Investigating stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the Vaal Triangle

T Govender

orcid.org 0000-0002-5929-511X

Mini-dissertation submitted in partial fulfilment of the requirements for the degree *Master of Business Administration* at the North-West University

Supervisor: Prof LTB Jackson

Graduation May 2018
Student number: 25420798

ABSTRACT

Numerous schools' in South Africa are in dire need for the identification of the sources and intervention strategies to recognise stakeholders that are experiencing stress and burnout. With the ever demanding and stressful working environment, it is inevitable for stakeholders to experience some form of stress and/or burnout at some stage of their working lifecycle. This has taken a toll on the South African stakeholder who inevitably experiences stress and burnout as a consequence of the demands of their profession.

The turnover rate of stakeholders has been escalating over the years. The South African education system is unsteady when concerned with the productivity levels of their subordinates and the pass rate of learners. It is therefore imperative to conduct this study, as a gap has been identified in the research regarding stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the Vaal Triangle (VT). Hence, it is vital for management to have mechanisms in place to deal with the causes of negative well-being within their employees.

The literature study includes an extensive review of past researchers that shared similar concerns regarding stress and burnout. With their widespread knowledge, the researcher identified key aspects such as definitions and other facets of stress and burnout; causes of stress, mediators of burnout, the effects 'causes of stress' has on the 'mediators of burnout', consequences of stress and burnout as well as coping mechanisms of dealing with stress and burnout.

The main purpose of this study is to investigate stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the VT. This can help management to reduce the negative effects caused by stress and burnout. Secondary research objectives that assisted to achieve the main purpose of this study is to, determine the factors that trigger stress and burnout in secondary schools, physical health symptoms, psychological health symptoms, job characteristics as well as psychometric properties of stakeholders that experience stress and burnout. The combination of these scales covers all aspects of the stakeholder's well-being and thus gives an overall perspective on the sources of stress and burnout more clearly.

This quantitative study administered 260 closed-ended questionnaires to selected secondary schools in the VT area of which 189 questionnaires were captured. The majority of stakeholders were between the ages of 18 and 40, English speaking black female undergraduate teachers that were employed in government schools in the Vanderbijlpark area. While analysing the data in the empirical study (Chapter 3), certain findings surfaced that added value to the research objectives established in Chapter 1. The majority of stakeholders believed that the 'main source of stress' was due to a 'very heavy workload' (B1) at 63.50%, as well as the highest scoring 'source of stress' was the 'lack of parental involvement' (B13) with 90%. It was also discovered that the bulk of stakeholders considered the 'main source of burnout' was due to 'a combination of many things happening at once' (B15) at 67.70%, as well as the highest scoring 'source of burnout' was the 'limited classroom time' (B31) with 91.20%.

By integrating Spector's Physical Health Symptoms, 'WHO' Psychological Health Symptoms, Job Characteristics Scale, as well as the MBI General Survey into the questionnaire, it gave insight into other facets which was linked to the sources of stress and burnout. Spector's Physical Health Symptoms revealed 'tiredness and fatigue' (C21) with 82.60%, 'WHO's Psychological Health Symptoms found 'mood swings' (D7) with 80.40%, the Job Characteristics Scale scored 'repeatedly having to do the same thing' (E10) with 89.60%, and the MBI General Survey recorded 'I am good at my job' (F19) with 87% as the highest scoring values for each section.

After interpreting the findings, conclusions and recommendations (Chapter 4) aligned to this study's research objectives were established. It is suggested that stakeholders should be trained to identify the factors that trigger stress and burnout, as well as implement coping mechanisms (Chapter 2, section 2.2.6) during the early stages of stress before it develops into burnout. It is also recommended to create support groups with fellow stakeholders, and lastly, the Department of Basic Education (DoE) should develop a stress and burnout management plan that must be implemented as an educational policy at national level to sustain its execution by all stakeholders involved.

It can therefore be concluded that the sources of stress and burnout does indeed affect the stakeholders of secondary schools, as their experiences and environment cultivates this destructive psychological, physical and emotionally draining experience

to occur. Hence, it is imperative to equip the necessary skills and techniques to assist stakeholders in identifying the sources of stress and burnout, as they will be able to manage and cope with their ever-demanding working environment.

KEYWORDS: Burnout, Secondary school, Stress, Stakeholders.

ACKNOWLEDGEMENTS

This past two years has been the most memorable, challenging, eventful, difficult and exciting time of my life. During this phase, there has been many achievement attained and special moments experienced. It is without cause that I give thanks to the inspiring and motivational people in my life, as without their support this MBA would have never been a possibility and life changing experience.

Being challenged on a daily basis with the various aspects of my life has been possible with the grace of God. My daily prayers to give me the strength to get through these two years have always been acknowledged. I thank you for your guidance throughout this time.

To all the stakeholders in the VT that took the time to participate in the research study. Thank you for your honest contribution. Without your feedback this study would have not be possible. I hope that the findings in this study can assist you and your organisation to reduce the stress and burnout levels currently being experienced.

To my husband Theshan Govender, thank you for affording me the opportunity to share this journey with you. This voyage has been a rocky road with its ever-demanding constraints; however, we got through this momentous milestone together. Thank you for your continuous love, patience, wisdom and encouragement throughout the years. I am grateful to have you in my life, cheering me on and reminding me of my strengths. Thank you for taking the time to language edit this dissertation as well as your sacrifices taken when I needed you the most.

To my baby girl Kaylene Govender, you will always be my inspiration. Being blessed with you while enrolled for this Masters degree has revealed to me that drive and determination will always preserve. Thank you for being the best part of my life. To my son Cody, thank you for being a part of our family and always giving me a sense of relaxation during this time.

To my mum Sandra Moodley and dad Selva Vadivellu, thank you for your continuous love, motivation and prayers. You both have proven to me that I can count on you through my toughest times and I thank you both for all your support. Mum, thank you for the opportunity of educating and providing me the foundation that has contributed tremendously to this milestone I have reached in my life. To my in-laws Collin Govender and Vani Govender, thank you for supporting Theshan and I in this educational development stage of our lives. It has been an intense process with tremendous sacrifices made and I thank you all for standing by us.

To Professor Faans Steyn of the NWU Statistical Consultation Services for all the statistical advice and guidance in the short timeframe. Your interpretation of the data was excellent and of high value to this study. Thank you prof. for all your assistance. To Wendy Irwin, thank you for taking the time to language edit this research study.

To my supervisor Professor Leone Jackson, thank you for your supervision during this research process. Your insight in the educational spectrum is greatly appreciated.

These past two years have been a rollercoaster with tons of highs, lows, dips and swirls during this ride. This journey would not have been possible without all of your assistance. Your continuous support has given me the strength and drive to inspire for better and I thank you for that.

LIST OF ABBREVIATIONS

Abbreviations utilised in this research study is mentioned in Table 1 below:

Table 1: Abbreviations used in this document

Abbreviation	Meaning
CFA	Confirmatory Factor Analysis
COR	Conservation of Resources
DoE	Department of Education
DP	Deputy Principal
FCAREC	Faculty of Commerce and Administration Research Ethics Committee
GEMS	Government Employee Medical Scheme
HOD	Head of Department
MBI	Maslach Burnout Inventory
MSA	Measure of Sample Adequacy
NTS	Non-teaching staff
NWU	North-West University
SBG	School of Business and Governance
SGB	School Governing Body
SMT	School Management Team
SO	Secondary Objective
VT	Vaal Triangle

(Source: Formulated by the Researcher)

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CHAPTER 1: NATURE AND SCOPE OF THE STUDY

1.1. Introduction

Numerous schools' in South Africa are in dire need for the identification of the sources and intervention strategies to recognise stakeholders that are experiencing stress and burnout. Teachers' of today are in constant demand to perform well in the classroom (by producing excellent academic results) as well as outside (through extra and co-curricular activities such as sport and school events). This has taken a toll on the South African teacher who inevitably experiences stress and burnout as a consequence of the demands of this profession. The turnover rate of stakeholders (mostly teachers) has been escalating over the years due to unsatisfactory teaching and learning environments; lack of resources, support and relevant subject knowledge; better job opportunities abroad as well as the inadequate remuneration packages offered.

The major problem faced by managers is to detect and acknowledge if their sub-ordinates are subjected to negative attributes that can be harmful to their well-being. This analysis will therefore contribute to the organisation and field of study by allowing all stakeholders of the schooling environment to become more aware of employees that are undergoing stress and burnout. This can be supported by implementing effective mechanisms that can successfully alleviate the problem at hand. This will contribute to the literature by assisting managers and the schooling organisation to prevent unsatisfied employees thus leading to higher teacher turnover, a dysfunctional workforce as well as a toxic and non-conducive working environment. It is therefore imperative for management to have mechanisms in place to deal with the cause of negative well-being within their employees, as the employees are the mediators that impart knowledge to learners, which is extremely influential and may have detrimental effects for all stakeholders concerned as well as the organisation as a whole.

Currently the existing research on 'stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the Vaal Triangle' specifically has yet to be explored. This is a great opportunity for school managers throughout South Africa to apply the findings of this study into their own environment and adapt it to their needs accordingly. The aim of this research is to investigate the sources of stress and

burnout from fellow stakeholders (Teachers, Heads of Departments (HOD's), Deputy Principals (DP's), Principals as well as the School Governing Body (SGB) members such as Non-teaching staff (NTS) and Parents) in the schooling environment. This will create value, as the results of this study will establish additional effectiveness in the workplace. With this research being conducted, the identification of the sources leading to stress and burnout will also in turn identify if management are taking into account the effects the workplace has on their employees'. This will also highlight if there are any mechanisms being practiced to alleviate or diminish this negative strain currently. A possible limitation of this study is that the research is only being conducted in selected secondary schools in the Vaal Triangle (VT).

1.2. Purpose of the study

The purpose of this quantitative study is to investigate the perspectives of stakeholders from selected secondary schools in the Vaal Triangle, on the sources of stress and burnout by means of a structured questionnaire.

1.3. Problem statement

Managers need to detect and acknowledge if their sub-ordinates are subjected to negative attributes that can be harmful to their well-being such as stress and burnout because it is a major problem and therefore the reason for being investigated in this study. Teachers of the twenty-first century have been expected to adapt to numerous job descriptions in order to facilitate a productive learning environment. This comprises of acquiring and administering the skills of a parent/caregiver (sign of care and responsibility), psychologist (offering an ear to listen with unbiased advice), administrator (record keeping, abundant paperwork) and teacher (parting knowledge and skilfulness), to mention a few. This has taken a toll on countless individuals, which has led them to become stressed, and if prolonged, eventually leads to burnout.

Lopez *et al.* (2010:110) states that a "*behavioral pattern characterized by competitiveness, impatience and hostility... increases vulnerability to stress and its negative consequences*". With continuous changes, Hansen *et al.* (2015:8) substantiates that the contributors of stress is due to "*population increases, diversity*

in school populations, increases in cost of living, crime and its effect on student behaviour, conditions of service, new rules and regulations of the Department of Education". Lopez *et al.* (2010:110) as well as Hansen *et al*. (2015:8) both identified other factors that could lead stakeholders to experience stress or burnout. This study therefore intends to investigate different stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the VT, which in turn will assist educational managers of all levels to develop appropriate mechanisms to eradicate stress and burnout experienced by their employees.

