-report questionnaire is appropriate to measure stress at school (Williams & Cooper, 1998:307).

Pressure Management Indicator (PMI) replaces Occupational Stress Indicator (OSI), as the latter has limitations. The revised OSI was renamed as the PMI and published in 1996.In the development process the following issues needed to be addressed in the development process: the PMI must be quick to complete and non-threatening, achieve a balance between utility and power, be able to be used by everyone at school, be used in different occupational settings, be able to work across cultural boundaries and to identify school-specific issues and reflect changing demands on teachers (Williams & Cooper, 1998:310).

2.6 REDUCING OCCUPATIONAL STRESS

Stress management programmes have a greater percentage of focus on psychological stress. The four basic types of psychological stress are defined as follows (Nicholus, 2003:536):

- Pressure - internal or external demand either to complete a task or activity within a limited time or in a specific manner.
- Frustration - the blocking of needs or wants.
- Conflicts - the need to make a choice between two or more competing alternatives.
- Anxiety/Fear - one of two basic emotional responses to perceived threat (the other is anger).

Schools must continue to operate in any environment despite the presence of occupational stress experienced by teachers. This calls for a paradigm shift in managing schools in the 21st century in order to prevent stress. It is the management's responsibility to adapt to any change in its school in order to empower teachers to manage their occupational stress effectively. Empowerment of teachers should involve engaging teacher unions in most of the aspects related to labour-management relations. Effective labour-management relations should be in place to

help in achieving consensus and solve problems expeditiously. This will to a certain degree prevent stress which might arise from conflicts (Ongori & Agolla, 2008:128).

A leader may have significant contribution on subordinate personnel and professional performance. Among teachers it was found that the principal could buffer and reduce the effect of a job to achieve strain within the working environment by thoughtfully maintaining a positive leadership style that can create a positive climate for teachers to achieve their need and goal. Presumably this is a way by which the principals or leaders can reduce work stress among their staff by giving adequate motivation and support (Safari et al., 2011:91).

2.7 IMPLEMENTATING OCCUPATIONAL STRESS INTERVENTION

When introducing organisational interventions, the following issues must be considered: formal involvement of unions, integration of the intervention with on-going organisational development projects and reorganisations, establishment of structures for good communication between local participants, development of an implementation plan that involve the entire organisation, and promotion of the view that the intervention is an on-going activity of the organisation and not a time-limited project and completion of cost-benefit analysis (Nytro et al., 2000:215).

Therapeutic change can be attributed to specific techniques. The main factors behind change are quality of the social relations and initial motivational placebo effects. In the same vein, trust and motivation are central ingredients in any successful change effort. It is however important to identify key factors behind this process in order to make it a positive contribution to the stress intervention (Nytro et al., 2000:214).

Process issues of an organisational, collective and individual nature identified include learning from organisational failure, the role of involvement and participation, cultural maturity and vital aspects of the informal socio-cognitive processes between employees and the organisation that may hinder or promote change (Nytro et al., 2000:214).

Interventions like identifying or determining the signs of stress, identifying the possible causes for the signs and developing possible proposed solutions for each sign are required. These measures allow individuals to build coping skills and develop strategies to develop individualised stress management plans that include eliminating the sources of stress. Moreover

increasing teacher coping skills is another intervention which is used by the management to minimise stress (Ongori & Agolla, 2008: 123).

2.7.1 Healthy habits

Research on the relationship between basic life cycle issues and stress is far from complete. However, what we know about the stress response and normal bodily functioning, suggest that adequate diet, exercise and sleep can promote health as well as prepare the mind and body to cope more adequately with stress (Burns, 1991:319).

Another strategy for stress management involves becoming positively addicted to a new activity. Teachers who are positively addicted can cope with stress and be successful in what they do (Burns, 1991:318).

2.7.2 Teachers sense of control

The Stress Symptom Inventory is designed to help one to identify one's own unique set of warning signs. One need to develop skill in both recognising the early signs of distress and taking appropriate action at that time. By doing this one prevents oneself from becoming stressed to the point where one experiences excessive anxiety (Nicholus, 2003:537).

2.7.3 Learning from organisational failure

Much of the literature on organisational change, in both management consulting and human resource management, gives the impression that the changing of organisational structures and behaviour is a relatively unproblematic endeavour as long as the organisation keeps to certain rules for implementing change and some principles for evaluating progress. There is an abundance of recipes for changing culture, implementing total quality, improving commitment or building learning organisations (Nytro et al., 2000:215).

Insecurity generated by restructuring can distract teachers and managers from their job tasks, subtly re-orientate organisational priorities and lead to a de-emphasis on activities such as participation in committees. The proffered solutions such as counselling, address some symptoms while studiously ignoring that the very process of restructuring is a stark re-assertion of where power really resides in the organisation. This is often accompanied by none-too-subtle

messages to teachers about the limits to individual control, job security and participation in critical decision-making (Nytro et al., 2000:215).

It is imperative for organisations that survive failed change efforts to analyse and document the reasons for failure so that future change projects can profit from past experiences. Failure is common in organisations which show a reluctance to learn from these failures. These organisations are more likely to repeat past mistakes without knowing why, and develop less potential for survival and growth, than organisations that are capable of explicating, disseminating and retaining lessons learnt from prior change efforts (Nytro et al., 2000: 215).

2.7.4 Involvement and negotiation

The importance of taking into account the influence exerted by powerful coalitions, informal group processes and the bargaining positions adopted by various stakeholders has a way of communicating with subordinates. Attitudes towards change may therefore be a key factor in understanding how organisational processes influence the success of occupational stress interventions. Despite evidence of the positive role that unions can play, it has long been noted that stress interventions are individualised or rely in very circumscribed forms of collective activity (Nytro et al., 2000:218).

The relationship between social conditions and subjective experience and therefore to the influence of organisational structures and power relations on stress interventions should also be taken into account. Manifest and latent structures within organisations lead to disparities in power and contribute to conflicts of interest between employers and teachers. This provides a cogent explanation for the individualised and managerialist focus of most occupational stress interventions and has strong implications for the nature and management of participatory processes if they are to counteract power imbalances (Nytro et al., 2000:218).

Teachers and managers must be educated about the complex mechanisms behind the development of stress and illness at work and to convince them of the importance of sharing power and conducting preventative intervention at the organisational level. When considering the wider application of findings from intervention studies, it is also important to recognise that the success of a particular intervention may be limited if it is not generally understood that time

should be spent on providing insights into the culture within the organisation before change initiatives are introduced (Nytroet al., 2000:218).

2.7.5 Unresolved anxieties and passive sabotage

Teachers may cling to practices that fulfil security needs such as illusions of eternity, predictability and paternalism. Managers and teachers may rely on equivalent phenomenon for defining their sense of identity. Consequently, organisational and social change will not occur unless organisational members are prepared to relinquish what they have clung to in order to make life predictable and controllable (Nytroet al., 2000:220).

It is sometimes possible to convince organisational members to embark upon change programmes that promise immediate improvement, but organisational "quick fixes" seldom work, because they do not fit the identity and integrity of the organisation shaped and developed through years by its founding members. It is crucial to identify and make visible needs and incentives for change and learning and provide time for members to reflect on positive and possible negative outcomes if change is to be long lasting (Nytroet al., 2000:220).

When change programmes is introduced too rapidly and in conflict with the organisation's culture, teachers can construct un-testable attributions in order that the official justifications for change will be perceived to be pretences for the extension of management control. Trust within the organisation must be developed in order to obtain autonomous developmental process that in the long term will benefit organisational survival and growth (Nytro et al., 2000:220).

2.8 APPROACHES TO MANAGING OCCUPATIONAL STRESS

The school management team must portray trust, understanding and confidence among the staff. Well-designed dissemination of information is necessary for successful change projects. Opportunities should be made for exchanging opinions and enquiring into the intentions behind schoolwork for establishing understanding, commitment and participation. If at the outset, schoolwork seek to gain unilateral control over the change project and at the same time espouse participation and involvement, a likely reaction will be polite silence and passive resistance. This again can foster advanced cover-ups to give impressions that measures are taken when in practice that they are not (Nytroet al., 2000:219).

The school plays a critical role in defining the identity of the teachers. School processes and practices, such as rituals take on special significance in times of change and turmoil. Some teachers may click to those that fulfil security needs. Management must convince teachers to embark upon change programmes that promise improvement -- not "quick fix" -- because they do not fit the identity and integrity of the school that has been shaped and developed through the years by its former staff and community.

Job demands can often not be reduced. Schools need to implement workplace interventions that revolve around the management of job resources and recovery opportunities. However, there is a gap between theoretical knowledge gained from work stress and performance models and their practical implications implementing interventions to optimise job resources and recovery opportunities. This may lead to improved health and performance of teachers (Spoor et al.,2010:2).There are many interventions used in managing stress in schools. The interventions, which are commonly used, include the primary, secondary and tertiary as outlined in Figure 2.4

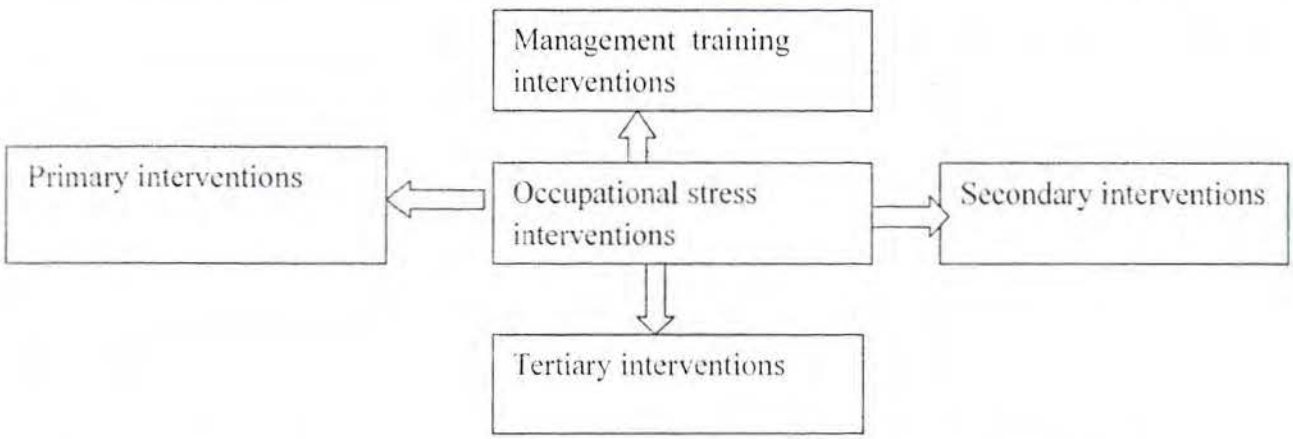

Figure 2.4: Types of Occupational Stress Interventions (Ongori & Agolla, 2008: 126)

Interventions may be classified as primary, secondary or tertiary. Primary interventions attempt to alter the sources of stress at work. Examples of primary prevention programmes include redesigning jobs to modify workplace stressors, increasing teachers' decision-making authority or providing co-worker support groups. Secondary interventions attempt to reduce the severity of stress symptoms before they lead to serious health problems. Tertiary interventions such as employee assistance programmes are designed to treat the teacher's health condition via free confidential access to qualified mental health professionals. Examples of interventions are

cognitive-behavioural skills training, meditation, relation deep breathing, exercise, journaling, time management and goal setting (Richardson & Rothstein, 2008:70).

2.8.1 Primary interventions

These interventions emphasise the identifying of the possible causes of stress and their subsequent risks to teachers. This is done by taking pre-emptive action to reduce the stress hazard or limiting the teachers' exposure to stress. Therefore, a stress audit should take place using appropriate methods including face-to-face interviews with the staff or by the use of a dedicated questionnaire or through appropriate occupational stress indicators. Once data is collected, decisions can be taken on the interventions that will be most effective to manage stress. Basically, primary interventions include redesigning jobs to modify workplace stressors, increasing teachers' decision-making authority or providing co-workers support groups (Ongori & Agolla, 2008:126).

2.8.1.1 Defining roles and responsibilities

Organisations must provide social support, build cohesive teams, re-design work and focus incessantly on organisational renewal. This is helpful in directing attention to general areas for development in the organisation, but it does not tell us how such things should be achieved or who should be responsible for them. The need to re-define roles and responsibilities prior to commencing organisational change seems self-evident, but experience indicates that choosing competent persons with outspoken faith in the change project is advantageous if not crucial for any intended change to take place (Nytro et al., 2000: 221).

To change management and health promotion in the workplace, it is often recommended that enterprises provide social support, build cohesive teams and re-design work. The need to define roles and responsibilities prior to commencing school change seems self-evident, but experience indicates that choosing a competent person with outspoken faith in the change project is advantageous for intended change to take place. Unclear allocation of responsibilities is reported to have a negative impact on the facilitation of large-scale change. Health promotion must be introduced to teachers to release tension and maintain a healthy lifestyle, i.e. eating, exercise and a positive attitude (Nytro et al., 2000: 221).

2.8.1.2 Non-intended subversion

It is crucial to identify and make visible needs and incentives for change and learning. Teachers must be afforded time to reflect on positive and negative outcomes if change is to be long lasting. Change programmes should be slowly introduced and not be in conflict with the school culture, and teachers can contribute positively for the betterment of the growth and improvement of teaching and learning processes (Nytro et al., 2000:220).

Trust must be developed between school management and teachers in order to obtain autonomous developmental processes that will benefit the school. Lack of trust can create conflicts, thereby undermining well-intended developmental efforts. If teachers are accustomed to untrustworthy behaviours, it is unlikely that fresh initiatives to develop healthy modes of school functioning will be met with enthusiasm and commitment (Nytro et al., 2000:220).

2.8.1.3 Increase staff consultation and transparency of management

According to research by Gillespie et al. (2001), teachers highlighted the need for open and honest consultation by management particularly in regard to proposed time table change and declaring teachers in excess. The management must inform teachers about processes and reasons in a timely manner. The need for greater transparency of decision making and general openness of management must be implemented.

In launching organisational change projects, consider that the first major phase consists of five small indispensable overlapping steps: telling, selling, testing, consulting and co-operating. These steps require teachers' involvement and in the co-creating phase there is an inherent risk that project content and goals will be altered by the participants, requiring modification of the initial plans that were perhaps established by top management (Nytro et al., 2000: 215).

2.8.2 Secondary intervention

These interventions are designed to provide training to the teachers and include seminar programmes to help participants recognise an ideal with stress and identify organisational stressors. They also serve a dual purpose of identifying the current stress factors and help "inoculate" seminar members from future stress. Secondary interventions are aimed at reducing

the severity of stress, and treating symptoms before they lead to serious health problems in an individual and organisation at large (Ongori & Agolla, 2008:126).

2.8.2.1 Individual-organisational interface level

The aim of any intervention is to strengthen social support. Co-worker support groups are to be established with the primary aim to improve the individual-organisation relationship instead of changing individual characteristics. Co-workers meet to solve common problems, support each other and improve their skills. Such an intervention is an important entity in the prevention of occupational stress in employment settings. The primary emphasis of the group meetings is to share problems, give reassurance and support, and share successful coping strategies and to listen emphatically (Van der Hek & Plomp, 1997:138).

This stress prevention programme focused on the entire organisation. The organisation-wide programme started with an assessment of stress levels and subsequently followed a five-step intervention. The organisational factors that may cause teacher stress are to be reported to management. It will be advised for managers to develop a policy and procedural changes to reduce stress with which they are able to obtain support from external consultants. The management must be made aware to recognise and understand occupational stress and how to improve coping skills (Van der Hek & Plomp, 1997:138-139).

Different forms of psychotherapy can be given to highly stressed individuals. Individuals can attend therapeutic clinics for months. It is important for EAP counsellors to indicate to the management when problems are organisational rather than individual (Van der Hek & Plomp, 1997:138).

Organisational development (OD) programme should be stimulated aiming at the development of a socio-emotional infrastructure to generate and support changes in policies, procedures and structures. The programme aims to create an organisational culture and provisions to meet individual needs and eliminating the causes of stress. This approach involves the participation of all members of the school in the diagnosis and solution of problems. Teachers who are stressed up can list their causes of stress and their recommendations for improvement should be reported to the principals and other management teams. The objective is to formulate values and to create

appropriate provisions and relationships for support in work and tasks (Van der Hek & Plomp, 1997:139).

The school management team must portray trust, understanding and confidence among the staff. Well-designed dissemination of information is necessary for successful change projects. Opportunities should be created for exchanging opinions and enquiring into the intentions behind school work for establishing understanding, commitment and participation. If at the outset, school work seek to gain unilateral control over the change project and at the same time espouse participation and involvement, a likely reaction will be polite silence and passive resistance. This again can foster advanced cover-ups to give impression that measures are taken when in practice.

2.8.2.2 Top management leadership and commitment

These two aspects must be demonstrated in the school in managing stress. Top management should have the mission, vision and strategic plan of the school in place, which gives direction to the entire school. This will act as motivator to the teachers because they will be working towards achieving the vision of the school. Similarly, the top management should practise flexible management. The management should accommodate any change that might arise – especially when teachers feel that these changes are necessary for achieving the vision of the school (Ongori & Agolla, 2008:128).

Jobs should be designed in a way to provide meaning, stimulations and opportunities for teachers to exploit and develop their skills and talents. This will motivate teachers and make them feel that their skills and talents are being fully employed. The job should have the core characteristics like task identity, task significance, task variety, autonomy and feedback. In addition, work schedules should be established and made compatible with demands and responsibilities outside the job. This will make teachers aware of their work schedules beforehand and allow them to plan for it. Flexible work hours will allow teachers to coordinate their work and social schedules, which will reduce the time pressure from both (Ongori & Agolla, 2008: 128).

The workload should be in line with the teachers' capabilities and resources of the school. This will make teachers do their work without being stressed with unnecessary increase in their workloads. Increase of workloads is a major source of stress in many schools (Ongori & Agolla, 2008:128-129).

Delegating authority to teachers should be encouraged since it acts as a training ground for other teachers and will prevent stress in the short run as well as in the long run. Teachers should be allowed to make decisions related to their work processes, workloads, training needs and work schedules (Ongori & Agolla, 2008:128).

2.8.2.3 Increase staff numbers and improve facilities and resources

Vacant posts must be filled timely to avoid work overload on teachers. Qualified teachers must not be appointed temporarily in vacant substantive posts as that frustrates the whole schooling system. Teaching facilities must be upgraded and, where they are not available, be bought by management. Information Technology should be accessible by buying school computers and training teachers – as learner academic reports are generated using the computer and other school work like research. Staff must be developed by attending training, enrolling at institutions of higher learning to improve their professional development (Gillespie et al., 2001:67).

2.8.2.4 Improve communication

There must be two-way communication processes between teachers and management. Management must avoid giving instructions without proper engagement with teachers – all professionals and adults constitute a proper communication processes. Various modes of communication like meetings, e-mails may be properly used to avoid ambiqous interpretations (Gillespie et al., 2001:67).

Well-designed dissemination of information is necessary but not sufficient prerequisite for successful change projects. Opportunities for exchanging opinions and enquiring into the intentions behind the project are important for establishing understanding, commitment and participation (Nytro et al., 2000:219).

Many initiatives taken in organisations lack a guiding vision and clear-cut-objectives. Subsequently the ill-informed managers and teachers start inventing their own idiosyncratic justifications for change from their own locally bound perspectives. These assumptions are seldom stated openly and can act as effective barriers to accepting the initial arguments behind the change efforts, hindering the progress of change (Nytro et al., 2000:219).

Teachers should be involved in planning and sharing of performance information of the school. They should be involved in varying degrees in the planning process of the organisation and management should encourage "open book" management. The sharing of information will involve posting performance data in charts, graphs and tables through the buildings of the school, so that the teachers are aware of the progress of their school towards achieving the goals. In addition, management should improve communication channels in the school. This will encourage the flow of information and teachers will positively be involved in the growth of their school and thus minimise the stress (Ongori & Agolla, 2008: 128).

2.8.2.5 Develop promotion, recognition and reward process

There must be **career pathing policy** and Intergraded Quality Management Systems (IQMS) must be properly implemented when teachers are appraised to get **rewards**. Long serving and outstanding teachers must be recognised for their excellent work as that will boost their morale (Gillespie et al., 2001: 68).

2.8.3 Tertiary interventions

Tertiary intervention takes care of individuals who are already suffering from the effects of stress. It includes counselling and employee assistance programmes, consulting a stress manager or mental health professionals to assist teachers to cope with stress (Ongori & Agolla, 2008:126).

2.8.3.1 Abbreviated progressive relaxation training

Abbreviated progressive relaxation training (APRT) intervention is also used to manage stress in schools. This intervention has been found successful in reducing stress induced conditions such as heart rate and salivary cortisol (Ongori & Agolla, 2008:127).

Management should use the three-tier intervention to manage stress at the workplace. The first step is to assess the workplace factors that contribute to stress; secondly, implement management measures to reduce workplace stress, and lastly one has to monitor the progress with an objective of developing an appropriate intervention to manage stress. Stress management training interventions may include instructions in time management, goal setting, delegating, and counselling of subordinates, self-awareness, relaxation techniques, conflict resolution and identification of stress situations and symptoms (Ongori & Agolla, 2008:127).

2.8.3.2 Cognitive-behavioural interventions

These interventions are designed to educate teachers about the role of their thoughts and emotions in managing stressful events and to provide them with the skills to modify their thoughts to facilitate adaptive coping. These interventions intend to change teachers' appraisal of stressful situations and their responses to them as, for example, teachers are taught to become aware of negative thoughts or irrational beliefs and to substitute it for positive or rational ideas (Richardson & Rothstein, 2008:70).

Cognitive-behavioural interventions encourage teachers to take charge of their negative thoughts, feelings and resulting behaviour by changing their cognitions and emotions to more adaptive ones and by identifying and practicing more functional behavioural responses. It promotes the development of proactive as well as reactive responses to stress (Richardson & Rothstein, 2008:88).

Cognitive coping strategies are derived from psychotherapy and are based on the concept that human behaviour and emotions can be influenced by a change in cognition. Two categories of cognitive coping strategies can be distinguished: the cognitive restructuring strategies, aiming at the reduction of stress, and the coping skill strategies directed towards the development of personal strategies aimed at improving skills and competencies to meet the demands of the job. Cognitive restructuring involves training in positive coping self-statements, e.g. one step at a time that encourage realistic assessment of situations, control over self-defeating thoughts, preparation of confront potential stressors, coping with fear and reinforcement of successful coping behaviour (Van der Hek & Plomp, 1997:138).

The stress inoculation training is one of the most famous cognitive coping skill strategies. The programme focuses on such activities as goal-setting, time-management, communication skills, conflict resolution and problem articulation skills (Van der Hek & Plomp, 1997:138).

2.8.3.3 Meditation, relaxation and deep-breathing interventions

These interventions are designed to enable teachers to reduce adverse reactions to stresses by bringing about a physical and pre-mental state that is the physiological opposite of stress. The teacher is taught to focus on a single object to keep all other thoughts from her/his mind.

Relaxation therapy focuses on the conscious and controlled release of muscle tension. Deep-breathing exercise focuses on increasing the intake of oxygen and the release of carbon dioxide (Richardson & Rothstein, 2008:70).

Relaxation and meditation aim to refocus attention away from the source of stress to increase the teacher's awareness of the tension in her/his body and mind and to reduce this tension by "letting go". Although they may reduce or eliminate troubling thoughts or feelings, they do not direct the individual to confront dysfunctional ideas, emotions or behaviours. Thus, these are basically passive techniques. Relaxation and/or meditation techniques are included, which target the physical concomitants of stress, such as muscle tension or blood pressure. Relaxation methods can be distinguished in two categories: those that are physiologically oriented, aiming at the achievement of deep muscle relation through contracting and relaxing major muscle groups and on the other hand, the cognitive-oriented methods achieving relaxation through imaginary and meditation. Relaxation techniques are often used as a complementary technique in multimode programmes (Van der Hek & Plomp, 1997:88 &135).

Meditation is commonly thought to reduce stress by a combination of two pathways: firstly by reducing somatic-arousal (physiological effects) thereby reducing reactivity of the teacher to environmental stressors, and secondly by altering the individual's cognitive appraisal of and perceived self-efficacy with regards to stressors (Manocha, Black, Sarris & Stough,2011:2).