The academic importance of this study is fundamental, as there are numerous journal articles, websites and books that emphasise the key concepts presented in the research topic. However, none has direct relations to the focus question present in this academic research. Important gaps associated with stress and burnout has been identified by Hansen *et al.* (2015:6) as "*future research could include questionnaires investigating job characteristics, teachers' perception of their jobs, their attitudes towards the school and their health... [as well as] study the effect[s] of external variables that could lead to stress*" such as personal life and family. It is noted that Hansen's *et al.* (2015:6) statement specifically addressed teachers; however, these gaps can also be applied to other stakeholders in the secondary schooling environment. Compared to the reasons mentioned above about the underlying causes of stress/burnout, Fisher's (2011:26) opposing view states that the "*habitual patterns in teachers' judgments about student behavior and other teaching tasks may contribute significantly to teachers' repeated experience of unpleasant emotions … [which] eventually lead[s] to burnout.*"

These two inconsistent views are quite vague to make a final deduction to the sources of stress and burnout experienced by stakeholders in the secondary school environment. Therefore, academic literature warrants further investigation to emphasise different stakeholders' perspectives of stress and burnout within the secondary schooling context. The practical importance of this topic can further be accentuated by Lopez *et al.* (2010:115) as they conducted a regression analyses identifying how "*occupational, personal, psychosocial and non-occupational variables...[can influence] occupational stress, burnout and job dissatisfaction...[The final conclusion stated that the biggest] variance is burnout (47.7%), while*

dissatisfaction has the lowest percentage (28.9%)" that was influenced by these variables. It is therefore practically important to carry out this study as statistical representation can validate personal options amongst the various stakeholders.

There are numerous journal articles being published worldwide that accentuate the effects burnout and stress has on teachers. Some of the previously researched South African studies have addressed several aspects of the sources of teacher burnout and stress, such as:

- Burnout and work engagement of teachers in the North West Province (Jackson, 2004:1);
- Reducing teacher burnout: A socio-contextual approach (Pietarinen *et al.*, 2013:62), and
- Burnout of primary school teachers in the North West Province (Montgomery, 2004:1).

However, there is inadequate research currently dealing with other stakeholders' perspectives on the sources of stress and burnout in selected secondary schools in the VT.

Hultell *et al.* (2013:75) investigates the relationship of occupational stress, burnout, job satisfaction, work engagement and organisational commitment. Hultell's *et al.* (2013:75) study explored a variety of elements that influenced the aspects mentioned above such as socio-economic and political transformation, the information age causing change in the way we think; which in turn triggers stress. Hultell *et al.* (2013:79) proved that a "*person-based approach could provide a more multifaceted perspective to the development of teacher burnout*" and also determined that with sufficient years of experience, teachers tend to undergo burnout trajectories that are associated with concurrent changes in burnout-related variables. Another set of researchers (Pietarinen *et al.*, 2013:66), focused on investigating the "*effects of teacher burnout on teacher performance, physical wellbeing and social interaction with colleagues and [the] community*" and later obtained responses from the school teachers on how burnout affected them personally. All of the above mentioned

literature is directly relevant to the current research topic of stress and burnout, however they do not fully emphasise the core aspect of this research, which is, gaining other stakeholders insight of the sources of stress and burnout. The contribution this study can generate will benefit all stakeholders' involved, in addition to any party requiring insight into the sources of stress and burnout.

The most fundamental gaps this study currently pinpoints can be emphasised by Antoniou *et al.* (2013:354) as they picked up that "*the study of other variables, such as personality or family variables may play [an] important role in predicting occupational stress and burnout*". This study aims to focus on several components that influence a stakeholders anxiety levels, thus the determination of accurate sources of stress and burnout will be presented. Van der Merwe and Parsotam (2011:158) also identifies gaps that will be examined in this research as they state that "*burnout inventory and teacher and principal interviews [must be conducted]. This additional perspective will allow for [a] deeper understanding*" to occur. "*A deeper look at the contradictions between teacher and administrator perceptions*" should also be investigated as mentioned by Van der Merwe and Parsotam (2011:158). These gaps (and others) will be focused on in this study as it aims to address the sources of stress and burnout further. While filtering through the literature it is evident that sufficient research has been conducted, however no evidence is detected concerning stakeholders perspectives on the sources of stress and burnout at selected secondary schools in the VT. The contribution this study can generate will benefit all stakeholders' involved, in addition to any party requiring insight into the sources of stress and burnout.

1.4. Research objectives of the study

This study comprises of one primary objective that stream into five secondary objectives relating to the sources of stress and burnout at selected secondary schools in the VT.

1.4.1. Primary research question and objective

The primary research question that will guide this study is to determine:

1.4.1.1. What the sources of stress and burnout at selected secondary schools in the VT are, from the perspective of different stakeholders such as teachers, parents, the School Management Team (SMT) and the School Governing Body (SGB)?

This study therefore intends to achieve the following primary objective, which is:

1.4.1.2. To determine the sources of stress and burnout at selected secondary schools in the VT, from the perspective of different stakeholders such as teachers, parents, the School Management Team (SMT) and the School Governing Body (SGB).

1.4.2. Secondary research questions

In order to answer the primary objective, the following secondary research questions that will guide this study are:

1.4.2.1. What are the factors that trigger stress and burnout in secondary schools?

1.4.2.2. What are the physical health symptoms of stakeholders that experience stress and burnout?

1.4.2.3. What are the psychological health symptoms of stakeholders that experience stress and burnout?

1.4.2.4. What are the job characteristics of stakeholders that experience stress and burnout?

1.4.2.5. What are the psychometric properties of stakeholders that experience stress and burnout?

1.4.3. Secondary research objectives

This study intends to achieve the following secondary objectives, which are:

1.4.3.1. To determine the factors that trigger stress and burnout in secondary schools.

1.4.3.2. To determine the physical health symptoms of stakeholders that experience stress and burnout.

1.4.3.3. To determine the psychological health symptoms of stakeholders that experience stress and burnout.

1.4.3.4. To determine the job characteristics of stakeholders that experience stress and burnout.

1.4.3.5. To determine the psychometric properties of stakeholders that experience stress and burnout.

1.5. Scope of the study

1.5.1. Discipline

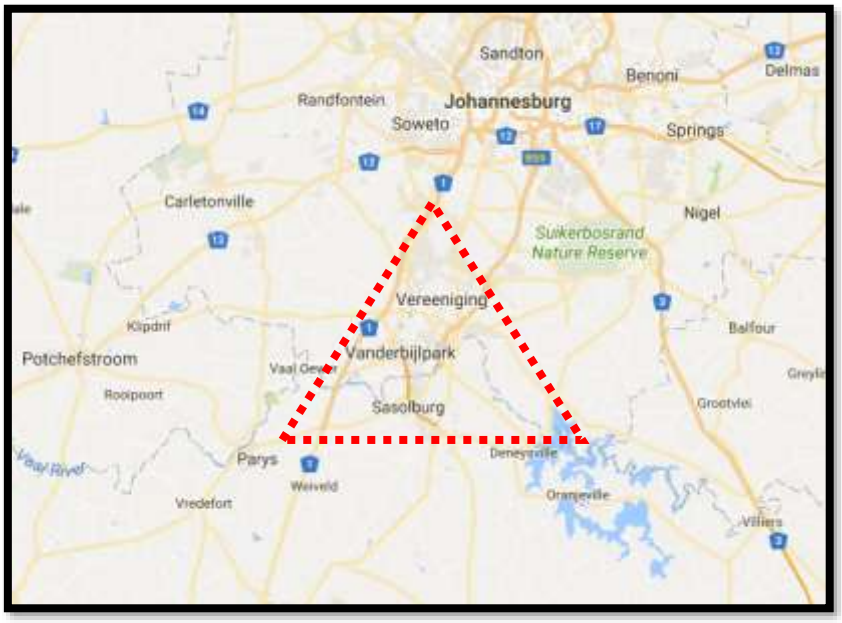
This study revolves around the education discipline as the research is based on 'investigating stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the VT'. The intention of this investigation is to gather first hand perspectives of each stakeholder that is in the education discipline irrespective of the managerial level that they represent. The data generation tool (structured questionnaire) will be administered to selected secondary schools in the VT. This in addition emphasises that the education discipline is the scope of this study.

1.5.2. Subjects

Stakeholders in this study comprise broadly of teachers, SMT members (HOD, DP and Principal) and SGB members (NTS and parents). In detail, the teacher component consists of post level one (PL1) individuals that are qualified to teach grade eight up until grade twelve. The SMT members comprise of a variety of HOD's, DP's as well as the principals' of the school. Lastly, the SGB members include NTS (such as the groundsmen, cleaners, caretakers, gardeners or security) as well as support staff (such as finance officers, administrators, librarian or secretary) in addition to parent entities.

1.5.3. Geographical demarcation

Figure 1: Geographical location of the VT



(Google Maps, 2017:1)

The geographical location of this study is based in the VT as seen in Figure 1 above, which comprises of Vanderbijlpark, Vereeniging and Sasolburg. It is located in the southern most border of the Gauteng province, in addition to being positioned at the northern most part of the Free State border. It is known as the VT as it shares the common Vaal River that passes by each town.

1.5.4. The organisation

The targeted organisation is of a schooling environment as it includes all the stakeholders that are required to answer the questionnaire. The school organisations that will be approached will cover government, private and semi-private institutions within the geographical location of the VT. The organisations will also range between urban and rural secondary schools to allow in-depth data generation to occur, thus increasing the validity of this quantitative study.

1.6. Importance and benefits of the proposed study

1.6.1. Importance and benefits

In the current literature there is no direct research being conducted on stakeholders perspectives on the sources of stress and burnout at selected secondary schools in the VT. There are however numerous studies that highlight the concepts individually and in different contexts and settings. This study is therefore fundamentally important as school managers can either utilise or adapt the findings of this study to improve the overall well-being of their organisation and the employees in it. Since there are currently, several independent academic research papers presented on stress and burnout, the literature warrants further investigation of these two concepts influencing each other, as well as within the setting of a schooling environment.

Another important factor to emphasise by prior research is that teachers for example, are the most exposed to stress and burnout. The findings of this study can assist them to recognise if they themselves are experiencing stress and burnout. By doing so, teachers can be equipped with the necessary skills and coping mechanisms to deal with the pressures of their working environment and in turn will assist them to manage with the negative effects caused by stress and burnout. It is also significant to mention that other stakeholders such as parents, administrative and ground staff might also experience stress and burnout. This study can furthermore assist them in identifying if they are experiencing stress and burnout, as they will be equipped with the knowledge to identify the sources of these variables. External parties requiring insight into this research study will discover the findings to be useful and adapt it into their own working environment and future studies.

1.6.2. Managerial Benefits/Implications

Identifying the sources of stress and burnout within the South African schooling environment is a constant problem faced by the DoE. It is imperative that intervention strategies to recognise and reduce stakeholders that are experiencing stress and burnout are put into place. It is of utmost importance so that a homogenous and effective learning atmosphere can be created to produce successful leaders of

tomorrow. The major problem faced by managers (school principals and DP's) is to detect and acknowledge if their sub-ordinates are subjected to negative attributes that can be harmful to their well-being. This analysis will therefore contribute to the organisation and field of study by allowing all stakeholders of the schooling environment to become aware of teachers that are undergoing stress and burnout. By implementing effective mechanisms, school managers can alleviate the problem at hand and create a successful setting for all stakeholders involved. This will contribute to the literature by assisting managers and the schooling organisations to prevent unsatisfied employees whom may increase the teacher turnover statistic, from considering a different career.

1.6.3. Executability:

The research topic selected is executable since the researcher will have direct access to the participants' and their information/feedback generated will be gathered on a continuous basis since the researcher is employed in the VT. The researcher also has the support of the principals and SMT's to conduct this research, which will encourage the stakeholders to participate openly and sincerely, thus increasing the executability. Since the researcher has also conducted a full research study in her Honours degree, it is also believed that the researcher is fairly equipped to gather high-quality data from the participants. By receiving approval from the researching supervisor concerning the design appropriateness of the measuring instrument, this can contribute to the executability, as the instrument ought to generate valid and reliable data. The factors above support the executability of this research study further.

1.6.4. Suitability:

The topic selected is appropriate for business research as a school is classified as an organisation that implements managerial techniques to function effectively, thus being suitable to conduct the research. The topic is exceptionally relevant as a school manager can identify existing setbacks that could be the cause of his/her employees being dissatisfied at work. Discovering the source of discontentment can lead to implementation methods being put into place to alleviate the problem currently and for the future. Presently there is research deliberating on burnout and stress experienced

by teachers, however identifying other stakeholders' perspective on the sources of stress and burnout has not being currently conducted. Therefore, the researcher has identified a gap in the research to supplement this topic further.

1.6.5. Feasibility:

Since the researcher has easy admission to the research environment and the participants' due to being employed in the same location (transportation costs will be minimal), it is therefore feasible to conduct this research. During the researcher's free time, break and after working hours will be the most opportune period to conduct this research. Interpretation of data (statistically and/or verbally) will be conducted by the researcher in conjunction with the Statistical Consultation Services of the North-West University (NWU) by means of statistical software, whose services will be at a feasible rate. Some other costs that will be incurred will include printing costs for the data generating tool (questionnaire instrument) as well as transportations costs.

The existing research on stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the VT specifically has yet be conducted. This creates a huge opening for school managers throughout South Africa to apply and/or adapt the findings of this study into their own environment to reduce the negative effects of these variables (i.e. stress and burnout). By allowing managers to identify the sources leading to stress and burnout, which affects their employees' well-being, management can be held responsible for the promotion or the disregarding of any mechanisms being/not being implemented. This will also highlight if there is any mechanisms being practiced to alleviate or diminish the current negative strain.

The remainder of this document will highlight the delimitations and assumptions of this study, defining the key terms/concepts, and an in-depth literature review emphasising prior and current research that has been conducted around similar key concepts. A look into the research design and methods, followed by the population/sampling criteria used to determine the participants, as well as the data collection instrument and process that will be utilised to generate trustworthy data will be discussed. The next step will be analysing the data through the identification of key approaches applied, assessing and demonstrating the quality and rigour of the proposed research

design, drawing attention to the research ethics, and finally discussing the proposed chapter layout will be discussed in detail.

1.7. Research Methodology

This research constitutes a quantitative research design, which aims to determine the stakeholders' perspectives on the sources of stress and burnout in selected secondary schools population in the VT.

1.7.1. Literature study

Keywords/phrases that will guide the search for literature that is related to this study are:

- Stakeholder;
- Stress;
- Burnout; and
- Secondary school.

- *Stakeholder***:** can be defined by Van der Merwe and Parsotam (2011:161) as "*any group or individual who can affect or is affected by the achievement of the organization's objectives*". Nowell (2009:197) provides a more comprehensive definition of a stakeholder as being "*any person, group, or organization that can place a claim on an organization's attention, resources, or output or is affected by that output*".

- *Stress***:** according to Naik (2015:2), "*stress may be understood as a state of tension experienced by individuals facing extraordinary demands, constraints or opportunities*". The Australian Psychological Society (2012:1) confirms that stress "*is often described as a feeling of being overloaded, woundup tight, tense and worried"* which can lead to *"physical or psychological symptoms*".

- *Burnout***:** "*is a physical, mental, and emotional response to constant levels of high stress*" and "*can occur when you feel you are unable to meet constant demands,*

and you become increasingly overwhelmed and depleted of energy" as stated by Hultell *et al*. (2013:73). Burnout can also be referred to as a "*prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy*" as conveyed by Arvidsson *et al*. (2016:1).

- *Secondary school***:** can be referred to as a high school that provides secondary education to a band of learners between the average ages of 12 and 19. It is a level of learning that is between primary education and higher education and offers instructive concepts and attributes such as technical and vocational stimuli through a structured curriculum developmental programme.

A great deal of internet research has taken place as well as numerous visits to the NWU library. Strategies and databases used to gather information include:

- *Internet research***:** Journal articles, reports and websites relating to this study were explored under the keywords and phrases as mentioned above. Numerous articles dealing with stress and burnout were available but the two concepts were rarely discussed together with regards to stakeholders at secondary schools.

- *Database research***:** the online NWU library portal offered various databases such as JSTOR, SAePublications, Google Scholar and EbscoHost, which also contained a number of sources indirectly concerning this study.

- *Books and eBooks:* books, theses and journals were utilised from the available NWU libraries.

1.7.2. Research design

This study will take on a quantitative nature. According to Bryman *et al*. (2014:31), the nature of a quantitative research approach can be described as a "*distinctive research approach that entails the collection of numerical data, regards the relationship between theory and research as deductive, prefers a natural science approach in*

general (and positivism in particular), and adopts an objectivist conception of social reality". It is suitable to this research as the key focus is to determine the sources of the two concepts (that is, stress and burnout) and how it impacts on the organisation as a whole. In the data generation process, a quantitative research approach (administering questionnaires through convenient sampling) will be practiced to determine statistical representations.

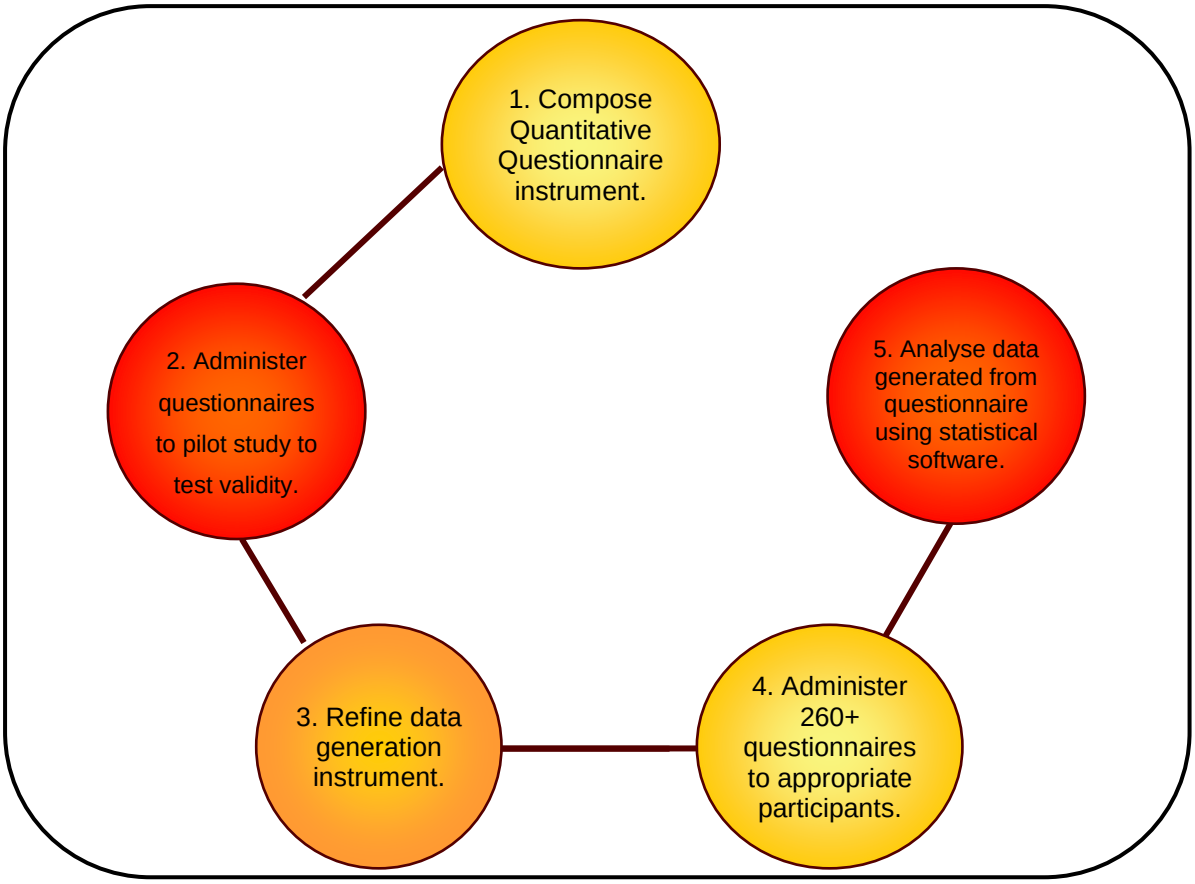
A pilot study will be conducted whereby a draft questionnaire will be distributed to a convenience sample of ten participants at the beginning of the study to fine-tune the final questionnaire that will be used to determine the current perspectives on the sources of stress and burnout of stakeholders at selected secondary schools in the VT. Another characteristic that this study possesses within a quantitative nature is that there will be emphasis on quantification in the collection and analysis of the data being provided by the participants. The nature of the data is numerically based on the Likert scale, which will be discrete and measured nominally and ordinally.

The research design will take a cross-sectional stance, as a "*social survey research or structured observation on a sample at a single point in time*" will be utilised in this study (Bryman *et al*., 2014:117). According to Welman *et al*. (2011:143), cross-sectional designs are appropriate where "*the survey technique of data collection gathers information from the target population by means of questionnaires*." Bryman *et al.* (2014:106) also emphasises this by stating that "*a cross sectional design entails the collection of data on more than one case and at a single point in time in order to collect a body of quantitative and quantifiable data in connection with two or more variables which are then examined to detect patterns of association*." In this study, a variety of stakeholders will be included in the research process to ensure that a diverse but comparable set of data is generated accurately.

Before the instrument is administered to each participant, the researcher will give a brief explanation clarifying any misconceptions that the participant could be faced with. The generation of data will take place at one point in time with a closed-ended questionnaire to ensure that the information produced is of a high quality. A structured pilot study will be conducted by ten participants that will test the questionnaire; and these stakeholders will be randomly selected to take part in this process due to time

constraints (that is, 2 members of the SMT, 2 members of the SGB, 4 teachers and 2 parents). Figure 2 emphasises the process taken by the researcher to generate the final research data from the stakeholders concerned.