Cognitive methods include focusing, passivity and receptivity. Focusing is the ability to identify, differentiate, maintain attention on and return attention to simple stimuli for an extended period of time. Passivity is the ability to stop unnecessary goal-directed and analytical activity. Receptivity is the ability to tolerate and accept experiences that may be uncertain, unfamiliar or paradoxical. In the progress of relaxation, focusing, passivity and receptivity are incorporated into the cognitive process and the outcome of such relation is a calm mind and relaxed body functioning. The relaxation technique includes breathing exercise, imagery and meditation, with special emphasis on the underlying cognitive process of meditation (Van der Hek & Plomp, 1997:135-136).

These programmes focus on providing a physical release from the tension that builds up in stressful situations, increasing endorphin production or both, although some have the goal of

focusing the teacher' attention on physical activity or providing an outlet for anger or hostility that they are not (Nytro et al., 2000:219).

2.8.3.4 Journaling interventions

Journaling requires the teacher to keep a journal, a diary, of the stressful events in her/his life. The journal is used as a means of assisting the teacher to monitor stress levels, to identify the recurring causes of stress and to note her/his reactions. Journals are also used to formulate action plans for managing stress (Richardson & Rothstein, 2008:70).

2.8.3.5 Time management and goal setting interventions

These interventions are designed to help teachers manage their time better, both on and off the job. Teachers often operate under time pressure and are required to work on multiple tasks simultaneously. Working under such conditions can be particularly stressful. Time management interventions provide skills training in the areas of goal setting, scheduling and prioritising tasks, self-monitoring, problem solving, negotiating and conflict resolution (Richardson & Rothstein, 2008:70).

2.8.4 Management training interventions

2.8.4.1 Training and skills

Teachers should be given the necessary training to enhance their skills and abilities. The teachers should be trained so that they can easily support effectively the changes that are made by management from time to time without any complaints from the teachers. Schools should encourage teamwork to assist individual teachers in handling complex tasks. If complex tasks are not handled through effective teamwork in schools, it can be a source of occupational stress. Tasks that are complex need the assistance of other teachers to share information so that they can complete the task successfully. This will enable teachers to work effectively towards achieving school objectives (Ongori & Agolla, 2008:128).

A key strategy would be to start with education. There are some brilliant programmes available and a flagship programme that deserves a look at is the Open Minds – Healthy Minds initiative through the Victorian Public Service Sector. Managers must be educated on skill based training

that covers areas such as communication, bullying and harassment, stress management and many more topics that build to gaining capabilities within the art of Humanaging. Managers must also be send to training that allow them to practice and build skills based on actual scenarios they are likely to face in real time and in the real world (Backman-Hoyle, 2012:39).

2.9 SUMMARY

Occupational stress is an ailment that can affect all employees, including those who are teachers, as it knows no colour or employment status. Various factors were outlined above as causes of stress: work overload, few supplies of physical and human resources etc. Occupational stress can distract teachers from executing their work effectively and efficiently. It is therefore important for teachers to seek medical help once they suspect that they are stressed up. Supervisors at work must be supportive to teachers who suffer from occupational stress by recommending EAP assistance and sick leave.

Various ways of intervention can be used to reduce stress: exercise, intake of medication, journaling etc. It is important for teachers who suffer from stress to acknowledge their health status so that it will be easier to seek help from friends, family members and professional health staff. Such a teacher must reduce stress levels by engaging on positive forms that reduces stress as it cannot be totally eliminated from one's life.

Teachers must implement aspects that will reduce stress in their lives by engaging in healthy lifestyles, which are eating healthy food, avoiding stressful circumstances and people who are negative about school work and life in general - as such people will not assist a stressed teacher to cope with her/his stressful life – instead they can increase the stressors in the teachers' life.

As indicated above, stress can never be eliminated in one's life but it can be managed. The school principals, family members and senior managers of the NWDoE must ensure that they are people-oriented and task-oriented so that there is balance in teachers' lives. Teachers spend many active hours at work. Therefore, the principals and other senior managers must ensure that employees work in a conducive working environment whereby there are healthy working relationships, enough resources and support as and when it is needed.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of this study was to measure and analyse the occupational stress level of high school teachers in the Ngaka Modiri Molema District. This chapter describes the design and methodology followed by the researcher to address the research questions put forward as leading to possible solutions to her sub-problems in the Literature Review section.

3.2 THE RESEARCH APPROACH

The research employs the quantitative research tools utilising field approach. Structured survey questionnaire was given to teachers and principals to obtain an overview of the management of occupational stress at schools within Ngaka Modiri Molema District.

3.2.1Data collection methods

The results of the data analysis were presented using tables and graphs.

3.3 RESEARCH DESIGN

The research comprises mainly a literature review on occupational stress followed by an empirical study with the use of questionnaire amongst high school teachers and principals in Ngaka Modiri Molema District in the North West Province of the Republic of South Africa.

A comprehensive literature review was undertaken on the nature, causes, effect of occupational stress and the interventions/methods that could be used to improve occupational stress. Information was gathered from books, journals and personal information as a high school teacher.

The research design and plan were structured in a manner that will help maximise the validity of the research findings. The research involved a quantitative design, which translated constructs and concepts into operational definitions and finally into numerical indices. Quantitative researchers collect data in the form of numbers and uses statistical types of data analysis. The research design is discussed as follows (Leedy & Ormrod, 2010:37):

3.3.1 Quantitative research

Quantitative research attempts the precise measurement of something. In business research, quantitative methodologies usually measure consumer behaviour, knowledge, opinions or attitudes (Cooper & Schindler, 2011: 161)

The researcher used the quantitative approach to construct interpretive narratives from the respondents' data (answers) and try to capture the complexity of the phenomenon under this study. The qualitative approach tends to give research a more personal literary style using the respondents' own language and perspectives. The quantitative approach requires more statistical applications like reducing the data to means and correlations. Quantitative approach report is scientific in nature and impersonal language is used (Leedy & Ormrod, 2010:97).

3.4 CONTEXT OF THE STUDY

It was necessary to undertake a survey research in the form of structured survey questionnaire among teachers and principals in order to have an overview of the situation in the schools within Ngaka Modiri Molema District.

3.5 POPULATION AND SAMPLING

Ngaka Modiri Molema high schools are under study. The core business of the schools is to provide teaching and learning for learners. In the provisioning of offering teaching and learning to learners, the schools are tasked with the responsibility of ensuring that teachers and principals are not burdened with occupational stress and they must be able to manage it.

The researcher selected 64 schools from among 98 schools. There are 1615 high school teachers in the District. The researcher sampled 258 teachers. The sampled number of principals was 65and all were given questionnaire to complete. (See Table 3.1 below).

3.5.1 Target population

The population understudy consists of high school teachers and principals who are the target population in the Ngaka Modiri Molema District. The schools are made up of teachers who are expected to teach learners; deputy principals and principals are also expected to teach and manage the teachers and administrate the school.

Ngaka Modiri Molema District has 98 high schools. The district has five Area Offices, namely Mahikeng, Kgetleng River, Zeerust, Lichtenburg(North West Department of Education Persal 2011:2).

Table 3.1: Selection of Respondents

Area Office	Total teacher population (N)	Teachers sample		Total principal population (N)	Principal sample		Total of respondents selected
		%	Number (x)		%	Number (x)	
Mahikeng	300	16	48	20	65	13	61
Kgetleng River	400	16	64	40	65	26	90
Zeerust	500	16	80	12	65	8	88
Rekopantswe	100	16	16	9	65	6	22
Lichtenburg	315	16	50	17	65	11	61
Total	**1615**	**16**	**258**	**98**	**65**	**64**	**322**

The formula used to get teachers and principals percentages: (P) % = x/N x 100.

The researcher took 16% of the total population of teachers (1615). (See Table 3.1 above).The formula used: is 1615 x 0.16 = 258 (teachers)

The researcher took 65% of the total population of principals (98). (See Table 3.1 above). The formula used: 98 x 0.65 = 64 (principals)

The researcher sent copies of the questionnaire with directions to each selected respondent school and one questionnaire to the school principal where the teachers were working. A date was fixed for the researcher to collect the completed questionnaire. Table 3.1 above gives details of the selection process.

On the arranged date the researcher collected the questionnaire from the schools. The response was favourable (teachers 67.4% and principals 84.4%) as can be seen from Table 3.2 depicting the number of us able questionnaire returned.

Table 3.2: Returned Questionnaire

Area Office	Teacher questionnaire			Principals questionnaire		
	Distributed	Returned	%	Distributed	Returned	%
Mahikeng	48	34	70.8	13	11	84.6
Kgetleng River	64	44	68.8	26	21	80.0
Zeerust	80	41	51.3	8	7	87.5
Rekopantswe	16	13	81.3	6	5	83.3
Lichtenburg	50	42	84.0	11	10	90.9
Total	**258**	**174**	**67.4**	**64**	**54**	**84.4**

3.5.2 Sampling technique

The particular entities compromise their sample and the process of selecting them is called sampling. The researcher chose a sample that could be presumed to represent that population. This sample was chosen through a completely random selection process of each subgroup within the overall group of people. Random sampling entitles each individual in the population to have an equal likelihood of selection (Leedy & Ormrod, 2010:205)

The researcher sampled 258 teachers and 64 principals because that sample was from a broader number of teachers and principals and the researcher needed to draw conclusions about the category as a whole. The population size was1615 (teachers and principals in Ngaka Modiri Molema District) therefore the sampling was 322 respondents (16%). Since the sample is from a homogeneous population, a smaller sample was more necessary than if the population was heterogeneous (Leedy & Ormrod, 2010:100 & 214).

3.5.3 Selection procedure

The permission to conduct the research was requested from the Acting Head of Department as he is the administrative accounting officer with the North West Department of Education and it was therefore granted (see Appendix A).

3.6 RESEARCH INSTRUMENTS

The instrument employed as a method of data collection in the study was the self-administered structured survey instrument in the form of a written questionnaire. A questionnaire can be quite inexpensive to administer. Although preparation may be costly, any data collection scheme will have similar preparation expenses. Questionnaire is easy to administer confidentially. Often confidentiality is necessary to ensure participants will respond honestly (Leedy & Ormrod, 2010:189).

The questionnaire was sent to 322 respondents (i.e. 258 teachers and 64 principals). Fifty four principals responded by completing their questionnaire and 174 teachers did the same as requested. This shows that the response was 84.4 and 67.4% respectively. The respondents' attitudes were positive as many questionnaires were returned to the researcher.

A high number of respondents from the various schools were reached. There is no all-encompassing rule for when to use a questionnaire. The choice was made based on a variety of factors including distance to travel, saving the researchers travel expenses and the type of information to be gathered and the available resources for the experiment (Leedy & Ormrod, 2010: 189).

3.6.1Questionnaire design

A questionnaire was designed with a set of questions for all participants. The questionnaire is attached (see Appendix B).

3.6.2 Data collection procedures

For the purpose of collecting data, the researcher telephoned the principals and sent letters to the principals of the selected high schools (see Appendix C) explaining the research process and the

reason for visiting their schools. The intention was to make the teachers and principals aware of this problem of occupational stress and to ask them for their assistance in trying to find the means of reducing it. The participants were requested to provide responses to the questionnaire that was send to them. The survey had two sections i.e. section 1(biographic information) and section2 (relate to school work).

3.6.3Method of data analysis

The results of the data analysis were analysed using tables, figures and percentages.

The Pearson Correlation Coefficient is used see Appendix I. Pearson's Correlation Coefficient is a technique for investigating the relationship between two quantitative continuous variables for example age and qualification. Pearson' correlation coefficient is a measure of the strength of the association between the two variables (University of the West of England, Bristol, 2007. Retrieved from http://hsc.uwe.ac.uk/dataanlaysis/quantinfasspear.asp).

3.7 VALIDITY AND RELIABILITY

In designing the questionnaire as the tool for collecting data, the validity and reliability were considered. There are three major criteria for evaluating a measurement tool: validity, reliability and practicability. The following criteria are explained (Cooper & Schindler, 2011:161):

- Validity refers to the extent to which a test measures what we actually wish to measure.
- Reliability has to do with the accuracy and precision of a measurement procedure.
- Practicality is concerned with a wide range of actors of economy, convenience and interpretability.

In ensuring validity and reliability, the questionnaire with the same type of questions was given to teachers and principals at the selected schools.

The instrument utilised in the study was a questionnaire which was reliable and valid and could be demonstrated because228 responses (i.e. 174 teachers and 54 principals) were

obtained from the respondents. The answers provided a measure of the factual truth of the status of the schools as provided by the teachers and principals in their schools.

In order to obtain such qualitative information as possible, one set of instruments had been used, namely questionnaire. The instrument was personally administered by the researcher. This questionnaire was reliable and valid because it was employed for situations it was designed for, i.e. the occupational stress among high school teachers. This questionnaire had high reliability and good validity because it was designed by the researcher after reading various sources and hearing teachers' opinions.

3.8 ETHICAL CONSIDERATIONS

Ethics in research is viewed as important and necessary in order to safeguard the respondents and to obtain their trust. The goal of ethics in research is to ensure that no one is harmed or suffers adverse results from research activities. Whether data was gathered in an experiment, interview or survey, the respondents have the right to be safeguarded (Cooper & Schindler, 2011:32).

In order to ensure that the highlighted ethical considerations were adhered to in the study, the respondents' permission was obtained from them prior to the commencement of the survey. The respondents were also informed of the confidentiality of stating their names in the questionnaire (see Appendix C).

3.9 SUMMARY

The chapter discussed the research design and methodology for the study. Self-administered structured questionnaire was used to gather data from the respondents. Data analysis techniques, procedures as well as ethical considerations were discussed.

CHAPTER 4

RESULTS AND INTERPRETATION

4.1 INTRODUCTION

This chapter describes responses and results from the questionnaire on occupational stress among high school teachers in Ngaka Modiri Molema District. It summarises the responses which are part of the study. Tables and graphs are used to outline the findings as per the responses of the respondents.

The reliability statistics measure is between 0 and 1.If the cronbach' alpha is between 0.1 and 0.3 it is weak and the questionnaire can be edited. If it is between 0.4 and 0.6 it is moderate cronbach' alpha. When it is between 0.7 and 1 it is good and the researcher can gather data from the respondents. In this study the cronbach' alpha is 0.896 which is above 0.7 and it is good and the researcher can gather data from the distributed questionnaire.

4.2 RESPONSE RATE

A structured questionnaire with six biographic data questions and 31 questions related to stress were developed and distributed to 258 teachers and 64 principals within the North West Department of Education specifically within the afore-mentioned district. Fifty four principals responded by completing their questionnaire and 174 teachers did the same as requested. This shows that the response course was 84.4% and 67.4% respectively.

4.3 QUANTITATIVE ANALYSIS

The quantitative analysis was based on a structured survey in the form of a questionnaire. The targeted respondents were teachers and principals from NMM high schools.

Questionnaire was given to the principals to share with teachers after the former agreed to participate in the survey. At the time the research was conducted the high schools were writing trial/mock examinations therefore not all respondents could participate in completing the questionnaire.

The questionnaire contained 6 biographic questions and 31 questionnaire that relate to school work. Participants provided their own responses. The following tables and figures indicate the statements as posed to the respondents.

4.4BIOGRAPHIC DATA

This section discussed the personal data of the participants. which includes: job title. length of service. location of the school. sex. age and highest qualification. See Appendix D for Tables.

4.4.1Job title

Figure 4.1: Job Title

Figure 4.1 shows the number of the respondents who returned their completed questionnaire. It also indicates how the respondents responded in terms of the biographic data. The questionnaire was analysed by the researcher as follows:

About 76.3%of teachers responded to the question that relates to their job title. Principals who responded to the job title question were 23.7%.

4.4.2 Length of service (in years)

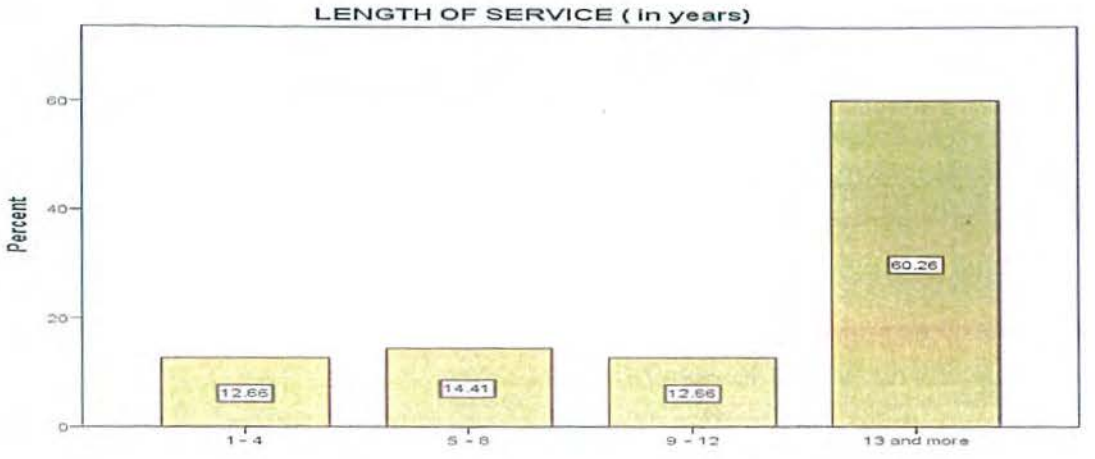

Figure 4.2: Length of Service (in years)

The majority of respondents (60.3%) have 13 and more years teaching experience. Few of the respondents (12.7%) have 1 to 4 years of teaching experience. Some respondents (14.4%) have 5 to 8 years of teaching experience. The majority has experience in the teaching fraternity due to their number of years of teaching experience.

4.4.3 Location of the school

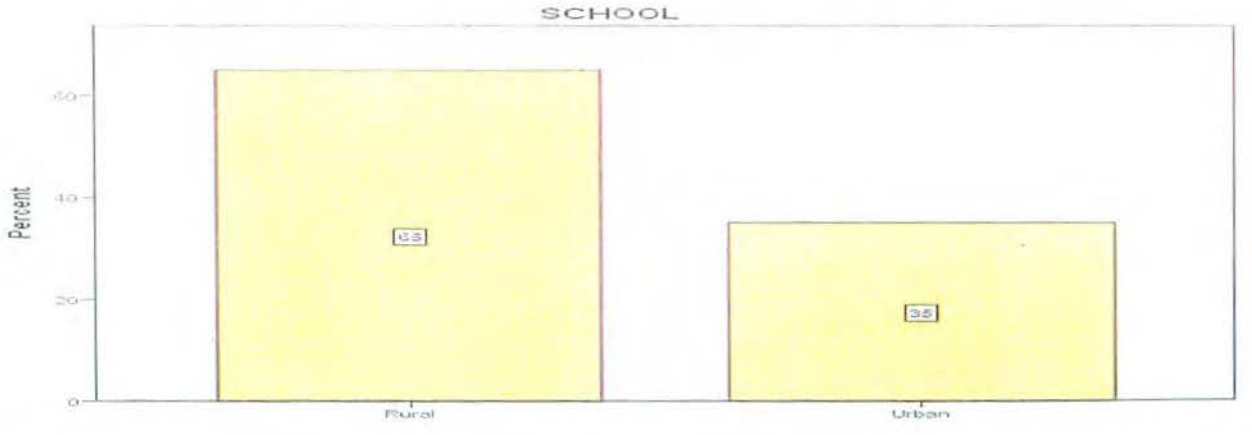

Figure 4.3: School

As indicated in the study, Ngaka Modiri Molema District is predominantly rural, hence the majority (65%) of schools are located in rural areas and only a few schools (35%) are situated in urban areas.

4.4.4 Sex

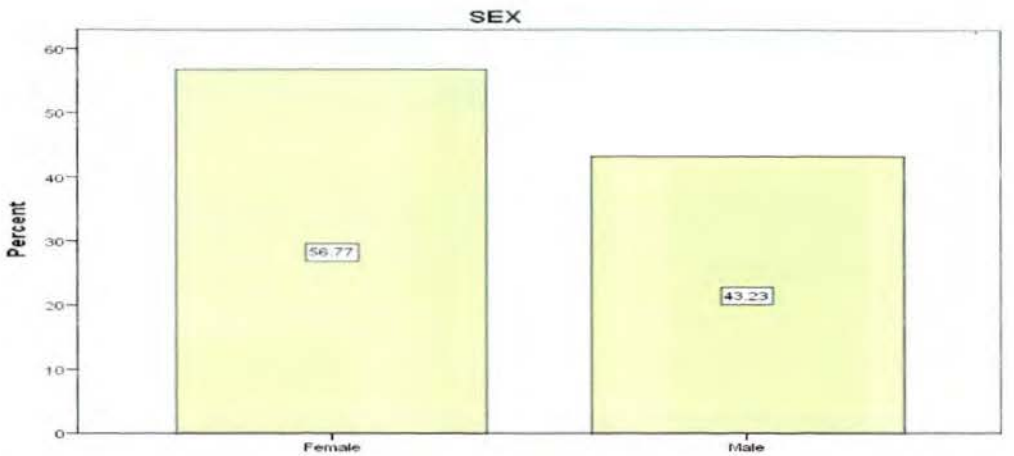

Figure 4.4: Sex

Many high schools in the District have female employees (56.8%) and few (43.2%) male employees. It might be that females are natural "teachers" in terms of their maternal instincts.

4.4.5 Age

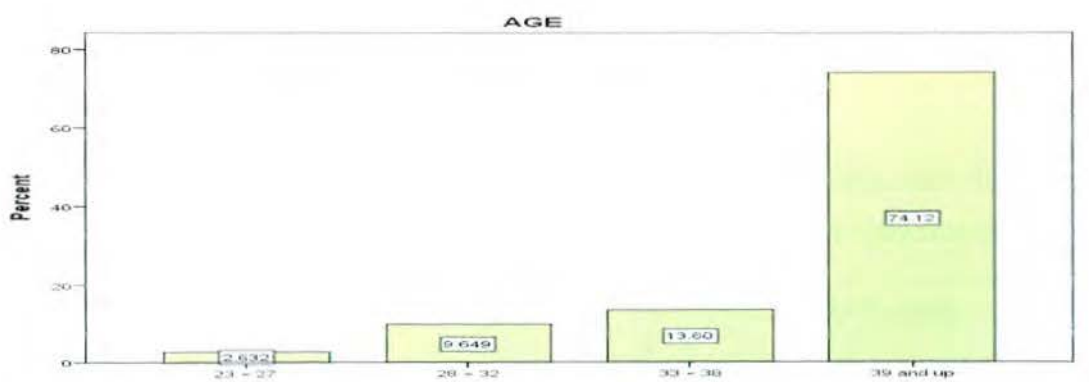

Figure 4.5: Age

Many respondents (74.1%) who are 39 years and older responded to the questionnaire Few respondents (2.6%) are between 23 and 27 years of age. The Department of Education has a

mixture of the baby boomers, generation X and generation Y. This strikes a balance among a mixture of employees with vast differences in age.

4.4.6 Highest qualification

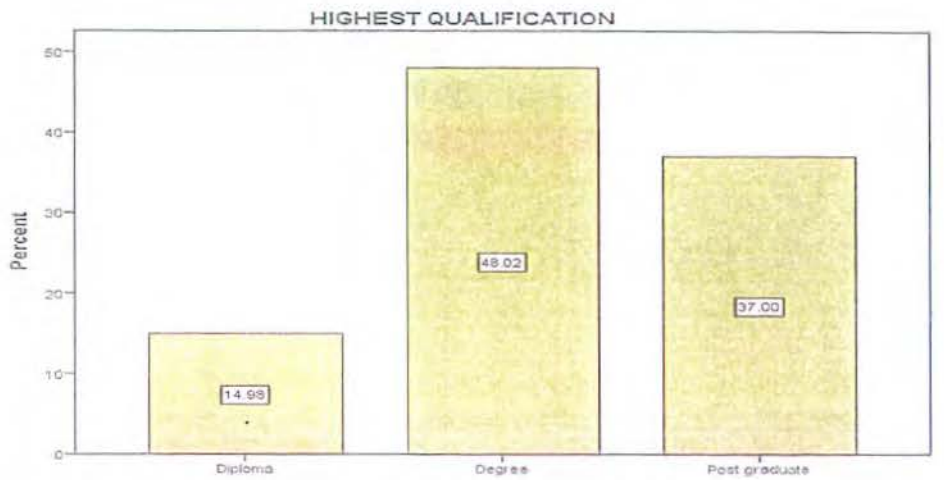

Figure 4.6: Highest Qualification

Many of the respondents (48.0%) have degrees and a few (15%) have diplomas. The employees who acquired degree might have taken advantage of the existence of the university in Mahikeng area which is closer to many high schools within the Ngaka Modiri Molema District. Some (48%) respondents have post graduate qualifications and it might be to better their teaching skills and knowledge and for their salary increment.

North West Province previously had many teacher's colleges which were later turned into Further Education and Training (FET) colleges and some have been totally shut down.

4.5 RESPONSES FROM QUESTIONS 1-31 OF THE QUESTIONNAIRE

Table 4.1 below portrays the responses of teachers and principals in different columns. The numbers are percentages for each response. One principal did not submit section 2. Six teachers returned section 2 of the questionnaire unanswered.

The presentation and analysis of data in this section covers the questions from 1-31. It analyses questions that are directly related to occupational stress in the workplace. Therefore the responses have been analysed as a basis for determining the process.

Table 4.1 reflects questions relating to the set Research Objectives

Table 4.1: Outcome of Questions 1-31

	Strongly Agree		Agree		Disagree		Strongly Disagree		Research Objectives
Question	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	
1. High school teachers deal with high volumes of school work.	69.1	78.1	21.2	19.6	2.9	0.0	6.3	2.0	Causes of occupational stress
2. The modification of the curriculum increases the stress level among teachers.	58.2	66.0	29.1	26.4	5.7	5.7	6.3	1.9	Causes of occupational stress
3. Many high school learners are adolescents and they are difficult to manage.	55.2	51.9	27.9	42.3	11.0	1.9	5.8	3.8	Causes of occupational stress
4. The issue of matric results puts pressure on teachers.	69.7	75.5	21.1	20.8	4.0	1.9	5.1	1.9	Causes of occupational stress
5. Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.	62.6	67.3	24.7	23.1	8.6	9.6	4.0	0.0	Causes of occupational stress
6. Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.	48.6	42.6	33.7	40.4	14.9	11.5	2.9	1.9	Challenges of occupational stress
7. EAP units at district level	57.9	58.8	29.3	31.4	9.1	7.8	3.7	2.0	Challenges of

	Strongly Agree		Agree		Disagree		Strongly Disagree		Research Objectives
Question	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	
have limited resources, like beds and medication to assist teachers in need.									occupational stress
8. The majority of parents play a minimal role in the education of their children.	63.1	54.7	28.4	39.6	1.7	1.9	6.9	3.8	Causes of occupational stress
9. Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	52	39.6	33.7	43.4	10.3	17.0	4.0	0.0	Causes of occupational stress
10. Many teachers are appointed as temporary teachers although they are qualified.	54.3	43.4	34.7	41.5	6.9	11.3	4.0	3.8	Challenges of occupational stress
11. Although posts are vacant, many teachers are appointed as temporary teachers.	49.7	40.4	38.6	40.4	8.2	15.4	3.5	3.8	Challenges of occupational stress
12. Teachers feel that they are not recognised for their best effort in the teaching - learning process.	68.4	49.1	23	39.6	5.2	7.5	3.4	3.8	Challenges of occupational stress
13. Teachers feel that they are not appreciated for their best effort in the teaching-learning process.	64.6	53.8	26.3	38.5	5.7	5.8	3.4	1.9	Challenges of occupational stress
14. Teachers have personal problems that impact negatively on their school-work.	32.8	46.2	38.4	42.3	22	11.5	6.8	0.0	Causes of occupational stress
15. High school teachers, especially those who teach	64.6	73.6	25.7	24.5	4.6	0.0	5.2	1.9	Causes of occupational

	Strongly Agree		Agree		Disagree		Strongly Disagree		Research Objectives
Question	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	
Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.									stress
16. There are many teachers who are still on Post Level 1 who are eager to be promoted.	61.5	63.5	32.8	34.6	1.7	0.0	4.0	1.9	Strategies for managing occupational stress
17. Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	54	52.9	37.4	43.1	5.5	2.0	3.1	2.0	Strategies for managing occupational stress
18. Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment.	31.4	26.9	36.6	42.3	26.3	28.8	5.7	1.9	Causes of occupational stress
19. The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.	64.6	55.8	25.1	32.7	6.9	9.6	3.4	1.9	Causes of occupational stress
20. Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.	48.9	51.9	29.3	36.5	17.8	9.6	4.0	1.9	Causes and of challenges occupational stress
21. Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	30.6	19.2	33.5	53.8	24.3	26.9	11.6	0.0	Challenges of occupational stress
22. Instability often arises in teachers' employment when they are declared in excess.	47.6	48.1	34.1	44.2	14.1	3.8	4.1	3.8	Causes of occupational stress

	Strongly Agree		Agree		Disagree		Strongly Disagree		Research Objectives
Question	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	
23. Strike actions impact negatively on teaching and learning.	51.4	73.1	30.3	21.2	10.9	3.8	7.4	1.9	Challenges of occupational stress
24. Pickets impact negatively in teaching and learning.	41.4	65.4	32.2	25.0	18.4	7.7	8.0	1.9	Challenges of occupational stress
25. Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	45.7	67.3	28.0	30.8	18.9	1.9	7.4	0.0	Challenges of occupational stress
26. Teaching is no more a noble profession like it was before due to various reasons, like leading by example.	41.0	53.8	35.8	36.5	17.3	9.6	5.8	0.0	Challenges of occupational stress
27. Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	42.4	46.2	36.6	44.2	16.3	9.6	4.7	0.0	Challenges of occupational stress
28. An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	56.0	46.2	34.9	48.1	5.1	3.8	4.0	1.9	Causes of occupational stress
29. Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	49.4	50.0	32.8	44.2	12.1	3.8	5.7	1.9	Strategies for managing occupational stress

	Strongly Agree		Agree		Disagree		Strongly Disagree		Research Objectives
Question	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	
30. Stressors result in burn-out that ultimately affects the teacher's level of engagement.	54.0	61.5	38.5	36.5	2.3	0.0	5.2	1.9	Nature and characteristic of occupational stress
31. Autocratic leadership style of supervisors is causing teachers to hate their job.	57.6	37.3	25.6	47.1	11.6	11.8	5.2	3.9	Causes of occupational stress

4.5.1 Some additional data on each question:

Question 1: High school teachers deal with high volumes of school work.

One principal responded to two options instead of one. Therefore it was disregarded and not counted by the researcher. It might be the principal was not sure of the appropriate answer or s/he did not understand the questionnaire. Another principal did not respond to this statement and maybe s/he did not know which option was appropriate.

The majority of principals (78.1% and 19.6%) and teachers (69.1%% and21.2 %) agree that teachers are faced with high workload. A few principals (2%) and teachers (2.9% and 6.3 %) disagree with the questionnaire; it might be because they are not directly affected by such workloads. Therefore the Department must ensure that enough teachers are appointed to relieve teachers from high volumes of work.

Four teachers answered by ticking two options, maybe they were not sure which option to choose. Two teachers did not answer this question; probably they did not understand it.

Question 2: The modification of the curriculum increases the stress level among teachers.

Two principals responded to two options instead of one. Therefore it was disregarded and not counted by the researcher. It might be that the principals were undecided in choosing one option or they did not understand the question.

Many principals (66% and 26.4%) and teachers (58.2% and 29.1%) agree that the modification of the curriculum increases the stress level since as principals and teachers are expected to attend curriculum workshops if there are changes in the curriculum and they are to impart such changes to learners and parents. Few principals (5.7% and 1.9%) and teachers (5.7% and 6.3%) disagree; it might be because they have few classes to teach and therefore the modification does not impact negatively on them. The Department must do thorough research before implementing curriculum modification within a short space of time and Ministers of Education must avoid making dramatic changes when they are appointed in the ministry of education.

Two teachers answered by ticking two options. Probably they did not understand the question or they were undecided in terms of selecting one option. Two teachers did not answer this question. May be they did not understand it.

Question 3: Many high school learners are adolescents and they are difficult to manage.

One principal did not respond to this statement. It might be an oversight or s/he did not understand the question.

Many principals (51.9% and 42.3%) and teachers (55.2% and 27.9%) agree that adolescent learners are difficult to manage. The reasons might be because, biologically they undergo changes at the puberty stage – hence they become rebellious. Principals (1.9% and 3.8%) and teachers (11% and 5.8%) disagree with questionnaire and it might imply that such respondents (principals and teachers) are able to manage such learners or the majority of their adolescent learners are not difficult. The Department must enforce teachers to continue teaching Life Orientation and Life Sciences as this will assist learners to be aware of changes within them and to be able to manage such changes.

One teacher answered both options; probably s/he was undecided in selecting one option. Four teachers did not answer this question; it might be they did not understand the question.

Question 4: The issue of matric results puts pressure on teachers.

The majority of principals (75.5% and 20.8 %) and teachers (69.7% and 21.1%) agree that matric results put pressure on them since they have to ensure that they produce good results to prevent their school becoming a trapped school and being called for disciplinary measures. Principals (1.9% and 1.9%) and teachers (4% and 5.1%) disagree probably because such principals and teachers regard matric results just like other grades/classes results. The Department must ensure that from primary level (e.g. Grade R) up to the last grade, teachers are encouraged to produce good results so that it becomes a practice that will not only target Grade 12 teachers.

One teacher did not respond to this question. It was probably an oversight. Two teachers responded to both options; maybe they were undecided in selecting one option.

Question 5: Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.

Many principals (67.3% and 23.1%) and teachers (62.6% and 24.7%) agree that rural schools have limited/shortage of resources. Few principals (9.6%) and teachers (8.6% and 4%) disagree. It might be because their schools are in urban areas with enough resources or they are sponsored by mines or neighbouring farmers. The Department must ensure that urban schools are not given first preference when resources are allocated. The schools must also be encouraged to partner with mines and other companies e.g. Coca Cola, for sponsorship and other forms of assistance.

Three teachers did not respond to this question; it might be they did not understand it. One teacher responded to two options instead of one; probably the teacher was not sure which option to select.

Question 6: Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.

Principals (42.6% and 40.4%) and teachers (48.6% and 33.7%) agree that the Employee Assistance Programme is not well known; it might be because the EAP unit did not embark on a vigorous advocacy campaign or many school staff members never attended the advocacy campaigns and neglect to read EAP pamphlets at the District office' notice board. The few principals (11.5% and 1.9%) and teachers (14.9 and 2.9%) who disagree might be because they

know all about EAP. The Department must ensure that the pamphlets are distributed to each school in the District so that the staff can be aware of the existence of EAP units. The Departmental website must have information about EAP units and its services and products.

Two teachers did not answer this question; it might be they did not understand the questionnaire.

I is a challenge for teachers who are stressed up if there is no help from the Department, hence it is important for EAP officials to visit school to ensure that stress is managed among teachers.

Question 7: EAP units at district level have limited resources, beds and medication, to assist teachers in need.

Two principals did not answer this question; it might be because they did not understand it or it was just an oversight.

The majority of principals (58.8% and 31.3%) and teachers (75.9% and 29.3%) agree that EAP units have limited resources. Those few principals (7.8% and 2%) and teachers (9.1% and 3.7%) who disagree might be because their Area Office EAP unit is well resourced. The Department must ensure that all Area Offices' EAP units are equally resourced.

Thirteen teachers did not respond to this question. The high number of non-responses might be because they are not aware of EAP services and products. Three teachers responded to two options; probably they were not sure which option to select.

Question 8: The majority of parents play a minimal role in the education of their children.

Many principals (54.7% and 39.6%) and teachers (63.1% and 28.4%) agree that many parents are not involved in their children's education. The few principals (1.9% and 3.8%) and teachers (1.7% and 6.9%) who disagree might be because at their schools parents play a major role and they assist their children in school matters.

One teacher responded to two options; it might be the respondent was not certain which option to select. One teacher did not respond to this question; probably the teacher did not understand the question.

Question 9: Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.

The majority of principals (39.6% and 43.4%) and teachers (52% and 33.7%) agree that IQMS is inconsistently applied to teachers hence dissatisfaction. The few principals (17%) and teachers (10.3% and 4%) who disagree might be because they benefit from the application of IQMS by getting cash bonus or pay progression. The Department must continue to workshop schools about the importance of IQMS and how it must be applied consistently and fairly.

Two teachers did not respond to this question; maybe they did not understand the question.

Question 10: Many teachers are appointed as temporary teachers although they are qualified.

Many principals (43.4% and41.5 %) and teachers (54.3% and 34.7%) agree that many schools appoint teachers on temporary capacity. Few principals (11.3% and 3.8%) and teachers (6.9% and 4%) disagree; it might be because at their schools they have permanent staff members. The Department must create permanent posts and revise the Post Provisioning Model (PPM) as it determines the number of posts per school and number of teachers to be appointed. Unions have been contesting this model for many years but it has not been changed as it disadvantages many "poor schools" which are quintile 1 as they cannot afford to appoint teachers and pay them from their school budget.

Two teachers did not respond to this question; it might be they did not understand it. One teacher responded to both options; maybe the teacher was not sure which option to choose.

Question 11: Although posts are vacant, many teachers are appointed as temporary teachers.

One principal did not answer this statement. It might be because s/he did not understand the question or it was an oversight.

Many principals (40.4% and 40.4%) and teachers (49.7% and 38.6%) agree that there are vacant posts that are not occupied by teachers. Few principals (15.4% and 3.8%) and teachers (8.2% and 3.5%) disagree: the reason might be such employees have all permanent staff members and they

have not experienced the appointment of temporary teachers in vacant posts. The Department must appoint qualified teachers permanently on vacant substantive posts. The budget must not be spent on flashy senior managers' office furniture and unnecessary catering especially if meetings/occasions cater only for local people who have not travelled 120/more kilometres.

Five teachers did not respond to this question; probably it was because the question was difficult for them. One teacher responded to two options; maybe the teacher was not sure which option to choose.

Question 12: Teachers feel that they are not recognised for their best effort in the teaching-learning process.

The majority of principals (49.1% and 39.6%) and teachers (68.4% and 23%) agree that teachers feel that they are not recognised for their best effort in the education system. Few principals (7.5% and 3.8%) and teachers (5.2 % and 3.4%) disagree, probably because they are recognised by their managers. The Department convenes teachers' awards annually but this is not sufficient. Tokens like thank you cards, certificates, parking spaces etc. for teachers who do their best can also be awarded to teachers who are best but are never selected in the teachers' awards ceremony.

Two teachers did not respond to this question. It might be that the question was difficult for them. One teacher responded to both options; probably the teacher was not certain which option to select.

Question 13: Teachers feel that they are not appreciated for their best effort in the teaching-learning process.

One principal did not answer this question; it might be an oversight or s/he did not understand the question.

Many principals (53.8% and 38.5%) and teachers (64.6% and 26.3 %) agree that teachers feel that they are not appreciated in the teaching fraternity. Few principals (5.8% and 1.9%) and teachers (5.7% and 3.4%) disagree. It might be because they are appreciated by their managers. The Department must have meetings/ceremonies whereby best employees are announced or such best employees are given trophies to recognise their best effort.

One teacher responded to both options; probably s/he did not understand the question. One teacher did not respond to this option; maybe the questionnaire was difficult for her/him.

Question 14: Teachers have personal problems that impact negatively on their school-work.

One principal did not answer this question; it might be an oversight or s/he did not understand the questionnaire.

Quite a number of principals (46.2% and 42.3%) and teachers (32.8% and 38.4%) agree that personal problems of teachers have a negative impact on their school-work. The principals (11.5%) and teachers (2.2 % and 6.8%) disagree, although they are a minority; it might be because such teachers are able to manage their personal problems and ensure that such problems do not have a negative impact on the school-work or they have managers and family members who are supportive. The Department must encourage teachers to consult an EAP unit for counselling as it is free of charge or consult a private psychologist/social worker. Managers must be capacitated to be supportive when their staff members are experiencing problems.

One teacher did not respond to this question; maybe it was an oversight.

Question 15: High school teachers, especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.

The majority of principals (73.6% and 24.5%) and teachers (64.6% and 25.7%) agree that high school teachers who work during school holidays experience strain; it might be they have less time to relax and spend less quality time with their families. Few principals (1.9%) and teachers (4.6% and 5.2%) disagree; maybe it is because such employees do not work during school holidays or that they are not teaching Grade 12 classes. The Department must ensure that extra classes during school holidays are optional for teachers especially if they have covered the syllabus.

Two teachers responded to two options; perhaps they were not sure which option to select. Two teachers did not respond to this question; probably the questionnaire was difficult for them.

Question 16: There are many teachers who are still on Post Level 1 who are eager to be promoted.

One principal did not answer this question; it might be s/he did not understand the question.

The majority of principals (63.5% and 34.6%) and teachers (61.5% and 32.8%) agree that many teachers are still on Post Level 1 and they want to be promoted. Few principals (1.9%) and teachers (1.7% and 4%) disagree; it might be they are already promoted or are not keen to apply for promotional posts. The Department must ensure that pay progression can increase employees' notches at least after five years in the teaching service.

Three teachers did not answer this question; maybe it was difficult for them.

Question 17: Teachers on Post Level 1 are eager to be promoted, although only few promotional posts are advertised.

Question 17 was not answered by two principals; it might be they did not understand the question.

Many principals (52.9% and 43.1%) and teachers (54% and 37.4%) agree that there are few promotional posts for many teachers who are eager to be promoted. Few principals (2% and 2%) and teachers (5.5% and 3.1%) disagree. It might be that they are already promoted or are not eager to be promoted due to various reasons like approaching retirement, or they do not want the responsibility of being supervisors etc. The Department must ensure that pay progression can increase employees' notches at least after five years of performing well.

Twelve teachers did not answer this question; may be they did not understand it. One teacher ticked two options; probably s/he was undecided in selecting one option.

Question 18: Teachers are less engaged in their school activities because of being dissatisfied with their school-work and environment.

Question 18 was not answered by one principal; may be s/he did not understand the question.

Many principals (26.9% and 42.3%) and teachers (31.4% and 36.6%) agree that teachers are less engaged due to being dissatisfied with the school-work. Few principals (28.8% and 1.9%) and

teachers (26.3% and 5.7%) disagree – probably they are engaged and motivated to do their best. The Department must have motivational talks with employees at the beginning or end of the year so that they have a positive mind-set.

Two teachers did not answer this question; it might be they did not understand the questionnaire.

Question 19: The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.

Question 19 was not answered by one principal; probably s/he did not understand it.

The majority of principals (55.8% and 32.7%) and teachers (64.6% and 25.1%) agree that overcrowding is experienced at public schools as there is a law (SASA No. 84/1996) that stipulates that no learner must be refused admission. Few principals (9.6% and 1.9%) and teachers (6.9% and 3.4%) disagree; perhaps because their schools disregard the rule (admission) or such schools are situated in less populated areas and less/limited number of learners enrol at such schools.

Two teachers did not answer this question; probably the questionnaire was difficult for them.

Question 20: Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.

Question 20 was not answered by one principal; probably s/he did not understand it.

The majority of principals (51.9% and 36.5%) and teachers (48.9% and 29.3%) agree that some teachers are promoted although they lack experience. This is informed by interference from unions who ensure that their members are promoted and some senior managers are afraid to call unions to order due to the power and influence that unions have in the Department. Few principals (9.6% and 1.9%) and teachers (17.8% and 4%) who disagree are either beneficiaries of such union interference/nepotism. The Department must be firm in adhering to their policies and ensure that administration of the Department is not indirectly run by the unions.

Three teachers did not answer this question; it might be they did not understand the questionnaire. One teacher responded to two options; probably s/he did not know which option to select.

Question 21: Some schools experience conflict due to trade unions affiliation (e.g. SADTU vs. NAPTOSA).

Two principals did not respond to this question. It is probably because the respondents did not understand the question.

Many principals (19.2% and 53.8%) and teachers (30.6% and 33.5%) agree that some schools experience conflict due to unions' affiliation. Few principals (24.3%) and teachers (24.3% and 11.6%) disagree. It might be that their union members are mature and tolerate each other or that their workplace is dominated by/has one union. The Department must encourage union leadership to talk to their members on tolerance and rights that are applicable to recognised unions in the workplace.

Four teachers did not answer this question. Perhaps they did not understand it. One teacher ticked two options; it might be s/he was not sure of selecting the appropriate option.

Question 22: Instability often arises in teachers' employment when they are declared in excess.

Question 22 was not answered by one principal; probably it was due to lack of understanding.

Many principals (48.1% and 44.2%) and teachers (47.6% and 34.1%) agree that declaring teachers in excess causes instability as teachers feel insecure in their posts. It might be many teachers who responded have been affected or their loved ones were affected by this process. For the minority principals (3.8% and 3.8%) and teachers (14.1% and 4.1%) that disagree, it might be that they have not been affected or seen any teacher having emotional instability due to being declared in excess.

Seven teachers did not answer this question; probably they did not understand it.

Question 23: Strike actions impact negatively on teaching and learning.

Question 23 was not answered by one principal; probably it was an oversight.

The majority of principals (73.1% and 21.2%) and teachers (51.4% and 30.3%) agree that strike action causes disruption at work; the respondents might have been affected by such strikes and

they have probably seen Grade 12 pass percentages decreasing. The few principals (3.8% and 1.9%) and teachers (10.9% and7.4 %) who disagree with the questionnaire might have chosen this answer because their schools were never harshly affected by the strike action. The Department must ensure that the Strike Management plan is on the intranet of the Department so that school can learn how to cope before, during and after the strike action. Intervention must be given by the Department if a school requests assistance after the strike action.

Two teachers did not answer this question; perhaps it was difficult for them.

Question 24: Pickets impact negatively in teaching and learning.

Question 24 was not answered by one principal; perhaps s/he did not understand it.

Many principals (65.4% and 25%) and teachers (41.4% and 32.2%) agree that pickets impact negatively in the teaching fraternity as is one form of an industrial action. It is possible that such employees have witnessed pickets in their schools or neighbouring schools and they have seen education collapsing after picketing occurs. The few principals (7.7% and 1.9%) and teachers (18.4% and 8%) who disagree might have not experienced picketing in their schools. The Department must ensure that managers are capacitated to handle picketing in their workplace and how to manage it so that it has less negative impact on the school-work.

Three teachers did not answer this question: the question was probably difficult for them.

Question 25: Teaching is no more a noble profession like it was before, due to various reasons like lack of dedication.

Question 25 was not answered by one principal; probably s/he did not understand the question.

Many principals (67.3% and 30.8%) and teachers (45.7% and 28%) agree that teaching is not a noble profession like before; perhaps it is because now teachers socialise (sexual relationships, drinking alcohol etc.) with learners in public. The few principals (1.9%) and teachers (18.9% and 7.4%) who disagree might be because they are in denial or are the same culprits who abuse learners and misbehave at school and in the community. The Department must instil that respect in the teaching fraternity by conducting motivational talks and seminars. Disciplinary measures must be taken against teachers who display misconduct at workplace.

Two teachers did not answer this question: perhaps they did not understand it. Two teachers answered both questions; probably they did not know which option to select.

Question 26: Teaching is no more a noble profession like it was before, due to various reasons, like leading by example.

Question 26 was not answered by one principal; perhaps s/he did not understand the question.

Many principals (53.8% and 36.5%) and teachers (41% and 35.8%) agree that teaching is not a noble profession like before. It is perhaps because now teachers socialise (sexual relationship. drinking alcohol etc.) with learners in public. Few principals (9.6%) and teachers (17.3% and 5.8%) disagreed. It might be because they are in denial or are the same culprits who abuse learners and misbehave at school and in the community. The Department must instil that respect in the teaching fraternity by conducting motivational talks and seminars. Teachers who misbehave must be disciplined by the Department for displaying misconduct acts.

Three teachers did not answer this question; perhaps they did not understand it. One teacher responded to two options; probably s/he was not certain which option to choose.

Question 27: Teaching is no more a noble profession like it was before, due to various reasons, like being community figure.

Question 27 was not answered by one principal; probably it was due to her/his lack of understanding of the question.

Many principals (46.2% and 44.2%) and teachers (42.3% and 36.6%) agree that teaching is not a noble profession like before; perhaps it is because now teachers socialise (sexual relationship. drinking alcohol etc.) with learners in public. Few principals (9.6%) and teachers (16.3% and 4.7%) who disagree, it might be they are in denial or are the same culprit who abuse learners and misbehave at school and in the community. The Department must instil that respect in the teaching fraternity by conducting motivational talks and seminars.