Figure 2: Diagram indicating the Research Design and steps taken during this process



(Source: Formulated by the Researcher)

1.7.3. Empirical study

An empirical study is the process or steps been taken when investigating a research problem. It comprises of successive stages that determine specific aspects dealing with the study, which eventually lead to answering the research problem that initiated this investigation.

This empirical study will comprise of the Research Methods (Strategy of inquiry, Population and sampling techniques) that will be identified and utilised. Data collection

method/tool (Structured Questionnaire) will be designed by the researcher with the guidance of the reserach supervisor of the NWU SBG. The questionnaire will comprise of six sections, of which four where adapted from pre-existing surveys such as the Spector's Physical Health Symptoms, 'WHO' Psychological Health Symptoms, Job Characteristics Scale and the MBI General Survey. The data collection process will elaborate the steps taken to gather the information generated by the participants (illustrated in Figure 2 above). The quality criteria, role of the researcher and ethical considerations will enhance the value of the empirical study. The data gathered from the participants will be collected and captured by the researcher and will then be further analysised by the Statistical Consultation Services of the NWU. The use of statistical software such as SPSS as well as Microsoft Excel will assist in accurate data collection and interpretation as deductions from the findings will lead to possible solutions to reduce the sources of stress and burnout. This will be expanded upon further in Chapter three.

The study population is of a homogenous nature as the "*members of a company or of an occupation*" leads to less variation (Bryman *et al.*, 2014:177). According to Creswell (2012:141) selecting representative schools that share similar charactistics is the complicated factor as the main aim is to enable the researcher to accurately "*draw conclusions from the sample about the population as a whole*". A target population identified by Creswell (2012:142) is a "*group of individuals (or a group of organisations) with some common defining characteristic that the researcher can identify and study*".

This study will therefore analyse a variety of stakeholders' perspectives in a secondary schooling environment that are exposed to or can identify the effects of stress and burnout in the VT (which includes Vanderbijlpark, Vereeniging and Sasolburg). These stakeholders will comprise of teachers (employees), members of the School Governing Body (SGB - that is: parents and non-teaching components such as administrative staff) and members of the School Management Team (SMT – that is: principal, DP, and HOD's). Data generated in this study can therefore be categorised as being gathered at multiple levels of a schooling environment (that is, individuals within an organisation).

1.7.3.1. Sample Size

Due to time and cost constraints, all of the stakeholders in the target population cannot be evaluated. Therefore, a sample of the population will represent the population at large. A minimum sample size of 260 participants across the population area will be ideal, however if time and cost permits, a bigger sample size will assist in more representatives of the larger populations viewpoint. Within the VT, the randomly selected participants will comprise of approximately:

- 40 members of the SMT (Principals, DP's and HOD's);
- 60 members of the SGB (NTS and Parents); and
- 160 teachers.

1.7.3.2. Sampling Strategy

The non-probability sampling strategy that will be implemented in this study will comprise of the convenience sampling technique, as it is the "*one [technique] that is available to the researcher by virtue of its accessibility*" (Bryman *et al.*, 2014:178). This technique will be best as the researcher currently resides within the VT region and is a school teacher. This will assist in creating a network of appropriate participants, as the researcher's current access to other neighbouring secondary schools' is uncomplicated. The snowball sampling technique can also be utilised as the participants that have answered the questionnaire can recommend colleagues that acquire similar characteristics of this study.

1.7.3.3. Geographical location of the unit of analysis

The unit of analysis consists of selected secondary schools in the VT, which is, situated in Vanderbijlpark, Vereeniging and Sasolburg. The VT is located on the boarders of Southern Gauteng and Northern Free State as seen in the map in Figure 1 above. These schools are situated in the public domain and its targeted environment comprises of public, semi-private and private institutions in the area, which is fully, partially or not subsided by the DoE.

1.7.3.4. Gaining access to the unit of analysis

Gaining physical access to the study population might be complex and will be dependent on the management of the school (that is, the SMT) as the principal of the school to be researched might not see the relevance of the study to their organisation and view it as an extra process that will disrupt the 'normal' functioning of their working environment. Rose *et al*. (2015:205) suggests that "*engaging the support of a sponsoring or client organisation to gain access to a suitable target population and sampling frame, for example, a listing of organisational members, employees or customers*" will assist in the recruitment of participants. This 'client organisation' will be benefical as the researcher might not be granted direct access to the participants and will therefore require the organisation to distribute the data collection instrument on their behalf as well as assist in the collection of the questionnaires (Rose *et al*., 2015:205). The population at large is easily accessible however due to individual organisations policies, gaining access to the required participants might still be a challenge.

1.7.3.5. Suitability of the unit of analysis

The unit of analysis involved in this study has the appropriate characteristics to answer the primary research question as their job, surroundings and other school defining qualities are similar. The schools that will be targeted are of a middle level educational system with adequate facilities and resources at their disposal. This is fundamental to acknowledge as a uniform comparison between the participants ensure consistency in the quality of data being generated. The stakeholders mentioned in the primary research question are also appropriate to this study as they have firsthand familiarity of the sources of stress and burnout either from personal or observational experience. Since these stakeholders are of the schooling environment it is therefore appropriate to believe that their knowledge and expertise is the most appropriate to answer the primary research question to the best of their ability.

1.7.3.6. Alternative unit of analysis

An alternative unit of analysis will not be appropriate to answer the primary research

question since the characteristics of the unit of analysis is very specific, that is, stakeholder (such as the teachers, parents, SMT and SGB) perspectives at secondary school level. It is therefore slightly difficult to expect similar feedback from an alternative unit of analysis, such as primary school stakeholders as they might be exposed to different circumstances and practices. However, as a last resort (due to unforeseen circumstances) an alternative unit of analysis that shares similar characteristics can be acquired from a different geographical location. One of the setbacks that might be experienced with this is that the participants may possibly not be easily accessible to the researcher due to locality and therefore may negatively influence the data generation and gathering process.

1.7.3.7. Data collection

1.7.3.7.1. Data collection instruments

The measuring instrument utilised in this study consist of a structured questionnaire (Appendix A) comprising of a variety of closed-ended questions (that have been adapted from Spector's Physical Health Symptoms, 'WHO' Psychological Health Symptoms, Job Characteristic Scale, and MBI General Suvery) with clear instructions to gather primary data from all stakeholders. This will establish a comparative analysis of the findings concerning their perspectives on the sources of stress and burnout in their working environment. Attitude and rating scales are embedded into this questionnaire as the individual reports on their own behaviour.

Welman *et al*. (2011:150) emphasises that a survey questionnaire should comprise of:

- Biographical details (age, educational qualifications, gender, and stakeholder category);
- Typical behaviour (their approach towards dealing with the issue at hand);
- Opinions, beliefs, and convictions (about the topic or issue); and
- Attitudes (for example towards the effects caused by stress and burnout).

1.7.3.7.2. Levels of measurement

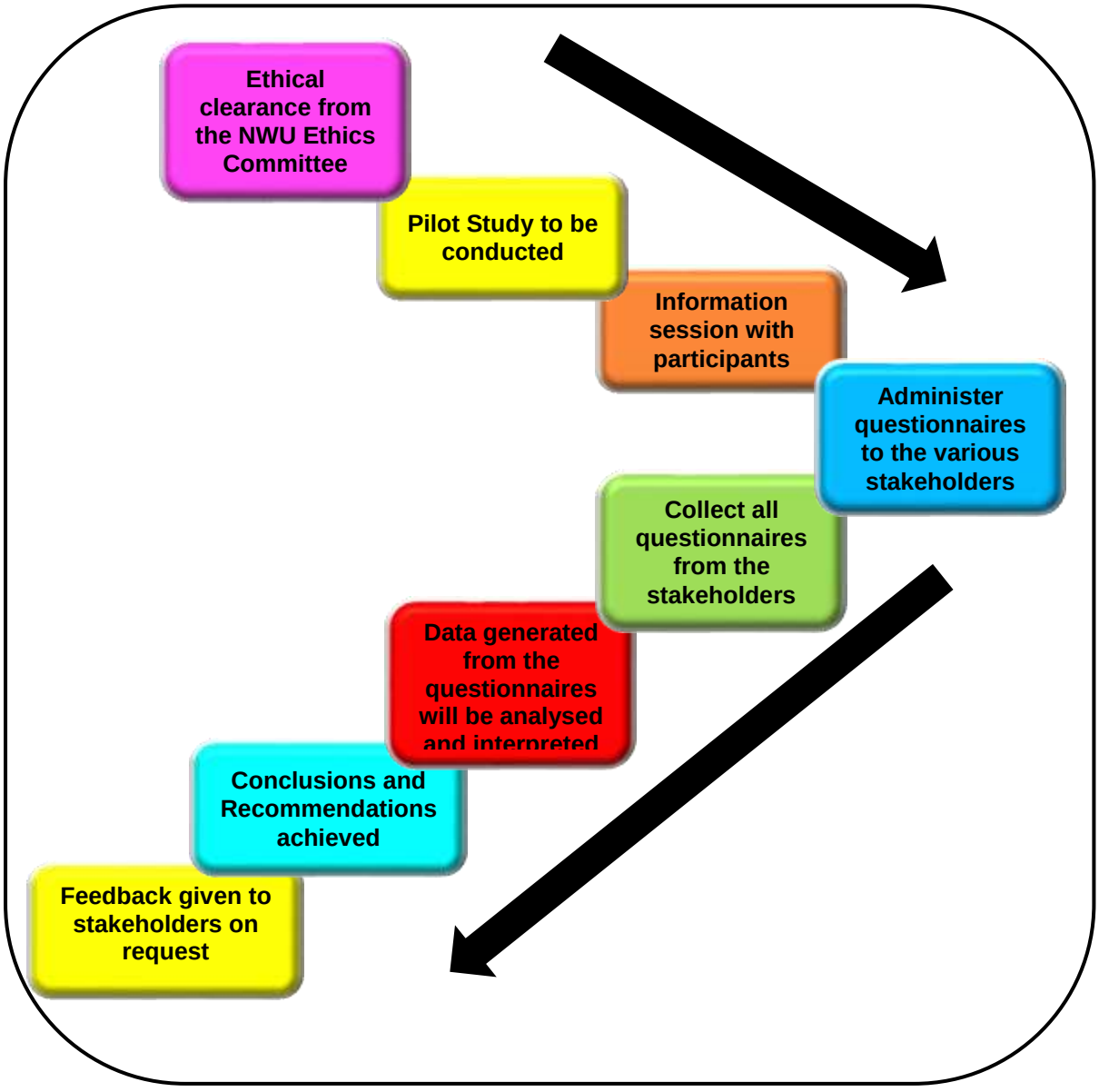
The levels of measurement that will be utilised comprises of both nominal and ordinal scales. Creswell (2012:165) highlights that "*researchers use nominal scales to provide response options where participants check one or more categories that describe their traits, attributes, or characteristics. These scales do not have any order*". The biographical information section can be described as a nominal scale, which will comprise of tick/text box layouts. The rest of the questionnaire will consist of a Likert scale format (example: '1'- totally disagree and '5'- totally agree). There will be different dimensions being exposed such as personal stress and burnout levels, other factors of stress and burnout that might be experienced and current knowledge/mechanisms participants have to implement in order to overcome the effects of stress and burnout in the workplace. In each dimension, a rating scale of how appropriate or not a certain aspect is to the participant will be applied. The ratings utilised consists of '1' being 'Totally disagree', up to '5' being 'Totally agree'; '1' being 'Never', up to '5' being 'Everyday'; and '1' being 'A few times a year or less' up to 5 being 'A few times a week or more' at different sections of the questionnaire. This can be depicted by Creswell (2012:166) as the use of the ordinal scaling structure as researchers employ "*(ranking scales or categorical scales) to provide response options where participants rank best or most important to worst or least important trait, attribute, or characteristic*". The questionnaires will be handed out to the participants around the same timeframe to ensure consistency and validity among the stakeholders involved. Secondary data according to Welman *et al*. (2011:149) is "*information collected by individuals or agencies and institutions other than the researcher*" themselves. If gaining access to the participants is a major problem, only then will a secondary data source be utilised in this study.