Four teachers did not answer this question; probably they did not understand it.

Question 28: An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.

Question 28 was not answered by one principal; perhaps s/he did not understand the question.

Many principals (46.2% and 48.1%) and teachers (56% and 34.9%) agree that an unhealthy workplace incident can cause stress. The few principals (3.8% and1.9 %) and teachers (5.1% and 4%) who disagree have probably a clean workplace and it complies with the Occupational Health and Safety Act (OHSA). The Department must ensure that employees are placed in a clean and safe workplace. Therefore gardeners and cleaners must be appointed by the Department.

One teacher did not answer this question; perhaps it was an oversight on the respondent's side.

Question 29: Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.

Question 29 was not answered by one principal. It was probably due to lack of understanding by the respondent.

Many principals (50% and 44.2%) and teachers (49.4% and 32.8%) agree that teachers take leave to recover from work-stress due to excessive working hours. It is possible that these respondents have experienced occupational stress or that they have seen their colleagues/family members suffering from work-stress. The few principals (3.8% and 1.9%) and teachers (12.1% and 5.7%) who disagree, do so probably because they are in denial or they have never suffered from occupational stress. The Department must encourage fun days for employees whereby they engage in sporting and/or cultural activities to break away from the academic work.

Two teachers did not answer this question; probably they did not understand it. One teacher ticked two options; it might be s/he was not certain of selecting the appropriate option.

Question 30: Stressors result in burn-out that ultimately affects the teacher's level of engagement.

One principal did not answer question 30. Perhaps the respondent did not understand the question.

The majority of principals (61.5% and 36.5%) and teachers (54% and 38.5%) agree that stressors result in burn-out that affects teachers' level of engagement at school; it is possible that such respondents have experienced burn-out. The few principals (1.9%) and teachers (2.3% and 5.2%) who disagree do so probably because they are not aware of stress symptoms or are care-free individuals. The Department must encourage two-way communication between teachers and supervisors so that early interventions can be sought.

Three teachers did no answer this question; perhaps they did not understand it. One teacher answered two options; probably s/he was not certain of selecting the appropriate option.

Question 31: Autocratic leadership style of supervisors is causing teachers to hate their job.

Two principals did not respond to this statement; probably they did not understand it.

The majority of principals (37.3% and 47.1%)and teachers (57.6% and 25.6%)agree that an autocratic leadership style makes teachers hate their jobs as they are on dictated terms and they are not able to exercise their rights. The few principals (11.8% and 3.9%) and teachers (11.6% and 5.2%) who disagree are probably dictators or products of dictatorship and cherish such leadership style. Managers/supervisors must be taken to diversity and conflict management workshops whereby they transform to be democratic and embracing supervisors.

Five teachers did not answer this question; perhaps they did not understand it. One teacher answered two options; probably s/he was not sure which option to select.

4.5.2 Sex of respondents vs.31 questions of the questionnaire

The following graphs depict the relationship between the 31 question and the research questions. The researcher has used the sex factor (biographic data) and matches it with the 31 questions.

It must be noted that the majority of respondents are female (130 frequency) and males' frequency is only 99. There are Crosstab and Chi-Square tests tables that outline the responses of the respondents in terms of the completed questionnaires. Appendix E for the Chi-Square tests tables. See the tables, figures and explanations below that are linked to the questionnaire and sex of the respondents:

Table 4.2: SEX of respondents * High school teachers deal with high volumes of school work.

Crosstab

			High school teachers deal with high volumes of school work.		Total
			AGREE	DISAGREE	
SEX	Female	Count	118	8	126
		Expected Count	117.0	9.0	126.0
		% within High school teachers deal with high volumes of school work.	56.7%	50.0%	56.2%
	Male	Count	90	8	98
		Expected Count	91.0	7.0	98.0
		% within High school teachers deal with high volumes of school work.	43.3%	50.0%	43.8%
Total		Count	208	16	224
		Expected Count	208.0	16.0	224.0
		% within High school teachers deal with high volumes of school work.	100.0%	100.0%	100.0%

The majority of female teachers (56.7%) agree with the questionnaire; it might be they have more domestic work at home like cooking, helping with school-work hence the high volume of school work impacts negatively on their lives and results in occupational stress. There are a few male teachers (43.3%) who agree and it might be that they also experience high volumes of work.

Table 4.3: SEX of respondents* The modification of the curriculum increases the stress level among teachers.

Crosstab

			The modification of the curriculum increases the stress level among teachers.		Total
			AGREE	DISAGREE	
SEX	Female	Count	118	10	128
		Expected Count	114.4	13.6	128.0
		% within The modification of the curriculum increases the stress level among teachers.	58.4%	41.7%	56.6%
	Male	Count	84	14	98
		Expected Count	87.6	10.4	98.0
		% within The modification of the curriculum increases the stress level among teachers.	41.6%	58.3%	43.4%
Total		Count	202	24	226
		Expected Count	202.0	24.0	226.0
		% within The modification of the curriculum increases the stress level among teachers.	100.0%	100.0%	100.0%

Many female teachers (58.4%) agree with the questionnaire – unlike the low 41.6% of male respondents who also agreed. Due to previous home and community activities, they are more involved and once the curriculum is modified, that complicates their school planning and causes teachers to have more work as they will be expected to change either their syllabus or textbooks and lesson plans which all require time.

Table 4.4: SEX of respondents* Many high school learners are adolescents and they are difficult to manage.

Crosstab

			Many high school learners are adolescents and they are difficult to manage		Total
			AGREE	DISAGREE	
SEX	Female	Count	108	18	126
		Expected Count	108.4	17.6	126.0
		% within Many high school learners are adolescents and they are difficult to manage.	56.5%	58.1%	56.8%
	Male	Count	83	13	96
		Expected Count	82.6	13.4	96.0
		% within Many high school learners are adolescents and they are difficult to manage.	43.5%	41.9%	43.2%
Total		Count	191	31	222
		Expected Count	191.0	31.0	222.0
		% within Many high school learners are adolescents and they are difficult to manage.	100.0%	100.0%	100.0%

Many female teachers (56.5%) agree and it might be that the behaviour of the adolescent learners worries them or their schools have such difficult learners unlike the few (43.5%) male teachers who agreed to the questionnaire.

Table 4.5:SEX of respondents* The issue of matric results puts pressure on teachers.

Crosstab

			The issue of matric results puts pressure on teachers.		Total
			AGREE	DISAGREE	
SEX	Female	Count	122	6	128
		Expected Count	118.4	9.6	128.0
		% within The issue of matric results puts pressure on teachers.	58.4%	35.3%	56.6%
	Male	Count	87	11	98
		Expected Count	90.6	7.4	98.0
		% within The issue of matric results puts pressure on teachers.	41.6%	64.7%	43.4%
Total		Count	209	17	226
		Expected Count	209.0	17.0	226.0
		% within The issue of matric results puts pressure on teachers.	100.0%	100.0%	100.0%

Teachers are under pressure to ensure that good matric results are realised by the school. Many of the female respondents (58.4%) agree since they handle many issues at schools e.g. extra-curricular and mothering girl-learners in terms of sex education. Only few (41.6%) male teachers agree and this might be that they feel pressurised. Teachers sometimes are expected to work during school holidays – not attending e.g. funerals or home activities.

Table 4.6: SEX of respondents* Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.

Crosstab

			Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.		Total
			AGREE	DISAGREE	
SEX	Female	Count	112	14	126
		Expected Count	111.4	14.6	126.0
		% within Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.	56.6%	53.8%	56.2%
	Male	Count	86	12	98
		Expected Count	86.6	11.4	98.0
		% within Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.	43.4%	46.2%	43.8%
Total		Count	198	26	224
		Expected Count	198.0	26.0	224.0
		% within Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.	100.0%	100.0%	100.0 %

The majority of female teachers (56.6%) agree that the rural areas have limited resources. It might be that many of them are teaching subjects/learning areas that require resources like Physical Science, Home Economics etc. and they are directly affected by the lack/shortage of resources. The other assumption might be that many female teachers are employed at rural schools. The few male teachers (43.4%) agreed perhaps because work in urban schools or their rural schools is partially resourced.

Table 4.7: SEX of respondents* Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.

Crosstab

			Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.		Total
			AGREE	DISAGREE	
SEX	Female	Count	108	22	130
		Expected Count	108.6	21.4	130.0
		% within Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.	57.4%	59.5%	57.8%
	Male	Count	80	15	95
		Expected Count	79.4	15.6	95.0
		% within Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.	42.6%	40.5%	42.2%
Total		Count	188	37	225
		Expected Count	188.0	37.0	225.0
		% within Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.	100.0%	100.0%	100.0%

Many female teachers (57.4%) agree with the questionnaire; it might be that, generally, females are open to discuss or visit EAP centres. The few male teachers (42.6%) who agreed might be aware of the operations of the EAP as they had visited it or read about it.

Table 4.8: SEX of respondents* EAP units at district level have limited resources, beds and medication to assist teachers in need.

Crosstab

			EAP units at district level have limited resources, beds and medication to assist teachers in need.		Total
			AGREE	DISAGREE	
SEX	Female	Count	104	16	120
		Expected Count	106.4	13.6	120.0
		% within EAP units at district level have limited resources, beds and medication to assist teachers in need.	55.3%	66.7%	56.6%
	Male	Count	84	8	92
		Expected Count	81.6	10.4	92.0
		% within EAP units at district level have limited resources, beds and medication to assist teachers in need.	44.7%	33.3%	43.4%
Total		Count	188	24	212
		Expected Count	188.0	24.0	212.0
		% within EAP units at district level have limited resources, beds and medication to assist teachers in need.	100.0%	100.0%	100.0%

Many female teachers (55.3%) agree with the questionnaire: it might be that, generally, females are open to discuss or visit EAP. A few male teachers (44.7%) agreed possibly due to their awareness of the operations of the EAP as they had visited it or read about it

Table 4.9: SEX of respondents* The majority of parents play a minimal role in the education of their children.

Crosstab

			The majority of parents play a minimal role in the education of their children.		Total
			AGREE	DISAGREE	
SEX	Female	Count	119	9	128
		Expected Count	119.5	8.5	128.0
		% within The majority of parents play a minimal role in the education of their children.	56.7%	60.0%	56.9%
	Male	Count	91	6	97
		Expected Count	90.5	6.5	97.0
		% within The majority of parents play a minimal role in the education of their children.	43.3%	40.0%	43.1%
Total		Count	210	15	225
		Expected Count	210.0	15.0	225.0
		% within The majority of parents play a minimal role in the education of their children.	100.0%	100.0%	100.0%

The majority of female teachers (56.7%) agree since they are more involved in their children's lives than male parents. The few male teachers (43.3%) who agreed might have done so because they play an important role in their children's lives or the learners they teach have parents who are more involved in the education of their children.

Table 4.10: SEX of respondents* Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.

Crosstab

			Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.		Total
			AGREE	DISAGREE	
SEX	Female	Count	112	16	128
		Expected Count	109.9	18.1	128.0
		% within Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	57.7%	50.0%	56.6%
	Male	Count	82	16	98
		Expected Count	84.1	13.9	98.0
		% within Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	42.3%	50.0%	43.4%
Total		Count	194	32	226
		Expected Count	194.0	32.0	226.0
		% within Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	100.0%	100.0%	100.0 %

Many female teachers (57.7%) agree to the questionnaire probably because they are rated low by their supervisors. Few male teachers (42.3) who agreed perhaps because they are rated below also or they are aware of some colleagues who deserve more, but are given less.

Table 4.11: SEX of respondents* Many teachers are appointed as temporary teachers although they are qualified.

Crosstab

			Many teachers are appointed as temporary teachers although they are qualified		Total
			AGREE	DISAGREE	
SEX	Female	Count	117	11	128
		Expected Count	113.7	14.3	128.0
		% within Many teachers are appointed as temporary teachers although they are qualified	58.8%	44.0%	57.1%
	Male	Count	82	14	96
		Expected Count	85.3	10.7	96.0
		% within Many teachers are appointed as temporary teachers although they are qualified	41.2%	56.0%	42.9%
Total		Count	199	25	224
		Expected Count	199.0	25.0	224.0
		% within Many teachers are appointed as temporary teachers although they are qualified	100.0%	100.0%	100.0%

Many female teachers (58.8%) agreed with the questionnaire probably because they experienced such appointments personally or with close relatives/friends. Male teachers agreed (41.2%) perhaps because they also have experienced such a process, but on a small scale.

Table 4.12: SEX of respondents* Although posts are vacant, many teachers are appointed as temporary teachers.

Crosstab

			Although posts are vacant, many teachers are appointed as temporary teachers		Total
			AGREE	DISAGREE	
SEX	Female	Count	113	11	124
		Expected Count	107.7	16.3	124.0
		% within Although posts are vacant, many teachers are appointed as temporary teachers	58.9%	37.9%	56.1%
	Male	Count	79	18	97
		Expected Count	84.3	12.7	97.0
		% within Although posts are vacant, many teachers are appointed as temporary teachers	41.1%	62.1%	43.9%
Total		Count	192	29	221
		Expected Count	192.0	29.0	221.0
		% within Although posts are vacant, many teachers are appointed as temporary teachers	100.0%	100.0%	100.0%

Many female teachers (58.9%) agreed; it might be that they are more appointed on temporary basis as compared to the male teachers. The 41.1% male teachers, who agreed, might have experienced such a process on a small scale.

Table 4.13: SEX of respondents* Teachers feel that they are not recognised for their best effort in the teaching-learning process.

Crosstab

			Teachers feel that they are not recognised for their best effort in the teaching- learning process.		Total
			AGREE	DISAGREE	
SEX	Female	Count	117	10	127
		Expected Count	115.7	11.3	127.0
		% within Teachers feel that they are not recognised for their best effort in the teaching- learning process.	57.1%	50.0%	56.4%
	Male	Count	88	10	98
		Expected Count	89.3	8.7	98.0
		% within Teachers feel that they are not recognised for their best effort in the teaching- learning process.	42.9%	50.0%	43.6%
Total		Count	205	20	225
		Expected Count	205.0	20.0	225.0
		% within Teachers feel that they are not recognised for their best effort in the teaching- learning process.	100.0%	100.0%	100.0%

The majority of female teachers (57.1%) who agreed might have done so because of the fact that they still experience inequality of sexes in some schools whereby more recognition is given to male teachers than to female. Another reason might be that many female teachers do not do enough to qualify for recognition due to their acceptance of unsatisfactory work. The 42.9% male teachers, who agreed, might also have done so because they are affected directly or indirectly.

Table 4.14: SEX of respondents* Teachers feel that they are not appreciated for their best effort in the teaching-learning process.

Crosstab

			Teachers feel that they are not appreciated for their best effort in the teaching-learning process.		Total
			AGREE	DISAGREE	
SEX	Female	Count	116	12	128
		Expected Count	117.2	10.8	128.0
		% within Teachers feel that they are not appreciated for their best effort in the teaching-learning process.	56.3%	63.2%	56.9%
	Male	Count	90	7	97
		Expected Count	88.8	8.2	97.0
		% within Teachers feel that they are not appreciated for their best effort in the teaching-learning process.	43.7%	36.8%	43.1%
Total		Count	206	19	225
		Expected Count	206.0	19.0	225.0
		% within Teachers feel they are not appreciated for their best effort in the teaching-learning process.	100.0%	100.0%	100.0%

Table 4.14 shows that majority (56.3%) of female teachers might still experience the inequality of the sexes in some schools in which more recognition is given to male teachers than female. Another reason might be that many female teachers do not do enough to qualify for recognition due to their acceptance of unsatisfactory work. The 43.7% of male teachers who agreed might also be because they are not appreciated or they are aware of such a thing in the school.

Table 4.15: SEX of respondents* Teachers have personal problems that impact negatively on their school-work.

Crosstab

			Teachers have personal problems that impact negatively on their school-work.		Total
			AGREE	DISAGREE	
SEX	Female	Count	93	37	130
		Expected Count	97.9	32.1	130.0
		% within Teachers have personal problems that impact negatively on their school-work.	54.4%	66.1%	57.3%
	Male	Count	78	19	97
		Expected Count	73.1	23.9	97.0
		% within Teachers have personal problems that impact negatively on their school-work.	45.6%	33.9%	42.7%
Total		Count	171	56	227
		Expected Count	171.0	56.0	227.0
		% within Teachers have personal problems that impact negatively on their school-work.	100.0%	100.0%	100.0%

Many female teachers (54.4%) are multi-tasked as they do the majority of house activities (for example cleaning, child' school work etc.) which sometimes results in stress. The 45.6% male teachers, who agreed, might have been more involved with the house chores at home and when they experience personal problems it then impacts on their school work.

Table 4.16: SEX of respondents* High school teachers, especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.

Crosstab

			High school teachers, especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.		Total
			AGREE	DISAGREE	
SEX	Female	Count	117	11	128
		Expected Count	118.9	9.1	128.0
		% within High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.	56.0%	68.8%	56.9 %
	Male	Count	92	5	97
		Expected Count	90.1	6.9	97.0
		% within High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.	44.0%	31.2%	43.1 %
Total		Count	209	16	225
		Expected Count	209.0	16.0	225.0
		% within High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.	100.0%	100.0%	100.0 %

Since many female teachers (56.0%) are multi-tasked, they do the majority of house activities (for example caring for a sick child, child' school work etc.) which sometimes results in stress. Some female teachers are unable to have a break during school holidays and recover from school hectic activities hence they feel the strain. The 44.0% male teachers, who agreed, might have

done so because they are highly engaged in house chores hence it is an inconvenience for them to work during school holidays.

Table 4.17: SEX of respondents* There are many teachers who are still on Post Level 1 who are eager to be promoted.

Crosstab

			There are many teachers who are still on Post Level 1 who are eager to be promoted		Total
			AGREE	DISAGREE	
SEX	Female	Count	122	5	127
		Expected Count	121.3	5.7	127.0
		% within There are many teachers who are still on Post Level 1 who are eager to be promoted	57.0%	50.0%	56.7%
	Male	Count	92	5	97
		Expected Count	92.7	4.3	97.0
		% within There are many teachers who are still on Post Level 1 who are eager to be promoted	43.0%	50.0%	43.3%
Total		Count	214	10	224
		Expected Count	214.0	10.0	224.0
		% within There are many teachers who are still on Post Level 1 who are eager to be promoted	100.0%	100.0%	100.0%

The majority of female teachers (57.0%) are eager to be promoted hence they agreed with the questionnaire. It might be that they see males as the ones who are promoted in their schools or neighbouring schools. The 43.0% male teachers are also eager to be promoted or they feel that their female friends must be promoted as they deserve it.

Table 4.18: SEX of respondents* Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.

Crosstab

			Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.		Total
			AGREE	DISAGREE	
SEX	Female	Count	109	8	117
		Expected Count	108.7	8.3	117.0
		% within Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	55.3%	53.3%	55.2%
	Male	Count	88	7	95
		Expected Count	88.3	6.7	95.0
		% within Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	44.7%	46.7%	44.8%
Total		Count	197	15	212
		Expected Count	197.0	15.0	212.0
		% within Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	100.0%	100.0%	100.0 %

The 55.3% female teachers are eager to be promoted hence they agreed with the questionnaire. It might be that they see males as the ones who are promoted in their schools or neighbouring schools. The 44.7% male teachers are also eager to be promoted or they feel that their female friends must be promoted.

Table 4.19: SEX of respondents* Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment.

Crosstab

			Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment.		Total
			AGREE	DISAGREE	
SEX	Female	Count	89	39	128
		Expected Count	87.6	40.4	128.0
		% within Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment.	57.8%	54.9%	56.9%
	Male	Count	65	32	97
		Expected Count	66.4	30.6	97.0
		% within Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment	42.2%	45.1%	43.1%
	Total	Count	154	71	225
		Expected Count	154.0	71.0	225.0
		Total %% within Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment	100.%	100%	100%

Many female teachers (57.8%) feel that they are not recognised, not promoted and not given performance rewards – hence they are less involved and committed in the school activities. The 42.2% male teachers, who agreed, might have done so because they are aware that their female counterparts are dissatisfied or they themselves are less engaged due to being unhappy.

Table 4.20: SEX of respondents* The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.

Crosstab

			The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.		Total
			AGREE	DISAGREE	
SEX	Female	Count	115	13	128
		Expected Count	114.9	13.1	128.0
		% within The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.	56.9%	56.5%	56.9%
	Male	Count	87	10	97
		Expected Count	87.1	9.9	97.0
		% within The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.	43.1%	43.5%	43.1%
Total		Count	202	23	225
		Expected Count	202.0	23.0	225.0
		% within The public schools have many learners in classrooms that are supposed accommodate approximately 1-45 learners.	100.0%	100.0%	100.0%

The 56.9% female teachers agree because they know that many schools' structures were built to accommodate 45 learners (based on the number of households and middle schools in the surrounding area), but due to urbanisation and opportunities of employment, many families migrate and make the place become overpopulated forcing schools to accommodate more than they can accommodate. The 43.1% male teachers, who agree, did so probably because they share the same reasons as the majority of females.

Table 4.21: SEX of respondents* Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.

Crosstab

			Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.		Total
			AGREE	DISAGREE	
SEX	Female	Count	106	21	127
		Expected Count	102.6	24.4	127.0
		% within Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.	58.6%	48.8%	56.7%
	Male	Count	75	22	97
		Expected Count	78.4	18.6	97.0
		% within Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.	41.4%	51.2%	43.3%
Total		Count	181	43	224
		Expected Count	181.0	43.0	224.0
		% within Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.	100.0%	100.0%	100.0%

The 58.6% female teachers agree probably because they feel that some teachers are promoted although they are not suitable for the post and it might be that many males are the ones who benefit in the promotional posts process. The 41.4%, who agreed, might be aware that some teachers are promoted although they lack certain requirements.

Table 4.22: SEX of respondents* Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).

Crosstab

			Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).		Total
			AGREE	DISAGREE	
SEX	Female	Count	83	43	126
		Expected Count	83.6	42.4	126.0
		% within Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	56.1%	57.3%	56.5%
	Male	Count	65	32	97
		Expected Count	64.4	32.6	97.0
		% within Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	43.9%	42.7%	43.5%
Total		Count	148	75	223
		Expected Count	148.0	75.0	223.0
		% within Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	100.0%	100.0%	100.0 %

The majority of female teachers (56.1) agree probably because schools that have more than one union experience instability especially when the principal is also affiliated to a union. Teachers who are in a different union with the principal will feel that the principal is taking sides in terms

of union affiliation. The majority of females feel affected by such conflict.The43.9% of male teachers agreed as they might experience such conflicts in their schools.

Table 4.23: SEX of respondents* Instability often arises in teachers employment when they are declared in excess.

Crosstab

			Instability often arises in teachers' employment when they are declared in excess.		Total
			AGREE	DISAGREE	
SEX	Female	Count	106	17	123
		Expected Count	104.0	19.0	123.0
		% within Instability often arises in teachers' employment when they are declared in excess.	57.0%	50.0%	55.9%
	Male	Count	80	17	97
		Expected Count	82.0	15.0	97.0
		% within Instability often arises in teachers' employment when they are declared in excess.	43.0%	50.0%	44.1%
Total		Count	186	34	220
		Expected Count	186.0	34.0	220.0
		% within Instability often arises in teachers' employment when they are declared in excess.	100.0%	100.0%	100.0%

The 57.0% female teachers agreed as they believe that more of them are declared in excess than males due to reasons like maternity leave and attending to a child's school activity. Therefore, principals tend to declare such teachers in excess as they are more absent than the male teachers. The 43.0% male teachers, who agreed, might be because they have been declared in excess or have personal experience of it.

Table 4.24: SEX of respondents* Strike actions impact negatively on teaching and learning.