1.7.3.8. The process followed to collect data

The NWU Ethics Committee (Appendix B), who decided if the topic is appropriate and substantive to be conducted firstly ethically, approved this research study. A pilot study was first conducted to establish whether the research instrument is viable and that the participants are comfortable with the layout, questioning technique and level of language used. An information session was then conducted with the respondents to

explain the objectives of this study and to confirm confidentiality and voluntary participation in this study. Once acceptance to participate has been established, the researcher administered the questionnaire to the stakeholders by hand delivery. The data gathered will then be analysed and interpreted which will then be made available to the participants to verify the researcher's analysis. This process is depicted in Figure 3.

Figure 3: Data Collection Process



(Source: Formulated by the Researcher)

1.7.3.9. Data analysis

The types of variables present in the measuring instrument are of a nominal, ordinal

and interval variable type. A univariate analysis will also be carried out with the use of frequency tables, diagrams (such as Pareto charts, pie and bar charts), measures of central tendency (arithmetic mean, median and mode) and dispersion (range and standard deviation). Bryman *et al*. (2014:325) emphasises the use of a test of statistical significance as being "*used to estimate how confident we can be that the results of a study based on a randomly selected sample are generalisable to the population from which the sample was drawn. When examining the relationship between two variables in the sample data, statistical significance measures the risk of concluding incorrectly that there is a relationship in the population when no such relationship exists*". Since this research will be evaluating a sample of the population, this method of analysis promotes confidence and risk in the data generated by the sample. The common structure requires that a null hypothesis (H_0) is set up which confirms that two variables are not related in the population being studied. Univariate analysis of this study will be calculated and represented by using Microsoft Excel and SPSS software since the illustrations and organisation of the data will be easily understandable by anyone that interprets it.

A bivariate-correlation analysis will be conducted on the data generated by the use of Pearson's correlation co-efficient (*r* – used to analyse the relationship between two interval variables) (Bryman *et al*., 2014:320-321). A correlation data analysis approach will later be used, to investigate the findings provided by the stakeholders, which will then draw conclusions on their different perspectives experienced. This method of data collection is utilised due to numerous factors such as: it covers a number of individuals in a short space of time, it is consistent between respondents, cheaper to administer, less time consuming and is at the convenience of the respondents' discretion (Creswell, 2012:328). Bryman *et al*. (2014:328) also mentions a multivariate analysis method called the Multiple Linear Regression (MLR) analysis where "*several independent variables (IVs) are used to predict one dependent variable (DV). MLR involves deriving a mathematical expression that represents the linear relationship between the variables together with an error term*". The software that will be utilised to evaluate this is SPSS.

1.7.3.10. Assessing and demonstrating the quality and rigour of the proposed research design

1.7.3.10.1. Utilisation of different statistical programs

Utilising a quantitative research design by making use of a questionnaire definitely suits this study. The researcher captures the results of the data generation instrument into MS Excel and then performs mathematical and statistical analysis with the data. Researcher bias can be avoided by utilising different statistical methods that will substantiate the results. If the results of different statistical methods testing the same data correlate, this can authenticate the quality and rigour of the findings.

1.7.3.10.2. Internal reliability

Internal reliability explained by Bryman *et al*. (2014:36): "*are the indicators that make up the scale or index consistent – in other words, do respondents scores on any one indicator relate to their scores on the other indicators?*" Cronbach's Alpha coefficient ensures internal reliability as it "*calculates the average of all possible split-half reliability coefficients. The calculation of the alpha correlation coefficient varies between 0 (no correlation and therefore no internal consistency) and 1 (the perfect correlation and therefore complete internal consistency)*" (Bryman *et al*., 2014:38). This will be exercised to unsure high quality and rigour of the results being produced by the participants involved.

1.7.3.10.3. Validity

Validity described by Bryman *et al*. (2014:38) refers to "*whether or not an indicator (or set of indicators) that is devised to gauge a concept really measures that concept*". In this study, validity can be experienced by the use of a pilot study combined with a questionnaire, which strengthens the quality and validity of the study. Discriminant validity can also be practiced in this research as "*testing whether concepts or measurements that are supposed to be unrelated are, in fact, unrelated and do not correlate strongly*" (Bryman *et al*., 2014:39). Face validity will also be tested by determining if the information gathered actually captures what the study aimed at

achieving.

1.7.3.10.4. Methods of ensuring quality and rigour by the researcher:

- By utilising more than one statistical method to represent the results:
    - the researcher can ensure that the results produces a consistent and accurate depiction of the population as a whole
    - correlating results will validate accuracy and consistency of the findings

- By utilising data generation tools, i.e. the questionnaire and the pilot study
    - The researcher will ensure creditability between the findings
    - The researcher will accurately measure the required data and not unnecessary information that might have been provided by the participant (researcher will sift out the relevant information from any irrelevant information produced through the data generation process) which will increase the validity, quality and rigour of this quantitative research study.

1.7.3.11. Research ethics

The ethical principles that apply to this study comprise of:

- Whether there is harm to the participants: This will be prevented by the informed consent form as the researcher is required to state the reason and method of data collection. The researcher is also required to inform the participant that if he/she is uncomfortable at any time during or after the research has been conducted, that they can leave the study and their information will be excluded totally. Harm according to Bryman *et al*. (2014:121) "*can be physical harm, harm to participants development or self-esteem, stress, harm to career prospects or future employment*". It is therefore the researcher's duty to prevent any such harm from being experienced by the participants.

- Whether there is lack of informed consent: The researcher must inform the participant of the entire research process so that the participant can independently decide to continue or not with the data generation process. This must be done in a language that can be understood by the participant. If the participant is of a minor age (i.e. below 18 years old) informed consent will be required by the parent/guardian. The informed consent form must indicate the aims and implications of the research as well as any other influential factors that could alter the participant's decision to continue with the research process.

- Whether there is an invasion of privacy: The researcher does not have the right to disclose information of the participant without their consent or notification. The participant has the right to privacy as they can decide to answer a specific question or not. If a researcher discloses information that is sensitive and invasive to the participant, they (the researcher) can be deemed unethical.

- Whether deception is involved: Deception according to Bryman *et al*. (2014:127) occurs when the "*researcher represents their research as something other than what it is*". It is imperative that the researcher is honest and open to their participants about study being conducted so that a trusting relationship can be formed and that the data generated is of a high significance. If a researcher is deceptive, their participants will not feel the need to participate any further.

Additional ethical and legal considerations essential to note consists of:

- Data management (researcher must not interpret the data to suit their needs)
- Copyright (using intellectual property without the recognition of the original source)
- Reciprocity and trust (encouraged by the researcher on their participants so that the research is beneficial to both parties involved)
- Affiliation and conflict of interest (the researcher must not be influenced by their affiliation with funding parties and any conflict of interest must be openly

disclosed to ensure productive and accurate data being generated, analysed and represented).

It is imperative to access the sample as it assists in making certain that there are no conflicts of interest being experienced. This will help the researcher to secure the necessary permission from the ethics committee, management and the participants themselves. By designing and administering an informed consent form (Appendix A – cover page of questionnaire) of this proposed study to the participants, it will also highlight that the researcher is ethically bounded to keep the information provided as confidential by not directly referring to the participants. The informed consent form has been adapted from NWU's 'Ethical requirements for postgraduate studies – Annexure A'; this also ensures creditability and proves that the researcher has taken ethical steps to ensure confidentiality of the participants' responses.

The NWU Ethics Committee approved this research study. To promote the ethical validity of the researcher, a completed application for ethical clearance as required by the Faculty of Commerce and Administration Research Ethics Committee (FCAREC) has been attached (Appendix B). This application form has been adopted from the NWU 'Ethical requirements for postgraduate studies' document.

1.8. Limitations and assumptions of the study

1.8.1. Limitations

The boundary of this research is the VT in which the research will be conducted. Since the research is only situated in a specific setting, that is, the VT area, it can be identified as a potential restriction to the research. This is so because it might only be applicable to this environment, which has particular characteristics and might not be valid in another situation, which might share similar characteristics as this study.

The most fundamental gaps this study currently pinpoints can be emphasised by Antoniou *et al*. (2013:354) as they picked up that "*the study of other variables, such as personality or family variables may play [an] important role in predicting occupational stress and burnout*". This study aims to focus on several components

that influence a teacher's anxiety levels, thus the determination of accurate sources of stress and burnout will be precise. Van der Merwe and Parsotam (2011:158) also identifies gaps that will be examined in this research as she states that "*burnout inventory and teacher and principal studies [must be conducted]. This additional perspective will allow for [a] deeper understanding*" to occur as well as "*a deeper look at the contradictions between teacher and administrator perceptions*" should also be investigated as identified by the researchers above. These gaps (and others) will be focused on in this study as it aims to address the sources of stress and burnout further. While filtering through the literature it is evident that research has been conducted on stress and burnout, however no evidence is detected concerning stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the VT.

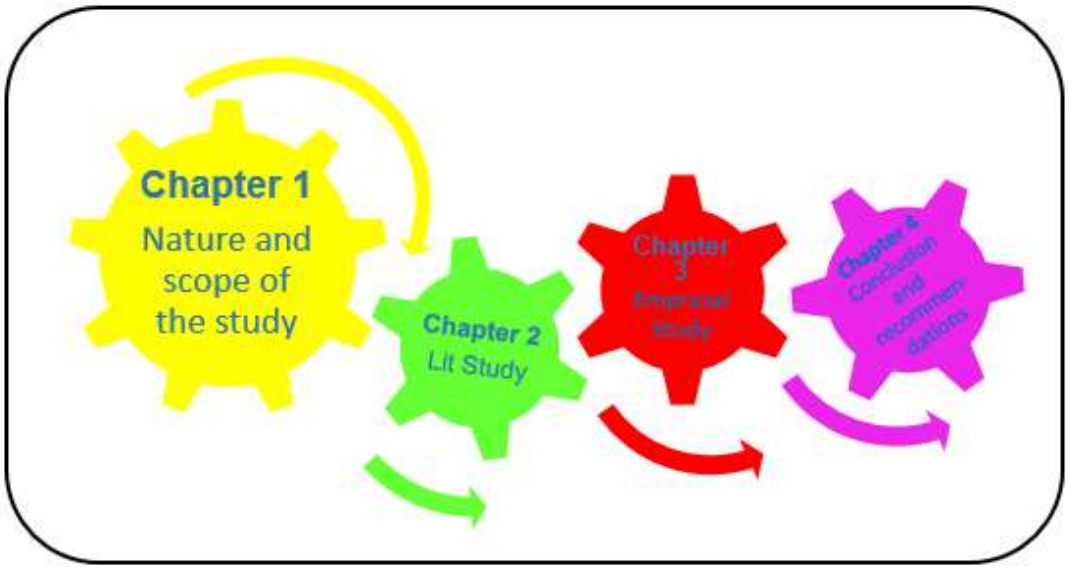
1.8.2. Assumptions

In this study, it can be assumed that stakeholders in a secondary school environment are able to determine the sources of stress and burnout via the guidance of the questionnaire. By them reflecting on prior incidents and events, it can also be assumed that their perspectives are valid and trustworthy since they had faced the negative consequences of stress and burnout either first hand or from others encounters. Another assumption this study can reflect is that all stakeholders in the VT share a similar if not the same perspective of the sources of stress and burnout. It can also be assumed that the some stakeholders are not managing their stress levels and thus experiences burnout.