Crosstab

			Strike actions impact negatively on teaching and learning.		Total
			AGREE	DISAGREE	
SEX	Female	Count	108	21	129
		Expected Count	109.5	19.5	129.0
		% within Strike actions impact negatively on teaching and learning.	56.5%	61.8%	57.3%
	Male	Count	83	13	96
		Expected Count	81.5	14.5	96.0
		% within Strike actions impact negatively on teaching and learning.	43.5%	38.2%	42.7%
Total		Count	191	34	225
		Expected Count	191.0	34.0	225.0
		% within Strike actions impact negatively on teaching and learning.	100.0%	100.0%	100.0%

The 56.5% female teachers who agreed might have experienced the negative impact of the strike actions in 2007 and 2010 (national strike in RSA). It resulted in the Recovery Plan being in place for "catch-up" for learners. Teaching and learning was conducted during school holidays and weekends after the strike action. This kind of an arrangement apparently inconvenienced many female teachers –hence the response from them. The 43.5% male teachers agreed, probably because they felt inconvenienced to work during holidays and weekends.

Table 4.25: SEX of respondents* Pickets impact negatively in teaching and learning.

Crosstab

			Pickets impact negatively in teaching and learning.		Total
			AGREE	DISAGREE	
SEX	Female	Count	96	31	127
		Expected Count	98.7	28.3	127.0
		% within Pickets impact negatively in teaching and learning.	55.2%	62.0%	56.7%
	Male	Count	78	19	97
		Expected Count	75.3	21.7	97.0
		% within Pickets impact negatively in teaching and learning.	44.8%	38.0%	43.3%
Total		Count	174	50	224
		Expected Count	174.0	50.0	224.0
		% within Pickets impact negatively in teaching and learning.	100.0%	100.0%	100.0%

Many female teachers (55.2%) agreed probably because they have experienced how pickets disrupted the normal process of schooling due to the absence of teachers. Female teachers tend to be worried as they know that they will have to work for extra hours to recover the lost teaching-learning hours which will inconvenience them in running their home-community activities. This kind of an arrangement apparently inconvenienced many female teachers hence the response from them. The 44.8% of male teachers agreed probably because they once experienced the negative impact that was created by the picket actions.

Table 4.26: SEX of respondents* Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.

Crosstab

			Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.		Total
			AGREE	DISAGREE	
SEX	Female	Count	98	30	128
		Expected Count	101.8	26.2	128.0
		% within Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	54.7%	65.2%	56.9%
	Male	Count	81	16	97
		Expected Count	77.2	19.8	97.0
		% within Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	45.3%	34.8%	43.1%
Total		Count	179	46	225
		Expected Count	179.0	46.0	225.0
		% within Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication	100.0%	100.0%	100.0%

Many female teachers (54.7%) agree probably because of some male teachers having sexual affairs with learners and other reasons. The 45.3% male teachers, who agreed, might be aware of the misconduct that they or their male colleagues commit to jeopardise the nobleness of the teaching profession.

Table 4.27: SEX of respondents* Teaching is no more a noble profession like it was before due to various reasons like, leading by example.

Crosstab

			Teaching is no more a noble profession like it was before due to various reasons like, leading by example.		Total
			AGREE	DISAGREE	
SEX	Female	Count	98	28	126
		Expected Count	101.1	24.9	126.0
		% within Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	54.7%	63.6%	56.5%
	Male	Count	81	16	97
		Expected Count	77.9	19.1	97.0
		% within Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	45.3%	36.4%	43.5%
Total		Count	179	44	223
		Expected Count	179.0	44.0	223.0
		% within Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	100.0%	100.0%	100.0 %

Many female teachers (54.7%) agree probably because of male teachers having sexual affairs with learners and other reasons. The 45.3% male teachers, who agreed, might be that they had committed misconduct like having affairs with learners, misbehaving in public or have witnessed such misconduct.

Table 4.28: SEX of respondents* Teaching is no more a noble profession like it was before due to various reasons, like being community figure.

Crosstab

			Teaching is no more a noble profession like it was before due to various reasons, like being community figure.		Total
			AGREE	DISAGREE	
SEX	Female	Count	100	26	126
		Expected Count	103.3	22.7	126.0
		% within Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	54.9%	65.0%	56.8%
	Male	Count	82	14	96
		Expected Count	78.7	17.3	96.0
		% within Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	45.1%	35.0%	43.2%
Total		Count	182	40	222
		Expected Count	182.0	40.0	222.0
		% within Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	100.0%	100.0%	100.0%

Many female teachers (54.9%) agree probably because of male teachers drinking in public and other reasons. The 45.1% male teachers, who agreed, might be aware of the misconduct that they or their male colleagues committed to jeopardise the nobleness of the teaching profession.

Table 4.29: SEX of respondents* An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.

Crosstab

			An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.		Total
			AGREE	DISAGREE	
SEX	Female	Count	117	11	128
		Expected Count	117.8	10.2	128.0
		% within An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	56.5%	61.1%	56.9 %
	Male	Count	90	7	97
		Expected Count	89.2	7.8	97.0
		% within An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	43.5%	38.9%	43.1 %
Total		Count	207	18	225
		Expected Count	207.0	18.0	225.0
		% within An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	100.0%	100.0%	100.0 %

The majority of female teachers (56.5%) agree probably because generally, females are conscious of the cleanliness of the classrooms and staff rooms. The 43.5% male teachers, who

agreed. might have done so be because they are clean in nature – hence they become concerned to be in an unhealthy environment.

Table 4.30: SEX of respondents* Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.

Crosstab

			Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.		Total
			AGREE	DISAGREE	
SEX	Female	Count	107	20	127
		Expected Count	108.3	18.7	127.0
		% within Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	56.0%	60.6%	56.7%
	Male	Count	84	13	97
		Expected Count	82.7	14.3	97.0
		% within Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	44.0%	39.4%	43.3%
Total		Count	191	33	224
		Expected Count	191.0	33.0	224.0
		% within Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	100.0%	100.0%	100.0 %

The majority of female teachers (56.0%) agree, perhaps because they regard taking a leave as important for them to recover from the strenuous work situation. During leave they can do and think of other stress-free issues that are not work-related. The44.0% male teachers, who agreed, might also take leave or they are aware of their colleagues who take leave to recover from the busy schedule of their work.

Table 4.31: SEX of respondents* Stressors result in burn-out that ultimately affects the teacher's level of engagement.

Crosstab

			Stressors result in burn-out that ultimately affects the teacher's level of engagement.		Total
			AGREE	DISAGREE	
SEX	Female	Count	120	8	128
		Expected Count	120.6	7.4	128.0
		% within Stressors result in burn-out that ultimately affects the teacher's level of engagement.	56.9%	61.5%	57.1%
	Male	Count	91	5	96
		Expected Count	90.4	5.6	96.0
		% within Stressors result in burn-out that ultimately affects the teacher's level of engagement.	43.1%	38.5%	42.9%
Total		Count	211	13	224
		Expected Count	211.0	13.0	224.0
		% within Stressors result in burn-out that ultimately affects the teacher's level of engagement.	100.0%	100.0%	100.0%

The high response of female teachers (56.9%) who agree might be an indication that the stress level of teachers' impacts negatively on their work – hence the low level of involvement, participation and focus on the school-related matters. The 43.1% male teachers agreed probably because they have experienced the relationship between stressors and teacher engagement.

Table 4.32: SEX of respondents* Autocratic leadership style of supervisors is causing teachers to hate their job.

Crosstab

			Autocratic leadership style of supervisors is causing teachers to hate their job.		Total
			AGREE	DISAGREE	
SEX	Female	Count	104	20	124
		Expected Count	103.8	20.2	124.0
		% within Autocratic leadership style of supervisors is causing teachers to hate their job.	56.2%	55.6%	56.1%
	Male	Count	81	16	97
		Expected Count	81.2	15.8	97.0
		% within Autocratic leadership style of supervisors is causing teachers to hate their job.	43.8%	44.4%	43.9%
Total		Count	185	36	221
		Expected Count	185.0	36.0	221.0
		% within Autocratic leadership style of supervisors is causing teachers to hate their job.	100.0%	100.0%	100.0%

The 56.2% of female teachers agree probably because they disapprove of the leadership style that is not democratic at school: it can result in them being controlled by their seniors in an autocratic manner and that will result in female teachers being resentful for their work. The 43.8% of males, who agreed, might also have done so because they do not tolerate managers who are controlling and being autocratic in leading and managing the staff.

4.6 TESTING STATISTICS

Any number that is less than or equal to 0.005 is significant in the study as it contributes positively. The descriptive statistics, ANOVA and t-test statistics are discussed below with their Tables as Appendix F, G and H respectively.

4.7 DESCRIPTIVE ANALYSIS

4.7.1 Descriptive statistics

Descriptive statistics describe a body of data. There are three things that the researcher might want to know about the data: points of central tendency, amount of variability and the extent to which different variables are associated with one another (Leedy & Ormrod, 2010:265).

The mean represents the single point at which the two sides of a distribution "balance". The mean is the measure of central tendency most commonly used in statistical analyses and research reports. (See Appendix F for the mean of each question).

4.7.1.1 Nature and characteristics of occupational stress among high school teachers (Research objective No.1)

	Question:30	N Statistic	Mean Statistic	Std. Deviation Statistic
Question 30	Stressors result in burn-out that ultimately affects the teacher's level of engagement.	226	1.55	0.742

The **mean of question 30 divided by one is 1.55**.This research question (nature and characteristics of occupational stress among high school teachers) addresses question 30 (i.e. stressors result in burn-out that leads to teacher level of engagement) and its average is 1.55. On average, the 1.55 addresses this research question. On average the research stipulates that the occupational stress, its nature and characteristics of stressors result in burn-out that affects the teacher's level of engagement. In the literature review the stressors put pressure on teachers and they become less engaged due to job dissatisfaction.

4.7.1.2 Causes of occupational stress among high school teachers (Research objective No. 2)

	Questions: 1,2,3,4,5,8,9,14,15,18,19,20,22,28,& 31	N Statistic	Mean Statistic	Std. Deviation Statistic
Question 1	High school teachers deal with high volumes of school work.	226	1.42	0.780
Question 2	The modification of the curriculum increases the stress level among teachers.	228	1.56	0.824
Question 3	Many high school learners are adolescents and they are difficult to manage.	224	1.65	0.855
Question 4	The issue of matric results puts pressure on teachers.	228	1.41	0.760
Question 5	Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.	226	1.51	0.784
Question 8	The majority of parents play a minimal role in the education of their children.	229	1.61	1.520
Question 9	Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	228	1.69	0.799
Question 14	Teachers have personal problems that impact negatively on their school-work.	229	1.94	0.874
Question 15	High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.	228	1.49	0.978
Question 18	Teachers are less engaged in their school activities due to the fact of being dissatisfied with their school work and environment.	227	2.06	0.875

Question 19	The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.	227	1.51	0.766
Question 20	Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.	226	1.73	0.854
Question 22	Instability often arises in teachers' employment when they are declared in excess.	222	1.72	0.826
Question 28	An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	227	1.58	0.744
Question 31	Autocratic leadership style of supervisors is causing teachers to hate their job.	223	1.69	0.865

The **mean of questions1,2,3,4,5,8,9,14,15,18,19,20,22,28 and 31 divided by 15 is 1.638.** This research question (causes of occupational stress among high school teachers) addresses questions 1,2,3,4,5,8,9,14,15,18,19,20,22,28 and 31 and its average is 1.638. On average the 1.638 addresses this research question. On average, the research stipulates that occupational stress is caused by high volume of work, modification of the curriculum, adolescent learners who are difficult to manage, matric results, limited resources, minimal role played by parents, inconsistency in the appraisal performance, teachers' personal problems, working during school holidays, less engaged teachers, many learners in a classroom, inexperienced teachers being promoted, declaring teachers in excess, unhealthy environment and autocratic leaders and managers. In the literature review the high workload emphasises teaching during school holidays and having limited resources. They are stressed due to not being involved when management makes school decisions and they therefore become less engaged.

4.7.1.3 Challenges of managing occupational stress among high school teachers (Research objective No. 3)

	Questions: 6,7,10,11,12,20,21,23,25,26, & 27	N Statistic	Mean Statistic	Std. Deviation Statistic
Question 6	Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.	227	1.71	0.805
Question 7	EAP units at district level have limited resources, beds and medication to assist teachers in need.	215	1.58	0.804
Question 10	Many teachers are appointed as temporary teachers although they are qualified.	226	1.64	0.794
Question 11	Although posts are vacant, many teachers are appointed as temporary teachers	223	1.70	0.792
Question 12	Teachers feel that they are not recognised for their best effort in the teaching-learning process.	227	1.49	0.761
Question 20	Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.	226	1.73	0.854
Question 21	Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	225	2.15	0.931
Question 23	Strike actions impact negatively on teaching and learning.	227	1.65	0.886
Question 24	Pickets impact negatively in teaching and learning.	226	1.82	0.931
Question 25	Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	227	1.76	0.911

Question 26	Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	225	1.80	0.859
Question 27	Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	224	1.79	0.825

The **mean of questions 6, 7, 10, 11, 12, 20, 21, 23, 24, 25, 26 and 27 divided by 12** is 1.715. This research question (challenges of managing occupational stress among high school teachers) addresses questions 6, 7, 10, 11, 12, 20, 21, 23, 24, 25, 26 and 27 and its average is 1.715. On average, the 1.715 addresses this research question. On average, the research stipulates that the occupational stress' challenges are EAP limited resources, appointment of teachers on temporary posts, non-recognition of teachers, conflict due to union affiliation, strikes and pickets impacting negatively in teaching and no nobleness of the teaching profession. In the literature review the EAP limited resources has an impact on the health of teachers and some are not attended to by EAP nurses/social workers. Qualified teachers are appointed on temporary basis due to economic recession and restructuring of the organisation. Teachers, who are not recognised, awarded prizes and not given a token of appreciation, tend to be demoralised as they feel unappreciated for their best effort. Managers must involve unions in negotiations.

4.7.1.4 Strategies for managing occupational stress among high school teachers (Research objective No. 4)

	Questions: 16,17 & 29	**N Statistic**	**Mean Statistic**	**Std. Deviation Statistic**
Question 16	There are many teachers who are still on Post Level 1 who are eager to be promoted.	226	1.46	0.700
Question 17	Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	214	1.57	0.714

Question 29	Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	226	1.70	0.841

The **mean of questions 16, 17 and 29 divided by 3 is 1.576**. This research question (strategies for managing occupational stress among high school teachers) addresses question 16, 17 and 29 and its average is 1.576. On average, the 1.576 addresses this research question. On average the research stipulates that the strategies of managing occupational stress address the perception of PL1 teachers who want to be promoted, and who take leave to recover from the busy school activities. In the literature review (Gillespie et al, 2001) the issue of promotion, succession planning and career development/pathing are stressful as teachers want upward mobility but only few are appointed on promotional posts due to the few advertised teaching posts. Teachers take leave to reenergise and distress at home so that they can return to work focused.

4.8 THE INFERENTIAL STATISTICS

4.8.1 Analysis of variance (ANOVA)

ANOVA is one of the statistical procedures and its purpose is to look for difference among three or more means by comparing the variances both within and across groups. If an ANOVA yields a significant result one should follow up by comparing various pairs of means using a *post hoc comparison of means* (Leedy & Ormrod, 2010: 282).

When the Pearson correlation number is 0.1, it is a 90% confidence level. When it is 0.05 (95%), the confidence level is acceptable in the study. One (1) is equal to 100%. When the *sig* is less than 0.005, it is regarded as a probability/significant value and it is significant for the study. For the ANOVA Tables see Appendix G.

The higher the *sig* moves from 0.005 the less it contributes to the study and it becomes less significant in the occupational study.

Question 1- High school teachers deal with high volumes of school work

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.206and it is more than 0.005.

Question 2 -The modification of the curriculum increases the stress level among teachers.
This question does not add value to the occupational stress study as its significant value (*sig*) is 0.152 .since it is more than 0.005

Question 3 -Many high school learners are adolescents and they are difficult to manage.
This question does not add value to the occupational stress study as its significant value (*sig*) is 0.729 since it is more than 0.005.

Question 4 -The issue of matric results puts pressure on teachers.

This question adds value to the occupational stress study as its *sig* is 0.019, which is closer to 0.005. The higher the result of the occupational stress the more significant it becomes. It is stated in the literature review that pressure is exerted on teachers to work during holidays in order that the matric results are not less than 50% to avoid being a trapped school and accounting for poor performance.

Questions 5- Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.252 which does not contribute to the study because the significant value is more than 0.005.

Question 6 - Employee Assistance Programme units at the districts is not visible enough to teachers as the units are understaffed.

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.883 and it is far from 0.005.

Question 7- EAP units at district level have limited resources, beds and medication to assist teachers in need.

This question does not add value to the occupational stress study as its significant value (*sig)* is 0.399 which is insignificant to the study because it is more than 0.005..

Question 8 - The majority of parents play a minimal role in the education of their children.
This question does not add value to the occupational stress study as its significant value (*sig*) is 0.871 since it is more than 0.005.

Question 9 - Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.597. Therefore it is insignificant to the study because it is more than o.005..

Question 10 - Many teachers are appointed as temporary teachers although they are qualified

This question does not add value to the occupational stress study as its significant value (*sig)* is 0.120 since it is more than 0.005.

Question 11 - Although posts are vacant, many teachers are appointed as temporary teachers

This question does not add value to the occupational stress study as its significant value (*sig*) is 2.089 and it is far from 0.005.Therefore its probability value is high.

Question 12 - Teachers feel that they are not recognised for their best effort in the teaching-learning process.

This question does not add value to the occupational stress study as its significant value (*sig*) is 4.743. Therefore it does not contribute to the study as its significance value is higher and further from 0.005.

Question 13 - Teachers feel that they are not appreciated for their best effort in the teaching-learning process.

This question does not add value to the occupational stress study as its significant value (*sig*) is 2.544 which does not contribute to the study because it is far from 0.005.

Questions 14 - Teachers have personal problems that impact negatively on their school-work.

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.605 because it is more than 0.005.

Question 15 - High school teachers, especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.871. Therefore its probability value is far from 0.005.

Question 16 - There are many teachers who are still on Post Level 1 who are eager to be promoted

This question does not add value to the occupational stress study as its significant value (*sig*) is 2.416. Therefore it is far from the significance value (0.005) and it does not contribute to the study.

Question 17 - Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.

This question does not add value to the occupational stress study as its significant value (*sig*) is 2.265 which is far from the significant value of 0.005.

Question 18 -Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.277 because it is more than 0.005.

Question 19 - The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.

This question does not add value to the occupational stress study as its significant value (*sig*) is 4.152. Therefore the probability value is further from the 0.005 and it is insignificant to the study.

Question 20 - Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.

This question does not add value to the occupational stress study as its significant value (*sig*) is 2.282. Therefore it is far from the 0.005 significant value.

Question 21 - Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA)

This question adds value to the occupational stress study as its significant value (*sig*) is 0.024. Therefore it is significant and contributes to the study as it is closer to 0.005. In the literature review, leadership and management styles of the principals must suit the situation and a task-oriented and people-oriented principal will ensure that teachers are not discriminated against their union affiliation as they have a right to belong to a union of their choice.

Question 22 - Instability often arises in teachers' employment when they are declared in excess.

This question does not add value to the occupational stress study as its significant value (*sig*) is 2.385 which does not contribute to the study since is far from 0.005.

Question 23 - Strike actions impact negatively on teaching and learning.

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.122 since it is more than 0.005.

Question 24 - Pickets impact negatively in teaching and learning

This question does not add value to the occupational stress study as its significant value (*sig*) is 1.978 and it is far from 0.005.

Question 25 -Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.

This question does not add value to the occupational stress study as its significant value (*sig*) is 2.648 and far from 0.005.

Question 26 - Teaching is no more a noble profession like it was before due to various reasons, like leading by example.

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.495 and far from 0.005.

Question 27 - Teaching is no more a noble profession like it was before due to various reasons, like being community figure.

This question adds value to the occupational stress study as its significant value (*sig*) is 0.039 Therefore it is closer to 0.005 which is significant to the study. In the literature review, teacher engagement, recognition and respect must exist so that teachers acquire job satisfaction. When they are engaged in school activities and participate in the decision-making process they will set a good example to the learners and other stakeholders.

Question 28 - An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.

This question does not add value to the occupational stress study as its significant value (*sig*) is 3.032 which is further from 0.005.

Question 29 - Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.

This question does not add value to the occupational stress study as its significant value (*sig*) is 0.313 since it is more than 0.005.

Question 30 - Stressors result in burn-out that ultimately affects the teacher's level of engagement.

This question adds value to the occupational stress study as its significant value (*sig*) is 0.070 which is closer to 0.005. Therefore it contributes to the study. When the principal undermines the teacher's ability and contribution in the school activities, such a teacher will feel unworthy and unappreciated. Therefore s/he will be less involved and experience job dissatisfaction.

Question 31 - Autocratic leadership style of supervisors is causing teachers to hate their job.

This question does not add value to the occupational stress study as its significant value (*sig*) is 2.129 and is far from 0.005.

4.8.2 T-test

The t-test is used to establish if the correlation coefficient is significantly different from zero and hence that there is evidence of an association between the two variables. There is then the underlying assumption that the data is from a normal distribution sampled randomly (Kaplan, 2004:321).

The test level is 0.005 for the researcher' analysis of the questionnaire, i.e. a number equal or below the 0.005 is significant to the occupational stress study.

4.8.2.1 The significant value/probability value (*sig*) is less than 0.005

Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17,19 , 20, 22, 23, 25, 26, 27, 28, 29, 30 and 31 are significant as their *sig* is less than 0.005. These questions contribute towards the study. (See Appendix H for the t-test numbers).

Question 1: High school teachers deal with high volumes of school work.

In the literature review, the increased stress is associated with heavy workloads and employees are unable to cope with the workload. They tend to be less engaged in the school activities. This question contributes towards the study because its sig is less than 0.005.

Question 2: The modification of the curriculum increases the stress level among teachers.

In the literature review, the physical and psycho-social factors like work content contribute to work-related stress. The changing or modification of stress changes the lesson plans and teacher' documents whereby more time is required for the implementation and adjustment for change.

Question 3: Many high school learners are adolescents and they are difficult to manage.

In the literature review, the teachers' authority is challenged by disobedient learners who become disruptive and use vulgar language when talking to teachers. Students with difficult behaviour cause work-related stress to teachers and they need more supervision and attention.

Question 4: The issue of matric results puts pressure on teachers.

In the literature review, teachers experience pressure to excel in their work and go an extra mile which conflicts with home and community activities. Teachers work harder to avoid their school being classified as a trapped school due to poor matric results.

Question 5: Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.

In the literature review, lack of resources contributes to teacher stress as the shortage of teaching-learning aids which hampers the teaching-learning process. Poor working conditions in the rural schools cause burn-out that is experienced by teachers.

Question 6: Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.

In the literature review, the understaffed personnel places a burden on teachers as the understaffed EAP personnel are unable to attend to many teachers. Therefore teachers who are not assisted will deteriorate due to occupational stress and they will perform below standard.

Question 7: EAP units at district level have limited resources, beds and medication to assist teachers in need.

In the literature review, the diminishing or limited resources are a barrier to carrying out the work efficiently and to an appropriate standard. Therefore few stressed teachers are assisted and the rest continue to suffer from occupational stress.

Question 8: The majority of parents play a minimal role in the education of their children.

In the literature review, the poor social support from parents to their children who are learners' impacts negatively on the workload of teachers as they become ineffective in doing their school work and teachers need to go an extra mile to assist such learners.

Question 9: Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.

In the literature review, some teachers' IQMS forms are not submitted to the District due to personal issues between the teacher and the principal. This affects teachers as they are not given rewards or pay progression due to the non-submission of forms to the District.

Question 10: Many teachers are appointed as temporary teachers although they are qualified.

In the literature review, career development contributes to stress as qualified teachers expect to get permanent employment after completing their studies, but due to the high number of unemployment, such teachers are either appointed on temporary basis or are not employed at all.

Question 11: Although posts are vacant, many teachers are appointed as temporary teachers

In the literature review, the professional growth is narrow for many unemployed teachers since advertised teaching posts are less than the number of qualified unemployed teachers – hence some are appointed on temporary basis and are paid by the SGBs or the Department. Vacant posts must be filled to avoid overload of work on appointed teachers.

Question 12: Teachers feel that they are not recognised for their best effort in the teaching-learning process.

In the literature review, career progress creates stress since many teachers are less recognised because they are not promoted, not rewarded and recognised although they work hard. The non-recognition causes stress and they are stuck in the same routine and post level for a longer period.

Question 13: Teachers feel that they are not appreciated for their best effort in the teaching-learning process.

In the literature review, the rewarding of teachers' efforts and recognising individual and team contributions and achievements within the school is important and occupational stress will be minimised.

Question 14: Teachers have personal problems that impact negatively on their school-work.

In the literature review, key factors associated with psychological ill health and absence in staff are the effects on personal lives and interpersonal conflict between work and family demands.

Question 15: High school teachers, especially those who teach Grade 12, work during some school holidays (Easter/Winter/Spring), find it strenuous.

In the literature review, the work schedules that stretched to school holidays inconvenience teachers and they become less effective as they are unable to relax and distress from busy school activities. Lack of control over work causes teachers to work during school holidays as they are unable to plan their teaching periods appropriately in order to complete the syllabus on the required time.

Question 16: There are many teachers who are still on Post Level 1 who are eager to be promoted

In the literature review, the professional growth causes occupational stress because many teachers apply to be promoted but only few get promoted since few promotional posts are advertised as compared to many PL1 teachers.

Question 17: Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.

In the literature review, the process of applying for a promotional post is perceived as stressful because of lack of recognition and appreciation when appointments are made for promotional posts.

Question 19: The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.

In the literature review, the reduction of productivity is due to overcrowding in the classrooms that are smaller in structure. Teachers as a result will be overloaded by class-works and tests to mark. Teaching an overcrowding class is ineffective as some learners need more attention than others.

Question 20: Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.

In the literature review, the relational fairness refers to the degree of dignity and respect afforded to a teacher who qualifies for a promotional post as per the requirements of the advertisement not being "connected" to senior managers who will practise nepotism.

Question 22: Instability often arises in teachers' employment when they are declared in excess.

In the literature review, the issue of restructuring the organisation, general economic recession, job security and introduction of technologies have emerged as an important source of additional stress in relation to teachers' career.

Question 23: Strike actions impact negatively on teaching and learning.

In the literature review, the unions must play a critical role as stakeholders in the education fraternity by having solutions for problems that are created by teachers and not only blame the Department. It is therefore important for negotiations, bargaining and consultation to occur between the Department and the unions to find solutions and avoid striking.

Question 25: Teaching is no more a noble profession like it was before, due to various reasons, like lack of dedication.

In the literature review, the low job satisfaction can be an important indicator of counter-productive teacher behaviour and can result in problems such as absenteeism, idling, and disrespecting the profession by abusing alcohol and drugs.

Question 26: Teaching is no more a noble profession like it was before due to various reasons, like leading by example.

In the literature review, the lack of recognition and rewards can demoralise teachers who personally feel unfulfilled hence misbehaving and challenging the authority at school and in the community by not abiding by the societal expectations or moral values.

Question 27: Teaching is no more a noble profession like it was before due to various reasons, like being community figure.

In the literature review, the teachers expect fairness and justice from their managers and colleagues so that the job becomes fulfilling as there is less backbiting and favouritism that will affect teachers' abilities and attitude towards the school environment – hence being negative and fail to lead by an example.

Question 28: An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.

In the literature review, the unhealthy school does not get the best from their teachers and this may affect not only the performance in the increasingly competitive market but eventually even their survival. An unhealthy work environment can cause considerable stress and exacerbate to the occupational stress.

Question 29: Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.

In the literature review, teachers take leave to relax and reenergise so that when they return to work, they are energised and focused. Various activities are done by teachers whilst at home to ensure positive thinking and managing their life.

Question 30: Stressors result in burn-out that ultimately affects the teacher's level of engagement.

In the literature review, there is a relationship between job stress and teacher engagement, vigour, dedication and absorption. Once the teacher is less engaged, less involved, not consulted on the school decision-making issues, such a teacher feels "side-lined", not being competent and disregarded – hence the job dissatisfaction which will result in job stress.

Question 31: Autocratic leadership style of supervisors is causing teachers to hate their job.

In the literature review, the autocratic leadership style of supervisors is causing teachers to be reluctant to be at work and do their best because some principals disregard the teachers and do not support them when the need arises as they are task-oriented managers and less concerned with the emotional well-being of teachers.

4.8.2.2 The significant value/probability value (*sig*) is equal to 0.005

Question 24: Pickets impact negatively on teaching and learning. Therefore it is significant and contributes to the study. (See Appendix H). It is important for the Department and trade unions to negotiate and bargain in good faith to avoid pickets or any form of industrial action.

4.8.2.3 The significant value/probability value (*sig*) is greater than 0.005

Only questions **18** (Teachers are less engaged in their school activities due to the fact of being dissatisfied with their school work and environment) and **21** (Some schools experience conflict due to trade union affiliation - e.g. SADTU vs. NAPTOSA)) are insignificant and do not contribute to the study since their *sig* numbers are greater than 0.005 and they do not add value to the study. See Appendix H.

4.9 SUMMARY

The findings of the investigation determine the impact of occupational stress among high school teachers in the Ngaka Modiri Molema District as this impact on teaching and learning at school. Various stakeholders, e.g. learners, teachers, School Governing Bodies, family members etc., are affected if a teacher suffers from work-stress.

The findings indicate that generally teachers and principals agree with the issues that are raised in the questionnaire as all the questionnaire has a high percentage of respondents agreeing to the questions. There is much to be done by principals and senior managers to improve the well-being of teachers and the state of the schools to ensure that school staff is not faced with various ailments caused by work-related matters.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to investigate the management of occupational stress among high school teachers within Ngaka Modiri Molema District (NMM). This included the nature, causes, effect of occupational stress and recommended intervention and management strategies thereof in Ngaka Modiri Molema District.

Senior managers, principals, teachers, School Governing Bodies (SGBs) and community members have a responsibility to ensure that occupational stress among teachers and its consequences and intervention strategies are carefully managed. Principals need to communicate properly with teachers regarding school work and family issues as the latter tends to have an impact on the school work of the individuals. Teachers must also express their emotions at the right time to the right people to avoid being distressed and suffer from physical, emotional and psychological ailments (North West Department of Education, 2011: 3).

5.2 RESEARCH OBJECTIVES

The following are the Research objectives as mentioned in Chapter One:

5.2.1 To investigate the nature and characteristics of occupational stress among high school teachers.

5.2.2 To determine the causes of occupational stress among high school teachers.

5.2.3 To identify the challenges involved in managing occupational stress among high school teachers; and

5.2.4 To establish the strategies for managing occupational stress among high school teachers.

5.3 HOW THE RESEARCH OBJEVTIVES WERE ACHIEVED

A survey questionnaire, was utilised in the study in order to obtain information regarding the situation in the Ngaka Modiri Molema high schools. The aforesaid questionnaire was administered to a specific target group in high schools in the NMM district.

During the analysis of the quantitative data obtained from the respondents, it was evident that teachers and principals in the NMM district high schools were suffering from occupational stress due to high workload and other causes. (See Table 4.1).

The objectives identified for the study were considered to be met when respondents responded to the questionnaire. Most respondents strongly agreed or disagreed to show that they did not trust the education system anymore becaus the sytsem is collapsing. The respondents' responses outline their dissatisfaction with services received from the Department of Education.

5.3.1 Theoretical findings vis-à-vis research objectives

5.3.1.1 Research objective No.1: To investigate the nature and characteristics of occupational stress among high school teachers.

The Literature Review supports the research objectives as follows: The teachers become stressed due to high workload and their engagement level decreases. The review also stated that the role of principals must be to manage occupational stress among teachers and create a healthy environment whereby autocratic style of managing or supervising teachers is avoided (Igbal, Khan & Igbal, 2012; Backman-Hoyle, 2012).

5.3.1.2 Research objective No.2: To determine the causes of occupational stress among high school teachers.

The causes of stress are due to high workload and the limited or lack of resources at schools. Therefore, teachers find it difficult to teach in the environment where there are limited resources (Noor,Yacob, Daud & Mohammad, 2011; Safari , Bin Othman & Wahab,2011).

5.3.1.3 Research objective No.3: To identify the challenges involved in managing occupational stress among high school teachers.

Lack of promotion and career pathing are a challenge to teachers. If teachers are not promoted or given recognition this impacts negatively on their roles (Gillespie, Walsh, Minefield, Dua & Stouch, 2011; Khattack , Khan Haq , Arif & Minhas, 2011).

5.3.1.4 Research objective No. 4: To establish the strategies for managing occupational stress among high school teachers.

Strategies for managing stress could include teachers engaging in a healthy lifestyle by exercising and eating healthy food. Time management and goal setting by teachers are also important in reducing stress among high school teachers (Burns, 1991; Richardson & Rothstein, 2008).

5.3.2 Empirical findings vis-à-vis research objectives

5.3.2.1 Research objective: To investigate the nature and characteristics of occupational stress among high school teachers.

The research analysis revealed that many respondents agree that stressors result in burnout which affects teachers negatively. See Table 4.1.There is a general view in South Africa many teachers consult EAP or private doctors due to job stress..

5.3.2.2 Research objective: To determine the causes of occupational stress among high school teachers.

The causes of occupational stress among high school teachers are autocratic managers and non-recognition of best performance by teachers. Majority of respondents/employees indicated this. See Table 4.1.

Autocratic managers and non-recognition of best performance demoralises teachers and lead to work-related stress since their work effort is not recognised and their managers/supervisors are autocratic by nature in terms of managing and leading the teachers (Gillespie et al., 2001).

5.3.2.3 Research objective: To identify the challenges involved in managing occupational stress among high school teachers.

The challenges involved in managing occupational stress among high school teachers: are as a result of the constant modification of the curriculum and conflict at schools caused by trade unions' affiliation. See Table 4.1There is a general view that some principals if they are affiliated

to SAOU (i.e. teacher union) are marginalised by other teachers who are affiliated to a different union.

5.3.2.4 Research objective: To establish the strategies for managing occupational stress among high school teachers.

The strategies for managing occupational stress among high school teachers are to ensure that EAP officials visit schools to teach teachers about stress management and parents must be involved in their children's education. See Table 4.1.The healthy eating habit and exercise will assist teachers in reducing their stress level (Burns, 1991).

5.3.3 Achieved/not achieved

5.3.3.1 Research objective No.1

The nature and characteristics of occupational stress are described in the Literature review (Malik, 2011) and could be obtained from the research results. Majority of principals and teachers agree that that stressors result in burn-out

5.3.3.2 Research objective No.2

Majority of principals and teachers agree that high workload and continuous change of curriculum are the cause of job stress among teachers.

5.3.3.2 Research objective No.3

This objective is achieved. Many principals and teachers agree that it is still a struggle for some Unions to work in harmony in the same school. Generally teacher unions respect each other and they do not interfere .Workshops that are conducted by Provincial Education Labour Relations Chamber (PELRC) officials assist schools as they ensure that unions work in harmony for the education of the learners.

5.3.3.4 Research objective No.4

Many principals and teachers take leave to recover from the school stressful environment. Many respondents indicated that PL1 teachers want to be promoted although there are few promotional

posts in the Department of Education. If teachers are not promoted they are inclined to suffer from job stress.

5.3.4 Significance of the findings

5.3.4.1 High school teachers deal with high volumes of school work.

The majority of respondents agree that teachers are faced with a high workload. Few principals and teachers disagree with the questionnaire; it might be because they are not directly affected with such workload. (See Table 4.1 question 1).

5.3.4.2 The modification of the curriculum increases the stress level among teachers.

Many principals and teachers agree that the modification of the curriculum increases the stress level. Principals and teachers are expected to attend curriculum workshops if there are changes in the curriculum, and they are to impart such changes to learners and parents. Few principals and teachers disagree; it might be because they have few classes to teach. Therefore the modification does not impact negatively on them. (See Table 4.1 question 2).

5.3.4.3 Many high school learners are adolescents and they are difficult to manage.

Many and teachers agree that adolescent learners are difficult to manage. Reasons might be because biologically they undergo changes during the puberty stage causing them to be rebellious. Few respondents disagree with the statement in the questionnaire and it might imply that such respondents are able to manage such learners or that the majority of their adolescent learners are not difficult as stated in Table 4.1 question 3.

5.3.4.4 The issue of matric results put pressure on teachers.

The majority of principals and teachers agree that expected matric results put pressure on them since they ensure that they produce good results to avoid being a trapped school (i.e. a school that has obtained less than 50% in its matric final results) and being called for disciplinary measures. Principals and teachers disagree. It is probably because such principals and teachers regard matric results just like other grades/classes results. (See Table 4.1 question 4).

5.3.4.5 Many schools in the rural and semi-urban areas have limited resources, e.g. laboratories and textbooks.

The answer to question 5 in Table 4.1 shows that many principals and teachers agree that rural schools have limited/shortage of resources. Few principals and teachers disagree. It might be because their schools are in urban areas with enough resources or that they are sponsored by mines or neighbouring farmers.

5.3.4.6 Employee Assistance Programme (EAP) units at the districts are not visible enough to teachers as the units are understaffed.

Principals and teachers agree that the Employee Assistance Programme is not well known. It might be because the EAP unit did not embark on a vigorous advocacy campaign or many school staff members never attended the advocacy campaigns and neglect to read EAP pamphlets at the District office' notice board. The few principals and teachers who disagree might do so because they know all about EAP as indicated in Table 4.1 question 6.

5.3.4.7 EAP units at district level have limited resources, e.g. beds and medication to assist teachers in need.

The majority of and teachers agree that EAP units have limited resources. Those few principals and teachers who disagreed might feel so because their Area Office EAP unit is well resourced. Table 4.1 question 7 gives the details in this regard.

5.3.4.8 The majority of parents play a minimal role in the education of their children.

The answer to question 8 in Table 4.1 shows that many principals and teachers agree that many parents are not involved in their children' education. The few principals and teachers who disagree might be because at their schools parents play a major role and they assist their children in school matters.

5.3.4.9 Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.

The majority of principals and teachers agree that IQMS is inconsistently applied to teachers and they are dissatisfied. The few principals and teachers who disagree might be because they benefit

from the application of IQMS by getting cash bonuses or pay progression as indicated in Table 4.1 question 9.

5.3.4.10 Many teachers are appointed as temporary teachers although they are qualified.

Many principals and teachers agree that many schools appoint teachers on a temporary basis. Few principals and teachers disagree. It might be because at their schools they have permanent staff members. Table 4.1 question 10 provides the details in this regard.

5.3.4.11 Although posts are vacant, many teachers are appointed as temporary teachers.

The answer to question 11 in Table 4.1 shows that many principals and teachers agree that there are vacant posts that are occupied by teachers.

5.3.4.12 Teachers feel that they are not recognised for their best effort in the teaching-learning process.

The majority of principals and teachers agree that teachers are not recognised for their best effort in the education system. Few principals and teachers disagree probably because they are recognised by their managers as indicated in Table 4.1 question 12.

5.3.4.13 Teachers feel that they are not appreciated for their best effort in the teaching-learning process.

Many principals and teachers agree that teachers are not appreciated in the teaching fraternity. The few principals and teachers who disagree: might be because they are appreciated by their managers as stated in Table 4.1 question 13.

5.3.4.14 Teachers have personal problems that impact negatively on their school-work.

The answer to question 14 in Table 4.1 shows that the respondents principals and teachers agree that personal problems of teachers have a negative impact on their school-work. The disagreement of principals and teachers might be because such teachers are able to manage their personal problems and ensure that such problems do not have a negative impact on the school-work or they have managers and family members who are supportive.

5.3.4.15 High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.

Majority of principals and teachers agree that high school teachers who work during school holidays experience strain. It might be that this group has less time to relax and spend less quality time with their families. The few principals and teachers who disagree, is probably because such employees do not work during school holidays or they are not teaching Grade 12 classes as indicated in Table 4.1 question 15.

5.3.4.16 There are many teachers who are still on Post Level 1 who are eager to be promoted.

The majority of principals and teachers agree that many teachers are still on Post Level 1 and they want to be promoted. Few principals and teachers disagree. It might be they are already promoted or are not keen to apply for promotional posts. Table 4.1 question 16 gives the details in this regard.

5.3.4.17 Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.

Many principals and teachers agree that there are few promotional posts for many teachers who are eager to be promoted. The low percentage of principals and teachers who disagreed, may be that they have already been promoted or are not eager to be promoted due to various reasons like approaching retirement, do not want responsibility of being supervisors etc. The Department must ensure that pay progression can increase employees' notches at least after 5 years of performing well as stated in Table 4.1 question 17.

5.3.4.18 Teachers are less engaged in their school activities because of being dissatisfied with their school-work and environment.

The answer to question 18 in Table 4.1 shows that many principals and teachers agree that teachers are less engaged due to being dissatisfied with the school work. The few principals and teachers who disagree are probably engaged and motivated to do their best.

5.3.4.19 The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.

The majority of principals and teachers agree that overcrowding is experienced at public schools as there is a law South African Social Security Agency (SASSA) that stipulates that no learner must be refused admission. Few principals and teachers disagree, maybe because their schools disregard the rule (admission) or such schools are situated in less populated areas and less/limited number of learners enrols at such schools as indicated in table 4.1 question 19.

5.3.4.20 Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.

The majority of principals and teachers agree that some teachers are promoted although they lack experience. This is informed by interference from unions who ensure that their members are promoted and some senior managers are afraid to call unions to order due to the power and influence that unions have in the Department. Few principals and teachers who disagree are perhaps beneficiaries of such union interference/nepotism. Table 4.1 question 20 gives the details in this regard.

5.3.4.21 Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).

Many principals and teachers agree that some schools experience conflict due to unions' affiliation. Few principals and teachers disagree –it might be that their union members are mature and tolerate each other or their workplace is dominated by/has one union. (See Table 4.1 question 21).

5.3.4.22 Instability often arises in teachers' employment when they are declared in excess.

Many principals and teachers agree that declaring teachers in excess causes instability as teachers feel insecure in their posts. It might be that many teachers who have responded have been affected or their loved ones were affected by this process. The minority principals and teachers disagree – it might be that they have not been affected or seen any teacher having emotional instability due to being declared in excess as stated in Table 4.1 question 22.

5.3.4.23 Strike actions impact negatively on teaching and learning.

A majority of principals and teachers agree that strike action causes disruption at work. The respondents might have been affected by such strikes and they have probably seen Grade 12 pass percentages decreasing. The few principals and teachers who disagree with the questionnaire might disagree because their schools were never harshly affected by the strike action. See Table 4.1 question 23.

5.3.4.24 Pickets impact negatively in teaching and learning.

The answer to question 24 in Table 4.1 shows that many principals and teachers agree that pickets impact negatively on the teaching fraternity as one form of industrial action. It is possible that such employees have witnessed pickets in their schools or neighbouring schools and they have seen education collapsing after picketing occurs. The few principals and teachers who disagree might have never experienced picketing in their schools.

5.3.4.25 Teaching is no longer a noble profession like it was before due to various reasons, like lack of dedication.

Many principals and teachers agree that teaching is not a noble profession like before. It might be because now teachers socialise (sexual relationship, drinking alcohol etc.) with learners in public – something never heard of until a few years ago. Few principals and teachers disagree and it might be that they are in denial or that they are the culprits who abuse learners and misbehave at school and in the community as indicated in Table 4.1 question 25.

5.3.4.26 Teaching is no more a noble profession:

(i) Teaching is no more a noble profession like it was before due to various reasons, like leading by example.

Many principals and teachers agree that teaching is no more a noble profession like before. Maybe it is because now teachers socialise (sexual relationship, drinking alcohol etc.) with learners in public. Few principals and teachers who disagree might be in denial or they themselves are guilty – abusing learners and misbehaving. Table 4.1 question 26 gives the details in this regard.

(ii) Teaching is no more a noble profession like it was before due to various reasons, like being community figure.

The answer to question 27 in Table 4.1 shows that many principals and teachers agree that teaching is not a noble profession like before. Maybe it is because many teachers nowadays have a lower social image – no more somebody that the community looks up to, using drugs in public and low moral. Few principals and teachers disagree and one wonders if they are part of the teacher corps that gives teachers a bad name.

5.3.4.27 An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.

Many principals and teachers agree that an unhealthy workplace incident can cause stress. Few principals and teachers disagree – probably because their workplaces are clean and comply with Occupational Health and Safety Act (OHSA) as stated in Table 4.1 question 28.

5.3.4.28 Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.

Many principals and teachers are agreeing that teachers take leave to recover from work-stress due to excessive working hours. It is possible that these respondents have experienced occupational stress or they have seen their colleagues/family members suffering from work-stress. The few principals and teachers who disagree are probably in denial or they have never suffered from occupational stress. (See Table 4.1 question 29).

5.3.4.29 Stressors result in burn-out that ultimately affects the teacher's level of engagement.

The majority of principals and teachers agree that stressors result in burn-out that affects teacher's level of engagement at school. It is possible that such respondents have experienced burn-out themselves. The few principals and teachers who disagree are probably not aware of stress symptoms or are care-free individuals as indicated in Table 4.1 question 30.

5.3.4.30 Autocratic leadership style of supervisors is causing teachers to hate their job.

The majority of principals and teachers agree that autocratic leadership styles makes teachers to hate their jobs as they are dictated terms and they are not able to exercise their rights. The few principals and teachers who disagree are probably dictators or products of dictatorship and cherish such leadership style. Table 4.1 question 31 gives the details in this regard.

5.4 CONCLUSION

The lesson to be drawn from this study is that the good health of every teacher is the joint responsibility of principals, senior managers, SGBs and the community at large. The occupational stress of teachers affects the Province results, school performance as well as the country's economy.

Various activities can be used to reduce stress, which are for example exercise, intake of medication and journaling. It is important for teachers who suffer from stress to acknowledge their health status so that it will be easier to sought help from friends, family members and professional health staff. Such teachers must reduce their stress level by engaging on positive activities and other remedies that reduce stress as it cannot be totally eliminated from one's life.

The study of occupational stress is a very confidential and sensitive topic as some teachers will feel uncomfortable to be interviewed face-to-face due to the fact that the topic is a psychological sickness that is misunderstood as a mental illness by lay people like teachers and family members. Respondents will feel at ease to use questionnaire for answering questions related to occupational stress.

The findings indicate that generally teachers and principals agree with the issues that are raised in the questionnaire as high percentage of respondents agree to the questions, as indicated in Table 4.7.There is much to be done by principals and senior managers to improve the well-being of teachers and the state of the schools to ensure that school staff is not faced with various ailments caused by work-related matters.

5.5 RECOMMENDATIONS

It is essential for all stakeholders, teachers, learners, parents and Departmental senior officials to ensure that practical actions occur at schools and less political talks prevail. The education system must be led by committed officials who have the interest of the nation at heart – hence the high slice of Education budget by the government.

The findings clearly show that the respondents are of the opinion that all is not well in the Ministry of Education. Therefore the following recommendations are suggested:

5.5.1 The Departments must ensure that teachers are not overloaded with school work by appointing enough qualified teachers in substantive vacant posts.

5.5.2 The president of the Republic of South Africa must ensure that various Ministers of Education who are appointed do not dramatically introduce changes (e.g. curriculum change - OBE, ANA) that impact negatively on the smooth.

5.5.3 Primary schools must work hard to produce future Grade 12's who will be eager to excel in education; therefore the primary school teachers must be given all the necessary resources so that a good foundation is laid and high school teachers will not have to be pressurised in the last phase of schooling (Grade 12).

5.5.4 Teachers and parents must ensure that they are able to have open communication with their seniors.

5.5.5 Managers must be people-oriented and task-oriented to avoid teachers and principals who will constantly be sick due to leadership/management style that is frustrating employees.

5.5.6 Promotional posts should not be the only tool that ensures increase in one's salary; pay progression during the performance cycle must be used to increase notches of teachers who are rated high.

5.5.7 Trade unions must play a minimal role in the education system – especially in administrative issues that are not bargainable and negotiable. Senior managers must not carry out political mandates that are in their personal interests (e.g. appointing their comrades).

5.5.8 Fairness, consistency and justice must prevail at work by implementing policies, acts and other pieces of legislatives as expected by the Department.

5.5.9 The private companies (i.e. universities, NGO's, parastatals) are also encouraged to partner with schools and assist with resources, money, exchange programmes, bursaries

etc. This will alleviate the shortage of resources at schools as corporate social responsibility will be executed by NGOs by partnering with the North West Department of Education.

5.5.10 Joint workplace initiatives should be taken by both employees and employers in accordance with International Labour Organisation (ILO) convention concerning safety and health working environments. Designing jobs to give teachers more decision-making authority and skill discretion are indicated to reduce stressors, hence decrease their stress. Practising team-oriented approaches will also contribute to employee well-being among teachers (Noor et al., 2011: 639).