1.9. Layout of the study

1.9.1. Proposed structure of the study

Figure 4: Chapter Layout



(Source: Formulated by the Researcher)

As depicted in Figure 4, the outline of this study will be structured around:

- Chapter 1: Nature and scope of the study
- Chapter 2: Literature study (past and current information being researched)
- Chapter 3: Empricial study
    - Research methods (research design, strategy of inquiry, population and sampling techniques)
    - Data collection methods (structured questionnaire)
    - Data collection and interpretation (use of statistical software: SPSS and Microsoft Excel, and deductions from the findings and possible solutions)
- Chapter 4: Conclusion and recommendations (the implications experienced, achievement of objectives, limitations of the study, and recommendations for future research).

1.10. Chapter Summary

Chapter 1 was structured around the nature and scope of this study, which comprised of various research aspects. It looked into the purpose of the study and the problem statement allowed the researcher to identify gaps in the research. The importance and benefit of the study gave the researcher the vision to develop the research objectives that will eventually answer the research questions. The research methodology provided the researcher with techniques to determine the ideal participants to target (empirical study), research design, data collection, data analysis, assessing the quality, and research ethics of the study. A look at some of the limitations and assumptions were completed which adds value and direction to the study. Lastly, a brief chapter layout was presented to set the tone of the rest of this study. Chapter 1 has laid the foundation and structure going forward into the literature study (Chapter 2) by providing insight to key aspects that needs to be further explored in order to determine the sources of stress and burnout from stakeholders at selected secondary schools.

CHAPTER 2: LITERATURE REVIEW OF STRESS AND BURNOUT

2.1. Introduction

Teaching has been described as the single most stressful career in the world with its ever-demanding nature (Naik, 2015:6). Throughout the years, numerous research has been conducted to discover the consequences that stress and burnout has generated amongst teachers in many countries. This study however aims to investigate different stakeholders' perspective on the sources of stress and burnout at selected secondary schools in the VT. Teachers of the twenty-first century have been expected to adjust and intertwine numerous job functions in order to facilitate a productive learning environment. This highly demanding profession has taken a toll on majority of teachers as their stress levels have reached a peak that has led to them experiencing burnout. The chief dilemma school managers are challenged with is to detect and acknowledge if their sub-ordinates are subjected to the negative elements that are harmful to their well-being. By initially identifying these attributes within their employees, school managers can alleviate the sources that cause stress and burnout but only if proper mechanisms are put into place.

With every passing year, the demand to perform and constantly carry out multiple duties has left teachers in a destructive environment that exhibits increased pressure and fatigue. Therefore, it is of fundamental importance to discover, track and address effective coping mechanisms in order to stimulate stakeholders' (Teachers, HOD's, DP's, Principals as well as SGB members such as NTS and Parents) growth in areas that could probably influence the standard of educational services that is provided. Essentially, to encourage a working environment that promotes the well-being of their teachers, the first steps are for principals and DP's to successfully diagnose and implement appropriate strategies to diminish the effects of stress and burnout. In order to do so, reliable and appropriate systems and procedures must be determined while taking biographical differences of their employees into account.

A study by Fisher (2011:1) deduced that for hundreds of years the teaching profession has been deemed as a career that is "*emotionally taxing and potentially frustrating*". The turnover rate of teachers' is three times more when compared to other

profession's turnover rate, which is significantly high and alarming (Nekzada & Tekeste, 2013:50).

In South Africa, there is a shortfall of academically recognised teachers within the profession. The reason for this is due to the high number of teachers who leave this career due to the ever-demanding workplace. It has been investigated that within the first five years of employment teacher turnover ranges between a third to a half (Van Tonder & Williams, 2009:204). Studies conducted by McCarthy *et al*. (2009:287) have indicated that teaching is a demanding profession and can lead to teachers suffering from burnout, which can result in a nationwide spread of teacher exits in South Africa.

It is imperative for managers to either develop or utilise pre-existing policies and intervention strategies to promote mental health so that stakeholders experiencing stress and burnout can successfully be involved in their working environment. Research has shown the significance of work stressors in both the formation and avoidance of mental disorders (Montero-Marin *et al*., 2014:4); however, a lack of procedures and involvements that successfully improve teachers' psychological health and preclude disorders is still in deficit. Thus, work settings and practices are key components in encouraging public health and well-being.

2.2. Definitions and other facets of stress and burnout

2.2.1. Stress/burnout defined and their different categories

Over the decades, various researchers have established numerous definitions and categories of stress and burnout. While working through a number of sources, it demonstrates that these definitions and categories are influenced by diverse experiences, elements and influences.

2.2.1.1. Definitions of stress

An overview of some of the notable definitions discovered over time from various authors is highlighted in Table 2 below. These definitions have been explored to get a consolidated perception and increase the understanding of the concept of stress.

Table 2: List of definitions for Stress

Author(s)	Definition
Folkman (2011:53)	"*Stress research has traditionally been contextualised in terms of traumas in socio-historical contexts, and stress defined in relation to life events, reflecting an individual's life stage and social roles*"
Noor & Zainuddin (2011:285)	"*The basic tenet of Conservation of Resources (COR) theory is that individuals strive to acquire, maintain, and protect things that they value (known as resources), and stress occurs when these resources are lost, threatened with loss, or when individuals fail to replenish these resources after significant investments*"
Harris, *et al*. (2009:103)	"*the cumulative effect of task demands that school-based professionals face in the performance of their professional roles and responsibilities*"
Singh & Nayak, (2015:741)	"*stress is a situation for an individual when the job issues forces an individual to alter, modify or revolutionize his (her) mental and emotional state in such a manner that the individual is forced to deviate from their normal working behaviour*"
Tripken (2011:20)	"*is characterised in many subjective and objective ways to provide an explanation for numerous problems at any time and a definition of stress must be individualised in nature because stress affects each person differently*"
Tripken (2011:21)	"*is an environmental variable that creates tension or uneasiness, such as a teacher's increased workload or perception of an administrator's lack of support*"

(Source: Formulated by the Researcher)

2.2.1.2. Categories of stress

As revealed from Table 2 above, stress is viewed from various perspectives and can therefore be distinguished into countless distinct categories, which is dependent on the outcomes of the researcher's study. Firstly, Crafford and Viljoen (2013:24) mentioned that, the British Columbia Teacher Federation Survey on teacher workload and stress identified three key areas of stress: (1) increasing difficulty and complexity of teaching and relating to students, (2) volume of work and expectations and (3) lack

of time, resources, support and respect. These three areas can be rephrased as the (1) social component, (2) capability component, and (3) inefficiency component. Khamisa's et al. (2015:663) view contrasts, as they identified three other components of stress, namely: an external component, an internal component, and the interaction between the two components (mix component). The 'external' component depends on environmental events that precede the recognition of stress and can elicit a stress; 'internal' components includes a set of neurological and physiological reactions to stress; and the 'mix' component, which is the interaction between the external and internal components, involving the individual's cognitive processes Khamisa et al. (2015:664).

The Australian Psychological Society (2012:1) also differed in categorising stress into three different classes, which is (1) Acute stress, (2) Episodic acute stress, and (3) Chronic stress. According to the Australian Psychological Society (2012:1), acute stress "*can be brief and specific to the demands and pressures of a particular situation, such as a deadline, a performance or facing up to a difficult challenge or traumatic event*". Episodic acute stress on the other hand is the repetitive event of acute stress over a period, and "*is a combination of real challenges and a tendency to operate like a stress machine*" (Australian Psychological Society, 2012:1). Lastly, the Australian Psychological Society (2012:1) emphasised that chronic stress involves the ongoing demands, pressures and worries that seem to go on forever, with little hope of letting up. Chronic stress' has a very harmful effect on people's health and happiness. It has been also stated that people can sometimes get used to chronic stress, and may feel they do not notice it so much, however the effects it has continues to wear people down and has a negative effect on their relationships and health.

2.2.1.3. Definitions of burnout

Universally, 'burnout' is a person's reaction to chronic work associated stress and is a challenge to acclimatise to or shield oneself from (Montero-Marin *et al*., 2014:8). Like stress, burnout has been explored for many years and as a result, there has been abundant descriptions identified by various researchers. Table 3 below provides an outline of the prominent definitions that developed over time.

Table 3: List of definitions for Burnout

Author(s)	Definition
Eslamieh & Davoudi (2016:380)	*"The concepts that have recently attracted the attention of industrial and organizational psychologists involve the fatigue, burnout, lethargy, and sluggishness of employees technically referred to as burnout."*
Maslach (1982:15)	*"marked by emotional exhaustion, lack of personal accomplishment and depersonalisation"*
Arvidsson, *et al*. (2016:1)	*"an undesirable psychological state characterised by exhaustion, cynicism and feelings of reduced professional efficacy"*
Crafford & Viljoen (2013:1)	*"commonly results in educators feeling overwhelmed, withdrawing from students and work, caring less, and often working to the point of exhaustion"*
van Tonder & Williams (2009:204)	*"is a worldwide phenomenon of substantial significance that has a detrimental impact on employees at all organisational levels and on organisations in their entirety, which translates into substantial human and economic cost"*
Freudenberger (1974:161)	*"The symptoms of physical, psychological and behavioural exhaustion that occurs in the work situation"*

(Source: Formulated by the Researcher)

Arvidsson, Håkansson, Karlson, Björk, and Persson (2016:3) who are well-known burnout researchers, characterised burnout as a combination of emotional exhaustion, personal accomplishment and depersonalisation.

The burnout syndrome, which can also be described as emotional exhaustion, is a resultant of chronic stress and predominantly transpires in people who are in contact with other individuals professionally (Noor & Zainuddin, 2011:286). There is substantiated verification showing that newly allocated teachers who in fact tend to think of resignation are further prone to experience burnout while in service. However, numerous researchers contend that extreme occupational stress does not necessarily mean this will lead to burnout.