5.6 SUGGESTIONS FOR FUTURE RESEARCH

5.6.1 The same study must be done after two or three years to compare if there are improvements on issues that were of concern, e.g. EAP limited resources at Area Office, and many learners in small classrooms.

5.6.2 Trade Unions and other stakeholders e.g. School Governing Body (SGBs) should enquire about interventions made by senior managers regarding PPM amendment and employment of temporary teachers etc.

5.6.3 An investigation should be undertaken to compare the impact of the NMM District performance to the Provincial Department of Education's overall performance.

5.6.4 The extent of the role played by Non-Governmental Organisations (farmers, companies etc.) that are around the schools should be researched.

5.6.5 A bigger sample should be used when such a study is conducted again within the District.

5.6.6 Further research will also need to be conducted to ensure that constructive change occurs in the interest of the country at large to build well-structured learned and educated citizens who are self-reliant, have skills and knowledge that is needed by the country and the outside world.

LIST REFERENCES

Assan, T. and Makunye, M. 2003.*Study Guide for EDF 301: Lifeskills for Educators.* Mmabatho: North West University Faculty of EDU.

Thomas, L. 2011. An international peer reviewed journal of nursing research and practice: *Australian Journal of Advanced Nursing.* 28 (4): 38.

Backman-Hoyle, D.2012.*The Difficult Human Moments of Managing Others – Humanaging.*Australia: Hawthorn East.

Burns, R.B. 1991. *Essential Psychology.* 2nd ed. London : Kluwer Academic Publishers.

Chandraiah, K., Agrawal, S.C., Marimuthu, P. and Manoharan, N. 2003. Occupational Stress and Job Satisfaction Among Managers: *Indian Journal of Occupational and Environmental Medicine.* 7(2):6.

Cooper, D.R. and Schindler, P.S. 2011.*Business research methods.* 11th ed. New York: McGraw Hill.

Correa, A.P. and Ferreira, M.C. 2011. The Impact of Environment Stressors and Types of Work Contract on Occupational Stress: *The Spanish Journal of Psychology.* 12 (1):252.

Daft, R.L. 2011. *Leadership.*5thed. Australia: South-Western Cengage Learning.

South Africa. (1998). *Employment of Educators Act76 of 1998.* Pretoria: Government Printer.

Gillespie, N.A., Walsh, M., Minefield, A.H., Dua, J. and Stouch, C. 2001. Occupational stress in universities: staff perceptions of the causes, consequences and moderators of stress: *Work & Stress.*15 (1): 53-72.

Glazer, S. and Gyurak, A. 2008. Sources of Occupational Stress among Nurses in Five Countries: *International Journal of Intercultural Relations.* 32(2008):55.

Gutta, S. and Masuelele, P. 2003.*Study Guide for EDF 301: Lifeskills for Educators.* Mahikeng:Faculty of EDU in NWU.

Iqbal.T., Khan.K. and Iqbal, N. 2012.Job Stress and Employee Engagement: *European Journal of Social Sciences*. 28 (1):109-113.

Ismail, A. Yao and Yunus, N.K.Y. 2009. Relationship Between Occupational Stress and Job Satisfaction: An Empirical Study in Malaysia: *The Romanian Economic Journal*. 4 (34):4-8.

Jordan, W. and Jordan, J. 1998.*People in Context*. 3rd ed. Johannesburg: Heinemann.

Kaplan, D.*The Sage Handbook of Quantitative Methodology for the Social Science*.2004.London: SAGE Publications.

Khattak, J.K., Khan, M.A., Haq, A.U., Arif, M. and Minhas, A.A. 2011. Occupational Stress and Burnout in Pakistan's Banking Sector: *African Journal of Business Management*. 5(3):810-811.

Kazmi, R., Amjad, S. and Khan, D. 2008. Occupational Stress and its Effect on Job Performance a Case Study of Medical House Officers of District Abbotabad: *International Journal of Business and Management Tomorrow*. 20(3):136-138.

Lanre Olaitan, O., Oyerinde, O.O., Obiyemi, O. and Kayode, O.O. 2009. Prevalence of Job Stress among Primary School Teachers in South-West Nigeria: *African Journal of Microbiology Research*. 4 (5):339.

Latif, A. and Sultana, S. 2009. Adaptation of Occupational Stress Index.*Journal ofLife and Earth Science*. 3-5:55.

Leedy, P.D. and Ormrod, J.E., 2010. *Practical Research – Planning and Design*. Boston: Pearson Education International.

Malik, N. 2011. A study on occupational stress experienced by private and public banks employees in Quetta city: *African Journal of Business Management*. 5 (8):3063-3065.

Manocha, R., Black, D., Sarris, J. and Stough, C. 2011. A Randomized Controlled Trial of Meditation for Work Stress, Anxiety and Depressed Mood in Full-Time Workers: *Evidence-Based Complementary and Alternative Medicine*. 2011 (960583):2.

Matshego, E. 2010.*VitsoThuto News*. 1 (15): 2.

Mikolajczak, M., Menil, C. and Luminet, O. 2007. Explaining the Protective Effect of Trait Emotional Intelligence regarding Occupational Stress: Exploration of Emotional Labour Processes: *Journal of Research in Personality*. 41 (2007): 1108-1109.

Mohd Bokti, N.L. and Abu Talib, M. 2009. A Preliminary Study on Occupational Stress and Job Satisfaction among Male Navy Personnel at a Naval Base in Lumut, Malaysia: *The Journal of International Social Research*. 2/9: 299-302.

Nicholus, L. 2003. *Introduction to Psychology*. Lansdowne: UCT Press.

Noor, N.M., Yacob, M., Daud, A. and Mohammad, A.M.Z.W. 2011. Stress and Salivary Biomarker among Assistant Medical Officers in Ministry of Health (MOH) Hospitals in Kelantan and Terengganu Malaysia: *International Journal of Collaborative Research on Internal Medicine & Public Health*. 3 (8): 635.

North West Department of Education. 2010. *EAP Statistics*. Mmabatho: North West Department of Education.

North West Department of Education. 2011. *Learner Attainment Implementation Plan – FET Schools*. Mmabatho:North West Department of Education.

Nytro, K., Saksvik, P.O., Mikkelsen, A., Bohle, P. and Quinlan, M.2000. An Appraisal of key Factors in the Implementation of Occupational Stress Interventions: *Work & Stress*. 14 (3): 213-225.

O'Neill, J.W. and Davis, K. 2010. Work Stress and Well-Being in the Industry: *International Journal of Hospitality Management*. 30 (2011):385-386.

Ongori, H. and Agolla, J.E. 2008. Occupational Stress in Organizations and Its Effects on Organizational Performance: *Journal of Management Research*. 8 (3):123-129.

Richardson, K.M. and Rothstein, H.R. 2008. Effects of Occupational Stress Management Intervention Programmes: A Meta-Analysis: *Journal of Occupational Health Psychology*. 13(1): 69-93.

Safari, T., Bin Othman, A. and Wahab, M. N. A. 2011. The Role Of Leadership on Job Stress Among Malay Academic Staff: A Structural Equation Modelling Analysis: *International Education Studies*. 4 (1): 90-92.

South Africa. (1996). *South African Schools Act* 84 *of 1996*. Pretoria: Government Printer.

Spoor, E., de Jonge, J. and Hamers, J.P.H. 2010. Design of the DIRECT-project: interventions to increase job resources and recovery opportunities to improve job-related health, well-being, and performance outcomes in nursing homes: *BMC Public Health*. 2010 (10):4-6.

Truss, C., Mankin, D. and Kelliher, C. 2012.*Strategic Human Resource Management*. New York: Oxford University Press.

University of the West of England, Bristol, 2007.*Data Analysis*. Retrieved from http://hsc.uwe.ac.uk/dataanlaysis/quantinfasspear.asp

Van der Hek,H. and Plomp, H.N. 1997. Occupational Stress Management Programmes: A Practical Overview of Published Effect Studies: *Occup. Med.*47 (3):134-139.

Wells, J.,Denny, M. and Cunningham, J.2011.Work related stress and European policy – A comparative exploration of contextual stressors in the rehabilitation sector in five European countries: *Journal of Mental Health*.165-167.

Williams, J. S. and Cooper C.L. 1998. Measuring Occupational Stress: Development of the Pressure Management Indicator: *Journal of Occupational Health Psychology*.3 (4):306-341.

APPENDIX A

education
Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

First Floor,
Garona Building
Private Bag X2044,
Mmabatho 2735
Tel.: (018) 387-3429
Fax: (018) 387-3430
e-mail: ptyatya@nwpg.gov.za

OFFICE OF THE SUPERINTENDENT-GENERAL

Enquiries: Ms M.J. Mogotsi
Telephone: 018-3883411
E-mail: mphoentle@nwpg.gov.za

15 September 2011

To: Ms T. Mphiwa
MBA Student
North West University

From: Dr M A Seakamela
Acting Superintendent General

SUBJECT: REQUEST TO CONDUCT RESEARCH: OCCUPATIONAL STRESS AMONG HIGH SCHOOL TEACHERS IN THE NORTH WEST PROVINCE

I acknowledged receipt of your request in respect of the above.

Please be informed that permission has been granted for you to conduct research in the North West Department of Education. Approval is therefore granted under the following conditions:

- That consultation with the School Principals identified be done
- That any publication of information pertaining to the Department should be done with the permission from the department
- That learning and teaching process is not compromised
- That the department be furnished with the outcomes of the research

Your contribution in improving the standard of Education is immensely appreciated

Regards

p.p. .....
Dr M.A. Seakamela
Acting Superintendent General

APPENDICES

APPENDIX B: QUESTIONNAIRE FOR PRINCIPALS AND TEACHERS

The occupational stress among teachers at high schools around Ngaka Modiri Molema District in the North West province.

SECTION ONE: BIOGRAPHIC INFORMATION

Kindly make a **cross (x)** where appropriate.

1.	**JOB TITLE**	
	Teacher	
	Principal	
2.	**LENGTH OF SERVICE (in years)**	
	1-4	
	5-8	
	9-12	
	13 and more	
3.	**SCHOOL**	
	Rural	
	Urban	
4.	**SEX**	
	Female	
	Male	
5.	**AGE**	
	23-27	
	28-32	
	33-38	
	39 and up	
6.	**HIGHEST QUALIFICATION**	
	Diploma	
	Degree	
	Post graduate	

SECTION TWO: RESPONSE SECTION

Kindly choose your response based on the following scales.

1 = Strongly Agree	2 = Agree	3 = Disagree	4 = Strongly Disagree

Kindly make a **cross (x)** on your response as per the above scale.

1. High school teachers deal with high volumes of school work.	1	2	3	4
2. The modification of the curriculum increases the stress level among teachers.	1	2	3	4
3. Many high school learners are adolescents and they are difficult to manage.	1	2	3	4
4. The issue of matric results puts pressure on teachers.	1	2	3	4
5. Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.	1	2	3	4
6. Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.	1	2	3	4
7. EAP units at district level have limited resources, beds and medication to assist teachers in need.	1	2	3	4
8. The majority of parents play a minimal role in the education of their children.	1	2	3	4
9. Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	1	2	3	4
10. Many teachers are appointed as temporary teachers although they are qualified.	1	2	3	4
11. Although posts are vacant, many teachers are appointed as temporary teachers.	1	2	3	4
12. Teachers feel that they are not recognised for their best effort in the teaching-learning process.	1		3	4
13. Teachers feel that they are not appreciated for their best effort in the teaching-learning process.	1	2	3	4
14. Teachers have personal problems that impact negatively on their school-work.	1	2	3	4
15. High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.	1	2	3	4
16. There are many teachers who are still on Post	1	2	3	4

Level 1 who are eager to be promoted.				
17. Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	1	2	3	4
18. Teachers are less engaged in their school activities because of being dissatisfied with their school-work and environment.	1	2	3	4
19. The public schools have many learners in classrooms thatare supposed to accommodate approximately 1-45 learners.	1	2	3	4
20. Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.	1	2	3	4
21. Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	1	2	3	4
22. Instability often arises in teachers' employment when they are declared in excess.	1	2	3	4
23. Strike actions impact negatively on teaching and learning.	1	2	3	4
24. Pickets impact negatively on teaching and learning.	1	2	3	4
25. Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	1	2	3	4
26. Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	1	2	3	4
27. Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	1	2	3	4
28. An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	1	2	3	4
29. Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	1	2	3	4
30. Stressors result in burn-out that ultimately affects the Teacher's level of engagement.	1	2	3	4
31. Autocratic leadership style of supervisors is causing teachers to hate their job.	1	2	3	4

Thank you for taking time to respond to this questionnaire.

APPENDIX C: COVERING LETTER TO THE PRINCIPAL

TO: THE PRINCIPAL

FROM: MRS ETT MPHIWA

CELL NO. - 083 276 4316

NORTH WEST UNIVERSITY - MBA STUDENT

DATE: 01/09/2011

RESEARCH QUESTIONNAIRES – OCCUPATIONAL STRESS AMONG HIGH SCHOOL TEACHERS IN NGAKA MODIRI MOLEMA DISTRICT

Kindly be informed that I am a second year MBA student at the North West University and, as per the requirements of the degree, I must submit a mini-dissertation in October 2012. My research proposal topic is occupational stress among the high school teachers in Ngaka Modiri Molema District.

Your school is among the schools that I have randomly selected for the completion of the questionnaires. The principals and teachers are requested to respond to the attached questionnaires to the best of their abilities. You may not state your name for confidential reasons.

I will appreciate it if you complete the questionnaires as requested and I will collect them from your school.

Kind regards

Mrs ETT Mphiwa

APPENDIX D: BIOGRAPHIC DATA - TABLES

Table 4.1: Job title

What is your job title?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	174	75.3	76.3	76.3
	Principal	54	23.4	23.7	100.0
	Total	228	98.7	100.0	
Missing	System	3	1.3		
Total		231	100.0		

Table 4.2: Length of Service (in years)

What is the length OF your service (in years)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 – 4	29	12.6	12.7	12.7
	5 – 8	33	14.3	14.4	27.1
	9 – 12	29	12.6	12.7	39.7
	13 and more	138	59.7	60.3	100.0
	Total	229	99.1	100.0	
Missing	System	2	0.9		
Total		231	100.0		

Table 4.3: Location of the School

Where is the location of the school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	143	61.9	65.0	65.0
	Urban	77	33.3	35.0	100.0
	Total	220	95.2	100.0	
Missing	System	11	4.8		
Total		231	100.0		

Table 4.4: Sex

What is your sex?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	130	56.3	56.8	56.8
	Male	99	42.9	43.2	100.0
	Total	229	99.1	100.0	
Missing	System	2	0.9		
Total		231	100.0		

Table 4.5: Age

What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23 – 27	6	2.6	2.6	2.6
	28 – 32	22	9.5	9.6	12.3
	33 – 38	31	13.4	13.6	25.9
	39 and up	169	73.2	74.1	100.0
	Total	228	98.7	100.0	
Missing	System	3	1.3		
Total		231	100.0		

Table 4.6: Highest Qualification

What is your Highest Qualification?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	34	14.7	15.0	15.0
	Degree	109	47.2	48.0	63.0
	Post graduate	84	36.4	37.0	100.0
	Total	227	98.3	100.0	
Missing	System	4	1.7		
Total		231	100.0		

APPENDIX E: CHI-SQUARE TESTS

Table 4.2 (b): SEX of respondents* High school teachers deal with high volumes of school work.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.274[a]	1	0.601		
Continuity Correction[b]	0.068	1	0.794		
Likelihood Ratio	0.272	1	0.602		
	Value	df	Asymp. Sig. (2-sided)		
Fisher's Exact Test					
				0.612	0.394
				Exact Sig. (2-sided)	Exact Sig. (1-sided)
Linear-by-Linear Association	0.272	1	0.602	Exact Sig. (2-sided)	Exact Sig. (1-sided)
N of Valid Cases	Value 224	df	Asymp. Sig. (2-sided)		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.00.

b. Computed only for a 2x2 table

Table 4.3 (b): SEX* The modification of the curriculum increases the stress level among teachers

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.450[a]	1	0.118		
Continuity Correction[b]	1.816	1	0.178		
Likelihood Ratio	2.426	1	0.119		
Fisher's Exact Test				0.131	0.089
Linear-by-Linear Association	2.439	1	0.118		
N of Valid Cases	226				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.41.

b. Computed only for a 2x2 table

Table 4.4 (b): SEX of respondents* Many high school learners are adolescents and they are difficult to manage.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.025[a]	1	0.874		
Continuity Correction[b]	0.000	1	1.000		
Likelihood Ratio	0.025	1	0.874		
Fisher's Exact Test				1.000	0.517
Linear-by-Linear Association	0.025	1	0.874		
N of Valid Cases	222				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.41.

b. Computed only for a 2x2 table

Table 4.5 (b): SEX of respondents* The issue of matric results puts pressure on teachers.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
				0.077	0.056
Pearson Chi-Square					
Continuity Correction[b]	3.410[a]	1	0.065		
Likelihood Ratio	2.535	1	0.111		
Fisher's Exact Test	3.387	1	0.066		
Linear-by-Linear Association	3.395	1	0.065		
N of Valid Cases	226				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.37.

b. Computed only for a 2x2 table

Table 4.6 (b): SEX of respondents* Many schools in the rural and semi-urban areas have limited resources, laboratories and textbooks.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.069[a]	1	0.793		
Continuity Correction[b]	0.003	1	0.958		
Likelihood Ratio	0.069	1	0.793		
Fisher's Exact Test				0.835	0.476
Linear-by-Linear Association	0.069	1	0.793		
N of Valid Cases	224				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.38.

b. Computed only for a 2x2 table

Table 4.7 (b): SEX of respondents* Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.051[a]	1	0.821		
Continuity Correction[b]	0.002	1	0.965		
Likelihood Ratio	0.051	1	0.820		
Fisher's Exact Test				0.857	0.485
Linear-by-Linear Association	0.051	1	0.821		
N of Valid Cases	225				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.62.

b. Computed only for a 2x2 table

Table 4.8 (b) SEX of respondents* EAP units at district level have limited resources, beds and medication to assist teachers in need.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.116[a]	1	0.291		
Continuity Correction[b]	0.702	1	0.402		
Likelihood Ratio	1.141	1	0.285		
Fisher's Exact Test				0.383	0.202
Linear-by-Linear Association	1.110	1	0.292		
N of Valid Cases	212				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.42.

b. Computed only for a 2x2 table

Table 4.9 (b): SEX of respondents* The majority of parents play a minimal role in the education of their children.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.063[a]	1	0.801		
Continuity Correction[b]	0.000	1	1.000		
Likelihood Ratio	0.064	1	0.801		
Fisher's Exact Test				1.000	0.512
Linear-by-Linear Association	0.063	1	0.802		
N of Valid Cases	225				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.47.

b. Computed only for a 2x2 table

Table 4.10 (b): SEX of respondents* Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig.(1-(1-sided)
Pearson Chi-Square	0.669[a]	1	0.414		
Continuity Correction[b]	0.391	1	0.532		
Likelihood Ratio	0.664	1	0.415		
Fisher's Exact Test				0.445	0.265
Linear-by-Linear Association	0.666	1	0.415		
N of Valid Cases	226				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.88.

b. Computed only for a 2x2 table

Table 4.11 (b): SEX of respondents* Many teachers are appointed as temporary teachers although they are qualified.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.985[a]	1	0.159		
Continuity Correction[b]	1.427	1	0.232		
Likelihood Ratio	1.962	1	0.161		
Fisher's Exact Test				0.199	0.117
Linear-by-Linear Association	1.976	1	0.160		
N of Valid Cases	224				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.71.

b. Computed only for a 2x2 table

Table 4.12 (b): SEX of respondents* Although posts are vacant, many teachers are appointed as temporary teachers.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.479[a]	1	0.034		
Continuity Correction[b]	3.669	1	0.055		
Likelihood Ratio	4.452	1	0.035		
Fisher's Exact Test				0.044	0.028
Linear-by-Linear Association	4.458	1	0.035		
N of Valid Cases	221				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.73.

b. Computed only for a 2x2 table

Table 4.13 (b): SEX of respondents* Teachers feel that they are not recognised f best effort in the teaching-learning process.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.371[a]	1	0.543		
Continuity Correction[b]	0.139	1	0.709		
Likelihood Ratio	0.368	1	0.544		
Fisher's Exact Test				0.638	0.352
Linear-by-Linear Association	0.369	1	0.543		
N of Valid Cases	225				

a. 0 cells have expected count less than 5. The minimum expected count is 8.71.

b. Computed only for a 2x2 table

Table 4.14 (b): SEX of respondents* Teachers feel that they are not appreciated for their best effort in the teaching-learning process.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.333[a]	1	0.564		
Continuity Correction[b]	0.112	1	0.738		
Likelihood Ratio	0.337	1	0.562		
Fisher's Exact Test				0.634	0.373
Linear-by-Linear Association	0.331	1	0.565		
N of Valid Cases.	225				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.19.

b. Computed only for a 2x2 table

Table 4.15 (b): SEX of respondents* Teachers have personal problems that impact negatively on their school-work.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.354[a]	1	0.125		
Continuity Correction[b]	1.901	1	0.168		
Likelihood Ratio	2.393	1	0.122		
Fisher's Exact Test				0.161	0.083
Linear-by-Linear Association	2.344	1	0.126		
N of Valid Cases	227				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 23.93.

b. Computed only for a 2x2 table

Table 4.16: SEX of respondents* High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.988[a]	1	0.320		
Continuity Correction[b]	0.536	1	0.464		
Likelihood Ratio	1.019	1	0.313		
Fisher's Exact Test				0.434	0.234
Linear-by-Linear Association	0.984	1	0.321		
N of Valid Cases	225				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.9(

b. Computed only for a 2x2 table

Table 4.17 (b): SEX of respondents*There are many teachers who are still on Post Level 1 who are eager to be promoted.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.022[a]	1	0.881		
Continuity Correction[b]	0.000	1	1.000		
Likelihood Ratio	0.022	1	0.881		
Fisher's Exact Test				1.000	0.544
Linear-by-Linear Association	0.022	1	0.881		
N of Valid Cases	212				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.72.

b. Computed only for a 2x2 table

Table 4.18 (b): SEX of respondents* Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.022[a]	1	0.881		
Continuity Correction[b]	0.000	1	1.000		
Likelihood Ratio	0.022	1	0.881		
Fisher's Exact Test				1.000	0.544
Linear-by-Linear Association	0.022	1	0.881		
N of Valid Cases	212				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.72.

b. Computed only for a 2x2 table

Table 4.19 (b): SEX of respondents* Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.162[a]	1	0.687		
Continuity Correction[b]	0.067	1	0.796		
Likelihood Ratio	0.162	1	0.687		
Fisher's Exact Test				0.772	0.397
Linear-by-Linear Association	0.162	1	0.688		
N of Valid Cases	225				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 30.61.

b. Computed only for a 2x2 table

Table 4.20 (b): SEX of respondents* The public schools have many learners in classrooms that are supposed to accommodate approximately-45 learners.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.001[a]	1	0.970		
Continuity Correction[b]	0.000	1	1.000		
Likelihood Ratio	0.001	1	0.970		
Fisher's Exact Test				1.000	0.570
Linear-by-Linear Association	0.001	1	0.970		
N of Valid Cases	225				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.92.

b. Computed only for a 2x2 table

Table 4.21 (b): SEX of respondents* Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.339[a]	1	0.247		
Continuity Correction[b]	.972	1	0.324		
Likelihood Ratio	1.329	1	0.249		
Fisher's Exact Test				0.305	0.162
Linear-by-Linear Association	1.333	1	0.248		
N of Valid Cases	224				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.62.

b. Computed only for a 2x2 table

Table 4.22 (b): SEX of respondents* Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.032[a]	1	0.859		
Continuity Correction[b]	0.001	1	0.972		
Likelihood Ratio	0.032	1	0.859		
Fisher's Exact Test				0.887	0.487
Linear-by-Linear Association	0.032	1	0.859		
N of Valid Cases	223				

a. a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 32.62.

b. Computed only for a 2x2 table

Table 4.23 (b): SEX of respondents* Instability often arises in teachers' employment when they are declared in excess'

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.570[a]	1	0.450		
Continuity Correction[b]	0.321	1	0.571		
Likelihood Ratio	0.566	1	0.452		
Fisher's Exact Test				0.459	0.284
Linear-by-Linear Association	0.567	1	0.451		
N of Valid Cases	220				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.99.

b. Computed only for a 2x2 table

Table 4.24 (b): SEX of respondents* Strike actions impact negatively on teaching and learning.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.322[a]	1	0.571		
Continuity Correction[b]	0.144	1	0.705		
Likelihood Ratio	0.324	1	0.569		
Fisher's Exact Test				0.707	0.355
Linear-by-Linear Association	0.320	1	0.572		
N of Valid Cases	225				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.51.

b. Computed only for a 2x2 table

Table 4.25 (b): SEX of respondents* Pickets impact negatively in teaching and learning.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.737[a]	1	0.390		
Continuity Correction[b]	0.486	1	0.486		
Likelihood Ratio	0.744	1	0.388		
Fisher's Exact Test				0.422	0.244
Linear-by-Linear Association	0.734	1	0.392		
N of Valid Cases	224				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.65.

b. Computed only for a 2x2 table

Table 4.26 (b): SEX of respondents* Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.635[a]	1	0.201		
Continuity Correction[b]	1.236	1	0.266		
Likelihood Ratio	1.661	1	0.197		
Fisher's Exact Test				0.243	0.133
Linear-by-Linear Association	1.628	1	0.202		
N of Valid Cases	225				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.83.

b. Computed only for a 2x2 table

Table 4.27 (b): SEX of respondents* Teaching is no more a noble profession like it was before due to various reasons like, leading by example.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.135[a]	1	0.287		
Continuity Correction[b]	0.802	1	0.370		
Likelihood Ratio	1.150	1	0.284		
Fisher's Exact Test				0.313	0.186
Linear-by-Linear Association	1.130	1	0.288		
N of Valid Cases	223				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.14.

b. Computed only for a 2x2 table

Table 4.28 (b): SEX of respondents* Teaching is no more a noble profession like it was before due to various reasons, like community figure.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.351[a]	1	0.245		
Continuity Correction[b]	0.972	1	0.324		
Likelihood Ratio	1.373	1	0.241		
Fisher's Exact Test				0.292	0.162
Linear-by-Linear Association	1.345	1	0.246		
N of Valid Cases	222				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.30.

b. Computed only for a 2x2 table

Table 4.29 (b): SEX of respondents* An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.142[a]	1	0.706		
Continuity Correction[b]	0.017	1	0.897		
Likelihood Ratio	0.143	1	0.705		
Fisher's Exact Test				0.807	0.453
Linear-by-Linear Association	0.142	1	0.707		
N of Valid Cases	225				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.76.

b. Computed only for a 2x2 table

Table 4.30 (b): SEX of respondents* Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.241[a]	1	0.624		
Continuity Correction[b]	0.090	1	0.764		
Likelihood Ratio	0.243	1	0.622		
Fisher's Exact Test				0.705	0.384
Linear-by-Linear Association	0.240	1	0.624		
N of Valid Cases	224				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.29.

b. Computed only for a 2x2 table

Table 4.31 (b) SEX of respondents* Stressors result in burn-out that ultimately affects the teacher's level of engagement.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.109[a]	1	0.741		
Continuity Correction[b]	0.002	1	0.967		
Likelihood Ratio	0.110	1	0.740		
Fisher's Exact Test				0.782	0.489
Linear-by-Linear Association	0.108	1	0.742		
N of Valid Cases	224				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.57.

b. Computed only for a 2x2 table

Table 4.32 (b): SEX of respondents* Autocratic leadership style of supervisors is causing teachers to hate their job.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	0.005[a]	1	0.942		
Continuity Correction[b]	0.000	1	1.000		
Likelihood Ratio	0.005	1	0.942		
Fisher's Exact Test				1.000	0.542
Linear-by-Linear Association	0.005	1	0.942		
N of Valid Cases	221				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.80.

b. Computed only for a 2x2 table

APPENDIX F: DESCRIPTIVE STATISTICS

Questionnaire heading	N Statistic	Range Statistic	Minim-um Statistic	Maxim-um Statistic	Mean Statistic	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Std. Error
Job Title	228	1	1	2	1.24	0.426	0.182	1.246	0.161
Length Of Service(in years)	229	3	1	4	3.21	1.103	1.216	-0.989	0.161
School	220	1	1	2	1.35	0.478	0.229	0.633	0.164
Sex	229	1	1	2	1.43	0.496	0.246	0.275	0.161
Age	228	3	1	4	3.59	0.771	0.595	-1.823	0.161
Highest Qualification	227	2	1	3	2.2k2	0.688	0.473	-0.317	0.162
High school teachers deal with high volumes of school work.	226	3	1	4	1.42	0.780	0.608	2.125	0.162
The modification of the curriculum increases the stress level among teachers.	228	3	1	4	1.56	0.824	0.680	1.554	0.161

Questionnaire heading	N	Range	Minim-um	Maxim-um	Mean	Std. Deviation	Variance	Skewness	Std. Error
The issue of matric results puts pressure on teachers.	228	3	1	4	1.41	0.760	0.578	2.059	0.161
Many schools in the rural and semi-urban areas have limited resources, e.g. laboratories and textbooks.	226	3	1	4	1.51	0.784	0.615	1.488	0.162
Employee Assistance Programme units at the districts are not visible enough to teachers as they are understaffed.	227	3	1	4	1.71	0.805	0.648	0.874	0.162

Questionnaire heading	N	Range	Minim-um	Maxim-um	Mean	Std. Deviation	Variance	Skewness	Std. Error
EAP units at district level have limited resources, e.g. beds and medication to assist teachers in need.	215	4	1	5	1.58	0.804	0.647	1.460	0.166
The majority of parents play a minimal role in the education of their children.	229	20	1	21	1.61	1.520	2.310	9.429	0.161
Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	228	3	1	4	1.69	0.799	0.638	0.987	0.161

Questionnaire heading	N	Range	Minim-um	Maxim-um	Mean	Std. Deviation	Variance	Skewness	Std. Error
Many teachers are appointed as temporary teachers although they are qualified	226	3	1	4	1.64	0.794	0.631	1.217	0.162
Although posts are vacant, many teachers are appointed as temporary teachers	223	3	1	4	1.70	0.792	.627	1.040	0.163
Teachers feel that they are not recognised for their best effort in the teaching-learning process.	227	3	1	4	1.49	0.761	0.578	1.651	0.162
Teachers feel that they are not appreciated for their best effort in the teaching-learning process.	227	3	1	4	1.50	0.743	0.552	1.575	0.162

Questionnaire heading	N	Range	Minim-um	Maxim-um	Mean	Std. Deviation	Variance	Skewness	Std. Error
Teachers have personal problems that impact negatively on their school-work.	229	3	1	4	1.94	0.874	0.764	.587	0.161
High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), findit strenuous.	228	10	1	11	1.49	0.978	0.956	4.860	0.161
There are many teachers who are still on Post Level 1 who are eager to be promoted	226	3	1	4	1.46	0.700	0.490	1.814	0.162

Questionnaire heading	N	Range	Minim-um	Maxim-um	Mean	Std. Deviation	Variance	Skewness	Std. Error
Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	214	3	1	4	1.57	0.714	0.510	1.330	0.166
Teachers are less engaged in their school activities because of being dissatisfied with their school-work and environment.	227	3	1	4	2.06	0.875	0.766	0.319	0.162
The public schools have many learners in classrooms that are supposed to accommodate approximately-45 learners.	227	3	1	4	1.51	0.766	0.587	1.510	0.162

Questionnaire heading	N	Range	Minim-um	Maxim-um	Mean	Std. Deviation	Variance	Skewness	Std. Error
Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.	226	3	1	4	1.73	0.854	0.729	0.885	.162
Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	225	3	1	4	2.15	0.931	0.867	0.373	0.162
Instability often arises in teachers' employment when they are declared in excess.	222	3	1	4	1.72	0.826	0.682	0.998	0.163

Questionnaire heading	N	Range	Minim-um	Maxim-um	Mean	Std. Deviation	Variance	Skewness	Std. Error
Strike actions impact negatively on teaching and learning.	227	3	1	4	1.65	0.886	0.785	1.282	0.162
Pickets impact negatively in teaching and learning.	226	3	1	4	1.82	0.931	0.866	0.861	0.162
Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	227	3	1	4	1.76	0.911	0.830	0.959	0.162
Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	225	3	1	4	1.80	0.859	0.738	0.814	0.162

Questionnaire heading	N	Range	Minim-um	Maxim-um	Mean	Std. Deviation	Variance	Skewness	Std. Error
Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	224	3	1	4	1.79	0.825	0.680	0.804	0.163
An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	227	3	1	4	1.58	0.744	0.554	1.373	0.162

Questionnaire heading	N	Range	Minim-um	Maxim-um	Mean	Std. Deviation	Variance	Skewness	Std. Error
Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	226	3	1	4	1.70	0.841	0.707	1.104	0.162
Stressors result in burn-out that ultimately affects the Teacher's level of engagement.	226	3	1	4	1.55	0.742	0.551	1.608	0.162
Autocratic leadership style of supervisors is causing teachers to hate their job.	223	3	1	4	1.69	0.865	0.748	1.119	0.163
Valid N (list wise)	154								

Reliability Statistics

Cronbach's Alpha	N of Items
.896	37

APPENDIX G: ANOVA

APPENDIX G (i)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
High school teachers deal with high volumes of school work.	Between Groups	0.937	1	00.937	1.612	.206
	Within Groups	129.094	222	0.582		
	Total	130.031	223			
The modification of the curriculum increases the stress level among teachers.	Between Groups	1.352	1	1.352	2.065	0.152
	Within Groups	146.705	224	0.655		
	Total	148.058	225			
Many high school learners are adolescents and they are difficult to manage.	Between Groups	0.086	1	0.086	0.120	0.729
	Within Groups	156.802	220	0.713		
	Total	156.887	221			
The issue of matric results puts pressure on teachers.	Between Groups	3.032	1	3.032	5.608	0.019
	Within Groups	121.127	224	0.541		
	Total	124.159	225			
Many schools in the rural and semi-urban areas have limited resources, e.g. laboratories and textbooks.	Between Groups	0.781	1	0.781	1.322	0.252
	Within Groups	131.214	222	0.591		
	Total	131.996	223			

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.	Between Groups	0.014	1	0.014	0.022	0.883
	Within Groups	140.626	223	0.631		
	Total	140.640	224			
EAP units at district level have limited resources, e.g. beds and medication to assist teachers in need.	Between Groups	0.445	1	0.445	0.713	00.399
	Within Groups	131.817	211	.625		
	Total	132.263	212			
The majority of parents play a minimal role in the education of their children.	Between Groups	0.062	1	0.062	0.027	0.871
	Within Groups	524.255	225	2.330		
	Total	524.317	226			
Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	Between Groups	0.172	1	0.172	0.280	0.597
	Within Groups	137.598	224	0.614		
	Total	137.770	225			

ANOVA					
		Sum of Squares	Df	Mean Square	F
Many teachers are appointed as temporary teachers although they are qualified.	Between Groups	0.073	1	0.073	0.120
	Within Groups	134.427	222	0.606	
	Total	134.500	223		
Although posts are vacant, many teachers are appointed as temporary teachers	Between Groups	1.261	1	1.261	2.089
	Within Groups	132.196	219	0.604	
	Total	133.457	220		

		Sum of Squares	Df	Mean Square	F
Teachers feel that they are not recognised for their best effort in the teaching-learning process.	Between Groups	2.586	1	2.586	4.743
	Within Groups	121.574	223	0.545	
	Total	124.160	224		
Teachers feel that they are not appreciated for their best effort in the teaching-learning process.	Between Groups	1.333	1	1.333	2.544
	Within Groups	116.889	223	0.524	
	Total	118.222	224		
Teachers have personal problems that impact negatively on their school-work.	Between Groups	0.453	1	0.453	0.605
	Within Groups	168.683	225	0.750	
	Total	169.137	226		
High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.	Between Groups	0.831	1	0.831	0.871
	Within Groups	213.598	224	0.954	
	Total	214.429	225		
There are many teachers who are still on Post Level 1 who are eager to be promoted.	Between Groups	1.115	1	1.115	2.416
	Within Groups	102.439	222	0.461	
	Total	103.554	223		
Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	Between Groups	1.093	1	1.093	2.265
	Within Groups	101.336	210	0.483	
	Total				

APPENDIX G (ii)

ANOVA		
		Sig.
Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	Total	
Many teachers are appointed as temporary teachers although they are qualified.	Between Groups	0.729
	Within Groups	
	Total	
Although posts are vacant, many teachers are appointed as temporary teachers.	Between Groups	0.150
	Within Groups	
	Total	
Teachers feel that they are not recognised for their best effort in the teaching-learning process.	Between Groups	0.030
	Within Groups	
	Total	
Teachers feel that they are not appreciated for their best effort in the teaching-learning process.	Between Groups	0.112
	Within Groups	
	Total	
Teachers have personal problems that impact negatively on their school-work.	Between Groups	0.438
	Within Groups	
	Total	
High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.	Between Groups	0.352
	Within Groups	
	Total	
There are many teachers who are still on Post Level 1 who are eager to be promoted.	Between Groups	0.122
	Within Groups	
	Total	
Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	Between Groups	0.134
	Within Groups	
	Total	

APPENDIX G (iii)

ANOVA

		Sum of Squares	df	Mean Square	F
Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	Total	102.429	211		
Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment.	Between Groups	0.209	1	0.209	0.277
	Within Groups	168.040	223	0.754	
	Total	168.249	224		
The public schools have many learners in a classroom that accommodates approximately 1-45 learners.	Between Groups	2.308	1	2.308	4.152
	Within Groups	123.941	223	0.556	
	Total	126.249	224		
Some teachers are promoted although they are inexperienced in the subject area/managerial activities at school level.	Between Groups	1.612	1	1.612	2.282
	Within Groups	156.777	222	0.706	
	Total	158.388	223		
Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	Between Groups	0.021	1	0.021	0.024
	Within Groups	193.387	221	0.875	
	Total	193.408	222		
Instability often arises in teachers' employment when they are declared in excess.	Between Groups	1.607	1	1.607	2.385
	Within Groups	146.920	218	0.674	
	Total	148.527	219		
Strike actions impact negatively on teaching and learning.	Between Groups	0.096	1	0.096	0.122
	Within Groups	175.167	223	0.786	
	Total	175.262	224		
Pickets impact negatively in teaching and learning.	Between Groups	1.703	1	1.703	1.978
	Within Groups	191.154	222	0.861	
	Total	192.857	223		

ANOVA

		Sum of Squares	df	Mean Square	F
Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	Between Groups	2.136	1	2.136	2.648
	Within Groups	179.926	223	0.807	
	Total	182.062	224		

APPENDIX G (iv)

ANOVA		
		Sig.
Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	Total	
Teachers are less engaged in their school activities because of being dissatisfied with their school-work and environment.	Between Groups	0.599
	Within Groups	
	Total	
The public schools have many learners in classrooms that are supposed to accommodate approximately 1- 45 learners.	Between Groups	0.043
	Within Groups	
	Total	
Some teachers are promoted although they are inexperienced in the subject area/managerial activities at school level.	Between Groups	0.132
	Within Groups	
	Total	
Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	Between Groups	0.876
	Within Groups	
	Total	
Instability often arises in teachers' employment when they are declared in excess.	Between Groups	0.124
	Within Groups	
	Total	
Strike actions impact negatively on teaching and learning.	Between Groups	0.728
	Within Groups	
	Total	
Pickets impact negatively in teaching and learning.	Between Groups	0.161
	Within Groups	
	Total	
Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	Between Groups	0.105
	Within Groups	
	Total	

APPENDIX G (v)

ANOVA					
		Sum of Squares	df	Mean Square	F
Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	Between Groups	0.357	1	0.357	0.495
	Within Groups	159.562	221	0.722	
	Total	159.919	222		
Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	Between Groups	0.026	1	0.026	0.039
	Within Groups	146.159	220	0.664	
	Total	146.185	221		
An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	Between Groups	1.597	1	1.597	3.032
	Within Groups	117.443	223	0.527	
	Total	119.040	224		
Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	Between Groups	0.216	1	0.216	0.313
	Within Groups	153.141	222	0.690	
	Total	153.357	223		
Stressors result in burn- out that ultimately affects the Teacher's level of engagement.	Between Groups	0.037	1	0.037	0.070
	Within Groups	117.677	222	0.530	
	Total	117.714	223		
Autocratic leadership style of supervisors is causing teachers to hate their job.	Between Groups	1.543	1	1.543	2.129
	Within Groups	158.647	219	0.724	
	Total	160.190	220		

APPENDIX G (vi)

ANOVA		
		Sig.
Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	Between Groups	0.482
	Within Groups	
	Total	
Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	Between Groups	0.843
	Within Groups	
	Total	
An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	Between Groups	0.083
	Within Groups	
	Total	
Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	Between Groups	0.576
	Within Groups	
	Total	
Stressors result in burn-out that ultimately affects the teacher's level of engagement.	Between Groups	0.791
	Within Groups	
	Total	
Autocratic leadership style of supervisors is causing teachers to hate their job.	Between Groups	0.146
	Within Groups	
	Total	

APPENDIX H: T-TEST

APPENDIX H (i)

One-Sample Test

	Test Value = 2				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
HIGHEST QUALIFICATION	4.823	226	0.000	0.220	0.13
High school teachers deal with high volumes of school work.	-11.257	225	0.000	-0.584	-0.69
The modification of the curriculum increases the stress level among teachers.	-8.114	227	0.000	-0.443	-0.55
Many high school learners are adolescent sand they are difficult to manage.	-6.099	223	0.000	-0.348	-0.46
The issue of matric results puts pressure on teachers.	-11.671	227	0.000	-0.588	-0.69
Many schools in the rural and semi-urban areas have limited resources, e.g. laboratoriesand textbooks.	-9.328	225	0.000	-0.487	-0.59
Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.	-5.360	226	0.000	-0.286	-0.39
EAP units at district level have limited resources, e.g. beds and medication to assist teachers in need.	-7.715	214	0.000	-0.423	-0.53

APPENDIX H (ii)

One-Sample Test	
	Test Value = 2
	95% Confidence Interval of the Difference
	Upper
HIGHEST QUALIFICATION	0.31
High school teachers deal with high volumes of school work.	-0.48
The modification of the curriculum increases the stress level among teachers.	-0.34
Many high school learners are adolescents and they are difficult to manage.	-0.24
The issue of matric results puts pressure on teachers.	-0.49
Many schools in the rural and semi-urban areas have limited resources, e.g. laboratories and textbooks. .	-0.38
Employee Assistance Programme units at the districts are not visible enough to teachers as the units are understaffed.	-0.18
EAP units at district level have limited resources, e.g. beds and medication to assist teachers in need.	-0.32

APPENDIX H (iii)

One-Sample Test					
	Test Value = 2				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
The majority of parents play a minimal role in the education of their children.	-3.913	228	0.000	-0.393	-0.59
Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied- hence the unhappiness among teachers.	-5.886	227	0.000	-0.311	-0.42
Many teachers are appointed as temporary teachers although they are qualified	-6.783	225	0.000	-0.358	-0.46
Although posts are vacant many teachers are appointed as temporary teachers.	-5.749	222	0.000	-0.305	-0.41
Teachers feel that they are not recognised for their best effort in the teaching-learning process.	-10.123	226	0.000	-0.511	-0.61
Teachers feel that they are not appreciated for their best effort in the teaching-learning process.	-10.184	226	0.000	-0.502	-0.60

APPENDIX H (iv)

One-Sample Test	
	Test Value = 2
	95% Confidence Interval of the Difference
	Upper
The majority of parents play a minimal role in the education of their children.	-0.20
Performance management Integrated Quality Management System (IQMS) for teachers is inconsistently applied-hence the unhappiness among teachers.	-0.21
Many teachers are appointed as temporary teachers although they are qualified.	-0.25
Although posts are vacant, many teachers are appointed as temporary teachers.	-0.20
Teachers feel that they are not recognised for their best effort in the teaching-learning process.	-0.41
Teachers feel that they are not appreciated for their best effort in the teaching-learning process.	-0.41

APPENDIX H (v)

One-Sample Test					
	Test Value = 2				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
Teachers have personal problems that impact negatively on their school-work.	-.983	228	0.327	-0.057	-0.17
High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.	-7.926	227	0.000	-0.513	-0.64
There are many teachers who are still on Post Level 1 who are eager to be promoted	-11.500	225	0.000	-0.535	-0.63
Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	-8.904	213	0.000	-0.435	-0.53
Teachers are less engaged in their school activities because of being dissatisfied with their school work and environment.	1.062	226	0.290	0.062	-0.05
The public schools have many learners in classrooms that are supposed to accommodate approximately 1-45 learners.	-9.614	226	0.000	-0.489	-0.59

APPENDIX H (vi)

One-Sample Test	
	Test Value = 2
	95% Confidence Interval of the Difference
	Upper
Teachers have personal problems that impact negatively on their school-work.	0.06
High school teachers especially those who teach Grade 12 work during some school holidays (Easter/Winter/Spring), find it strenuous.	-0.39
There are many teachers who are still on Post Level 1 who are eager to be promoted.	-0.44
Teachers on Post Level 1 are eager to be promoted although only few promotional posts are advertised.	-0.34
Teachers are less engaged in their school activities because of being dissatisfied with their school-work and environment.	0.18
The public schools have many learners inclassrooms that are supposed to accommodate approximately 1-45 learners.	-0.39

APPENDIX H (vii)

One-Sample Test

	Test Value = 2				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
Some teachers are promoted although they are inexperienced in the subject area/managerial activities at school level.	-4.674	225	0.000	-0.265	-0.38
Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	2.363	224	0.019	0.147	0.02
Instability often arises in teachers' employment when they are declared in excess.	-5.039	221	0.000	-0.279	-0.39
Strike actions impact negatively on teaching and learning.	-5.916	226	0.000	-0.348	-0.46
Pickets impact negatively in teaching and learning.	-2.859	225	0.005	-0.177	-0.30
Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	-4.006	226	0.000	-0.242	-0.36
Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	-3.414	224	0.001	-0.196	-0.31

APPENDIX H (viii)

One-Sample Test	
	Test Value = 2
	95% Confidence Interval of the Difference
	Upper
Some teachers are promoted although they are inexperienced in the subject area or managerial activities at school level.	-0.15
Some schools experience conflict due to trade union affiliation (e.g. SADTU vs. NAPTOSA).	0.27
Instability often arises in teachers' employment when they are declared in excess.	-0.17
Strike actions impact negatively in teaching and learning.	-0.23
Pickets impact negatively in teaching and learning.	-0.05
Teaching is no more a noble profession like it was before due to various reasons, like lack of dedication.	-0.12
Teaching is no more a noble profession like it was before due to various reasons like, leading by example.	-0.08

APPENDIX H (ix)

One-Sample Test					
	Test Value = 2				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	-3.888	223	0.000	-0.214	-0.32
An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	-8.470	226	0.000	-0.419	-0.52
Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	-5.299	225	0.000	-0.296	-0.41
Stressors result in burn-out that ultimately affects the teacher's level of engagement.	-9.141	225	0.000	-0.451	-0.55
Autocratic leadership style of supervisors is causing teachers to hate their job.	-5.420	222	0.000	-0.314	-0.43

APPENDIXH(x)

One-Sample Test	
	Test Value = 2
	95% Confidence Interval of the Difference
	Upper
Teaching is no more a noble profession like it was before due to various reasons, like being community figure.	-0.11
An unhealthy work environment or a workplace incident can cause considerable stress and exacerbate or contribute to the development of a mental illness.	-0.32
Teachers take leave to recover and replenish. It is almost a survival technique for many teachers who are working under enormous stress and excessive hours.	-0.19
Stressors result in burn-out that ultimately affects the teacher's level of engagement.	-0.35
Autocratic leadership style of supervisors is causing teachers to hate their job.	-0.20

18 Boipelo Street
Unit 3
MMABATHO
2735

1st April 2013

CERTIFICATE OF LANGUAGE EDITING

TITLE OF DISSERTATION

Management of stress among high school teachers in Ngaka Modiri Molema District in the North West Province.

SUBMITTED BY

Mphiwa, E.T.T

FOR THE DEGREE OF

MBA
(Master of Business Administration)

IN THE

Faculty of Commerce and Administration
North-West University
Mafikeng Campus

Has been edited for language by:

Prof. S.A. Awudetsey

Prof. S.A. Awudetsey
0722371390