2.2.1.4. Categories of burnout

Hultell (2013:82) determined factors of burnout, which are statistically associated to various personality traits. Emotional exhaustion had a negative relation to extroversion and emotional stability, depersonalisation negatively correlated to emotional stability and agreeableness, and personal achievement was positively interrelated to extroversion, meticulousness, thoughtfulness, and emotional stability. This was substantiated by the Maslach Burnout Inventory (MBI) questionnaire, which organises burnout into three major categories, that is, emotional exhaustion, personal accomplishment and depersonalisation (van der Merwe & Parsotam, 2011:152). Fisher (2011:6) when contrasting burnout to personality traits also identified comparable results; nevertheless, the study also "*publicised that learner misbehaviour and the time limit given to teachers were noteworthy determinants of the burnout elements*".

A work-related disorder of psychosocial origin is referred to as the 'burnout syndrome' that is trigged when demanding, taxing and traumatic working conditions are continuously endured. Its existence has been coupled with a deteriorated self-awareness of one's health. Burnout has conventionally been depicted as a comparatively consistent entity in all individuals, with relatively unswerving aetiology and symptoms (Montero-Marin *et al*., 2014:4).

According to the traditional definition as discussed above, this syndrome consists of the facets of exhaustion, cynicism and expert inefficacy, which can be classified as a characteristics of burnout (Montero-Marin *et al*., 2014:5). 'Exhaustion' can be described as the emotion of being unable to present any additional attributes of oneself at an emotional level; 'cynicism' symbolises an outlying outlook towards one's work; and 'inefficacy' is the reaction of executing tasks inadequately or being despondent at your place of employment.

These dimensions are robustly linked with each other, thus providing a unitary, three-dimensional description of burnout (Montero-Marin *et al*., 2014:5). According to the degree of enthusiasm and dedication at work, various burnout categories have been proposed. The 'frenetic' burnout type of person works even harder to the point of

experiencing fatigue and exhaustion. They are in search for accomplishment and achievement, while presenting characteristics of participation, contribution, aspiration and overload (Montero-Marin *et al*., 2014:6).

The ‘under-challenged’ type of person has to manage with repetitive and uninspiring circumstances, which neglects to provide contentment, makes the person feel indifferent, tedious, and has a lack of personal improvement. The ‘worn-out’ type of person easily surrenders when confronted with stress or is overwhelmed with absence of fulfilment and in turn demonstrates lack of control, lack of acknowledgement and disregard (Montero-Marin *et al*., 2014:7). The dimensions of overload, lack of growth and disregard, associating to the ‘frenetic’, unchallenged and worn-out subtypes, correspondingly, embraces the characterisation of burnout (Montero-Marin *et al*., 2014:7). These dimensions demonstrates a slight relation to one another as it draws near to their standardised definition. This in turn creates a degree of difference in the characterisation of the syndrome to be prepared by means of clinical profiles (Montero-Marin *et al*., 2014:8).

2.2.2. Causes of Stress – Job characteristics

2.2.2.1. Demand

Hamwi et al. (2011:7) states that, problems with meeting demands of work affect performance at the organisation level, causing the employee to become detached, less driven and less concerned for customers and their needs, which have been affirmed. In turn, this will reflect in decreased productivity, as workload is unmanageable, thus creating insecurities within the employee.

2.2.2.1.1. Insecurity

Fisher (2011:1) also deduces that teaching is an extremely stressful occupation, and teachers are leaving the profession at an alarming rate. With the lack of effective and creditable teachers, classroom sizes begin to amplify, school administrators become aggravated to assist with the heavy amounts of paperwork, parental concerns develop, and stress levels swell. According to Khamisa *et al*. (2015:661), the “*lack of resources*

invokes feelings of insecurity about obtaining and maintaining resources necessary for meeting job demands, thereby triggering stress, which manifests in[to] burnout".

2.2.2.1.2. Workload

Workload 'overload' refers to an individuals' sensitivity of jeopardising their health and private life in the quest of high-quality results and is considerably coupled with exhaustion (Montero-Marin *et al*., 2014:7). Being highly qualified, effective and determined to achieve all goals that are being established by the organisation on a continuous basis are some of the aspects that lead to stress and burnout (Fisher, 2011:6), along with the amplified accountability measures put onto teachers to perform and excel in their field of expertise Lopez *et al.* (2010:112). However, there are numerous other factors that contribute to the stress of the teaching profession, such as extra curricula activities, huge amounts of paperwork and schooling events. Research has identified that nearly 50% of teachers leaving the profession are largely due to a combination of several factors including stress and burnout, and that this *"turnover rate will be reached within the sixth year of teaching"* (Nekzada & Tekeste, 2013:50).

Other prospective stressors may comprise of the deficit of parental and administrative support, as well as novice teachers that lack task management skills, who are packed with paperwork and extracurricular duties outside the classroom Mafora (2013:231). These responsibilities can include parent meetings, drop-off point monitoring, ground duty, morning and afternoon staff meetings, bathroom obligations, cafeteria control, in addition to a surplus of other tasks allocated to teachers (Fisher, 2011:3).

2.2.2.1.3. Resources

Hamwi *et al*. (2011:5) indicated that the 'conservation of resources theory' predicts that resource loss is a principle ingredient in stress. Hamwi et al. (2011:5) also highlighted that burnout may occur in conditions where there are: (1) resource losses; (2) the potential for resource losses; as well as (3) inadequate resources to meet work demands. Below, the resource sub-cause of stress category is discussed further via the concepts of advancement, organisational support and relationships created.

(i) Advancement

The ‘lack of development’ refers to the lack of personal growth events experienced by a person, coupled with their aspiration to engage in other jobs where they feel that they can better enhance their skills and is noticeably connected with cynicism (Montero-Marin *et al*., 2014:7).

(ii) Organisational support

Other causes for teacher stress is the shortfall of administrative support provided (Fisher, 2011:5) and the excessive amount of responsibilities that are required of novice teachers who have not yet attained task-management proficiency successfully. Mafora (2013:229) also noted that “*because of poor road and communication systems, the schools are not easily accessible and they tend to get very limited, if any, curricular and administrative support from district officials*”.

(iii) Relationships

According to Montero-Marin *et al*.(2014:4), stress can also be described as the consequence of a relationship with the surroundings that the person distinguishes as important for his or her well-being, and in which burdens a taxing or exceeded accessibility of coping resources. It has also been recognised by Arvidsson *et al*. (2016:9), that the “*interaction with older pupils (teenagers) may be more demanding and the teachers may, to a higher extent, have to deal disciplinary problems and conflicts.*” Every relationship developed with students, colleagues, parents or the management team has a tremendously strong influence on an individual’s stress and burnout levels as these relationships stimulate a build-up of emotions and a neglected mind-set of one’s self.

(iv) Working conditions

According to Fisher (2011:5), 32% of teachers who relocated to other schools cited “*poor working conditions*” as an explanation for their decision, teachers who left their occupation mentioned that they were departing to “*pursue a job outside of teaching*”,

which comprised of more than 37%. This was also validated by Arvidsson *et al*.(2016:9) that the "*turnover is high among teachers in Sweden, [which is] partly motivated by dissatisfaction with the working conditions*" that they are exposed too. Working conditions can also consist of a variety of other aspects such as the classrooms physical structure and appearance and resources such as inadequate tables and chairs for learners. Other aspects also consist of teaching equipment to assist the teacher in presenting the lesson in a more visual stimuli, as well as textbooks and the availability to other educational resources (internet connectivity, libraries, access to videos and audio clips).

2.2.3. Mediator of Burnout

Burnout occurs when certain events, experiences and interactions are overwhelming for the person concerned. Certain factors trigger these occurrences, and if this transpires over a long timeframe, detrimental effects on the individual may occur. The mediators that promote burnout through professional services is expanded on further in the context of emotional exhaustion, cynicism and a lack of professional ethicalness.

(a) Emotional exhaustion

Stress has been found to be robustly linked with burnout in many preceding research studies (Wang *et al.,* 2015:589). Lopez *et al.* (2010:115) states that, "*stress is a condition of twenty-first-century education that continues to increase as more accountability standards and new policy initiatives are introduced*". Many aspects can contribute to the elevated phases of teacher stress, which in turn leads to emotional exhaustion. Jain and Cooper (2012: 156) on the other hand suggests student behaviour is an escalating cause of stress and emotional exhaustion, especially among secondary school teachers. This particular study of secondary school teachers found ten explicit student behaviours to be statistically major contributors to teacher stress.

The ten behaviour factors leading to teacher stress commencing from the most stressful to the least stressful are: hostility towards the teacher, not paying attention during class, noisiness, lack of effort in class, coming to class unprepared,

hyperactivity, breaking school rules, harming school property, hostility toward other students, and lack of interest in learning (Fisher, 2011:2). Hamwi *et al*. (2011:6) accentuates that "*emotional exhaustion, one of the three dimensions of burnout, is considered the core driver of the burnout construct*" and that "*excessive psychological and emotional demands on salespeople lead to emotional exhaustion*" if exposed to frequent demanding occurrences.

(b) Cynicism (doubt, pessimism, sarcasm, negativity)

Karadağ *et al*. (2014:103) describes cynicism as "*a personality disorder, and from a psycho-analytic point of view, it is a state in which one possesses a negative ethic with (i) the person's goodness, (ii) internal unrest, and (iii) linguistic actions"* and is triggered by organizational, individual, and social variables. It is more of a negative reaction portrayed and over time can become a defensive second nature response. Karadağ *et al*. (2014:104) further acknowledges that cynicism increases "*employee absences, employee complaints, bad rhetoric, workplace tension, turnover intentions, sarcastic and arrogant attitudes of the employees harming corporate identity, behaviors threatening organizational norms and welfare of the organization, unethical behaviors, organizational alienation, emotional burnout, and resistance to organizational change*". There is no doubt that the detrimental effects stress and burnout can have on an individual is alarming as it creates a negative, nasty and immoral being inside a struggling individual that is experiencing these strains.

(c) Lack of professional ethicalness

As defined by Malo (2015:96), professional ethics is distinguished into their separate terms, 'ethics' which "*adds to the professional obligation that a profession abides by. Professional ethics is a combination of two words, Professional + Ethics. Here, Professional means an expert, specialised, qualified, practiced, certified, proficient, skilled, trained, licensed and mature.*" Therefore, it can be deduced that professional ethics is the manner in which a qualified, proficient and skilled individual is obligated to carry oneself in an ethical manner at all times, especially within the organisation they are engaged in. Hutchings (2016:4) argues that the "*lack of a code of ethics in*

education obviously impacts individual teachers who face difficult decisions and don't have an outlet to discuss them with peers".

The lack of professional ethics practiced within an organisation is due to a "*lack of effective code of professional ethics, effective supervision and punishment, as well as, effective internal control system*", emphasised by Zhang and Liu (2015:4). All of the explanations mentioned above steers to the conclusion that a lack of professional ethical conduct can lead to employees experiencing stress and burnout. Colnerud (2015:350), who emphasises that "*ethical conflicts that one experiences, and of balancing different considerations by oneself, appears to be a possible source of mental workload – morally contingent stress*", validates the statement above. Colnerud (2015:352) declares, "*one might become stressed by the failure to meet moral demands that are self-imposed or imposed by the profession*".

2.2.4. The effects, causes of stress has on the mediators of burnout

Burnout can be described as a condition that comprises of physical, emotional, and mental exhaustion, which transpires after being continuously exposed to situations that is physically and emotionally draining. This can be personified by emotional exhaustion, cynicism and a lack of professional ethicalness and has been acknowledged as a work-related hazard for a variety of people-oriented careers, such as education. A detailed look into the effects that demand has on emotional exhaustion, cynicism and the lack of professional ethicalness is presented below. In Figure 5 Cohen and Helquist (2010:1) identified the following stress symptoms that affect four elements of a human being, and are interrelated with one another. They consist of the body, mind, emotions and behaviour, which influence each other.

Figure 5: Stress Symptoms

(Source: Cohen & Helquist, 2010:1)

(a) Effect of demand on emotional exhaustion

'Emotional exhaustion' can be referred to as the emotional fatigue a person encounters when they are exhausted and aggravated. A study by Antoniou *et al*., (2013:349) confirms that stress encountered by teachers is a topic of extreme significance in the recent years. There are numerous elements have been identified that can be related to teacher's occupational stress. The most significant factors include: business requirements, several diverse activities within the schooling environment, lack of professional appreciation, discipline setbacks in the classroom, bureaucracy, lack of support, backlog of workload, pressure caused by time and insufficient benefits (Hamwi *et al*., 2011:6).

It has been contended that when teachers believe that they have devoted themselves in the development of their students, colleagues, and school rather than receiving from these entities, they (the teacher) are more probable to experience psychological, emotional and occupational strains (Wang *et al.,* 2015:590). Each stressful experience a teacher is exposed to is unique to them and is dependent on the relations between

their values and skills, personality and the circumstances they are confronted with. All major and common stressors have revealed to directly lead to teacher burnout (Antoniou *et al*., 2013:349).

According to Antoniou *et al*. (2013:350), it has been established that changes in teachers' insight of classroom excessiveness and students' disruptive behaviour are negatively interrelated to changes in self-sufficient inspiration, which in turn negatively forecasts changes in emotional exhaustion (Fernet *et al*., 2012:515). Furthermore, Fernet *et al*. (2012:515) acknowledged Schwab, Jackson, and Schuler's (1986:15) findings by identifying that "*demographic qualities such as age, sex, class level, marital status and cultural background play a considerable role in teacher burnout*." Lastly, Salajeghe and Farrokhiyan (2015:3253) concluded that emotional exhaustion makes individuals to lose their emotional resources and causes spent which results in depression and disappointment. Mental exhaustion makes the individual to have a negative idea about their job, their organisation and co-staff and makes them reckless of other's feelings and demands. This shows the effects demand has on emotional exhaustion and the detrimental results it can cause.

(b) Effect of demand on cynicism

According to Merve (2014:1), job stress can cause an increase in issues such as cynicism and work alienation. In other words, cynicism and work alienation could increase due to job stress, as cynicism includes negative employee attitudes and negative behavioral outcomes of employees. Viljoen and Claassen's (2017:1) findings deduced that "*cynicism, as reflected by the MBI-GS, increases with increases in stress levels and could contribute to the decline in the health reported for burnout*." Viljoen and Claassen (2017:3) has also mentioned that cynicism as a personality trait is known to negatively affects wellbeing and it was of interest to us to see whether the cynicism that develops in the face of work-related stress is also associated with a decline in health. These associations indicates the influence stress has on cynicism.

(c) Effect of demand on lack of professional ethicalness

Salajeghe and Farrokhiyan (2015:3253) states that if work ethics is managed well, it "*can affect the performance through better regulation of relationships, reduction of differences and conflicts, increasing the environment for understandings and cooperation and also reduction of costs for supervising".* Furthermore, work ethics increases employee's commitment and acceptance of their responsibility, which in turn results in personal and group performance optimisation. However, if job stress and the resulting complications cause personnel to do their work related responsibilities with disappointment and lack of motivation. Therefore, in result, their work ethics will be reduced. Hezaveii *et al*. (2012:82) noted Karasek's demand control theory and discovered that "*the jobs with high mental demands and less decision making domain have higher related job stress which sometimes decreases an employee's ethical value.*" This confirms that if under a continuously stressful and demanding position, some people can lack professional ethicalness.

(d) Effect of resources on emotional exhaustion

It has been determined by Fernet *et al*., (2012:223) findings that job resources influence work motivation (autonomous and controlled), and motivation influences both emotional exhaustion and occupational commitment. When taken together, these results underscore the importance of work motivation, and more specifically, its role in relation to job resources and employee functioning. Li *et al*. (2013:243) concurs this by acknowledging that, "*job demands (psychological and physical demands) and job resources (decision latitude, supervisor support and co-worker support) could affect emotional exhaustion"* in their study.

(e) Effect of resources on cynicism

According to Wang *et al.,* (2015:589), teachers are put under immense pressure to generate quality students regardless of having to toil with inadequate resources which is mostly provided by the government. Stressful working conditions such as large classes and little rewards offered for the work sacrificed are some of the situations teachers' are faced with. As a result, teachers that suffer from high levels of

occupational stress (leading to burnout) increase their levels of exposure to psychological distress, absenteeism, physical illnesses, poor work performance and negativity towards their job (Wang *et al.,*2015:590). It has been identified by that resources can also consist of 'human resources'. Wang *et al. (*2015:590) emphasises that "*cynicism will vary from one organisation to another, but for HR practitioners the issue is the extent to which cynical experiences learned in one organisation will be carried over to another. In order for an organisation to reach its goals, it becomes imperative for its human resources to focus on creativity, innovativeness, unity, and efficacy*", they must promote a positive working environment.

The Conservation of Resources (COR) theory is highlighted by Hansen *et al*. (2015:2) as the elements necessary to form positive emotions, positive individual traits and positive institutions, which are the three main propositions of positive psychology. The *"COR holds that everyone seeks to conserve the quantity and quality of their resources (which contain instrumental and symbolic value to them) and to limit any circumstance that might endanger the quantity or quality of these resources (Lee, 2010:1)*" (Hansen *et al*., 2015:2). As these resources deteriorate due to insufficient supply, the employee's positive attitudes also deteriorate in the process, as their coping mechanisms are continuously tested.

(f) Effect of resources on the lack of professional ethicalness

Human resources such as administrative support assists employees of the organisation as the tedious amounts of paperwork are greatly reduced because the administrative staff are allocated this responsibility. However, this resource can be detrimental according to Ssonko (2010:3) "*because of the continued public sector institutional failing that are attributed to public servants' lack of moral values, which in turn, are associated with weak values and weak administrative systems.*" Ssonko (2010:3) continues to acknowledge that "*inappropriate human resource (HR) practices and policies in the public service can actively contribute to malpractices which threaten professionalism, ethical behaviours and transparency*". It can therefore be deduced that the mismanagement of resources result in a lack of professional ethical values in individuals of an organisation.

2.2.5. Consequences of stress and burnout – Employee attitudes

Wang *et al.,* (2015:589) states that burnout can be linked with poor health and mental exertion such as cardiovascular diseases, musculoskeletal pain, dejection, and nervousness*. "At an organisational level, burnout is connected with non-attendance, intent to leave the job, turnover, inferior efficiency and productivity, job frustration, and decreased obligation and dedication" (*Wang *et al.,* 2015:589). These factors are some of the consequences experienced by employees of an organisation, which in turn influences the employee's attitude towards their work. The consequences of stress and burnout discussed further will revolve around organisational commitment, job satisfaction and organisational citizenship behaviour.

(a) Organisational commitment

It has been researched by Finney *et al*. (2013:1) that "*both job stress and burnout can result in employees with decreased organisational commitment and associated lower productivity.*" Finney *et al*. (2013:2) also identified that "*symptoms of stress and burnout have the potential to show a lack of motivation and a lack of commitment, resulting not only in decreased organisational commitment, but also in an increase in counterproductive attitudes and behaviours.*" If this transpires over a continuous timeframe, numerous consequences may occur. These consequences can consist of: i) the employees' negative attitude and behaviour will develop as the culture of the organisation, ii) resistance to change will be experienced and it will be more difficult to change the mind-set of employees that are in their position for an extended duration, and iii) safety and security becomes a concern due to a decrease in organisational commitment (Finney *et al*., 2013:2).

(b) Job satisfaction

Over the years, teachers were required to adapt to the ever-changing methods and policies introduced in the South African education system. However, this has taken its toll, as teachers cannot keep up with the fluctuating approaches, content and testing techniques that is enforced upon them. Hansen *et al*. (2015:3) identified that "*burnout*

is common amongst educators in South Africa as they often have to teach massive classes (40–60 students) with inadequate resources and teaching equipment; this was especially highlighted upon the introduction of the OBE system in 2000. Studies on burnout by Van Tonder & Williams (2009:204) have shown that burnout plays a factor in job turnover, absenteeism, low morale and job dissatisfaction. If teachers are not satisfied with their job, this can influence the turnover rate in schools. Hansen *et al.* (2015:3) substantiates this by recognising that "*teacher job satisfaction is directly linked to teacher commitment and retention and therefore contributes to school effectiveness.*" It is evident that if teachers are experiencing tremendous loads of stress and burnout, their working experience is turned into an insignificant, customarily and monotonous profession that is driven by the lack of interest and the need to take a paycheck home at the end of the month.

(c) Organisational citizenship behaviour

The crucial element, 'depersonalisation', occurs when an individual has a propensity to segregate themselves from other counterparts. Freudenberger (1974:162) commenced his research on burnout during the free clinic movement and observed that the people involved were becoming "*inoperative to all intents and purposes*" which was caused by the extreme working conditions they were subjected too. An employee's behaviour within their organisation is dependent on what they are exposed too, who they interact with, the environment they are present in and the relationships they establish. It has been suggested, that the numbers of hours worked as well as the working conditions lead to stress syndromes experienced in employees (Jain & Cooper, 2012:155). 'Organisational citizenship behaviours' (OCB) can be described by Jain and Cooper (2012:156) as discretionary behaviours that are neither instructed nor compensated by the organisation. *"They include those behaviours that contribute to maintaining an organisation's social system and which indirectly benefit the work group or organisation as a whole*" (Jain & Cooper, 2012:155). Inandi and Büyüközkan (2013:1545) also outlines OCB as "*behaviours without a reward expectation or requiring any punishment are called as organizational citizenship behaviours in an organization.*"

Prior research conducted indicates strong links between stress with OCB and job performance. It has also been acknowledged that personality characteristics (such as their needs and wants, career preferences, values, morals, motives and attributes) of the organisation has an influence on the behavioural outcomes of the employee, who shows poor job performance, high turnover intentions, as well as low motivation and commitment levels (Kasa & Hassan, 2015:203). Elements such as work, colleagues, top management, administration as well as other environmental factors are the initial sources that initiates stress, which can lead to the symptoms of burnout. Kasa & Hassan (2015:203) substantiates that "*behaviours of social support exhibited by administrators and colleagues are seen to be an important predictor of burnout an employee will experience.*" Therefore, the type of environmental energy practiced will determine if the employee will produce a positive or negative OCB within the organisation.

2.2.6. Methods of dealing with stress and burnout

(a) Coping mechanisms

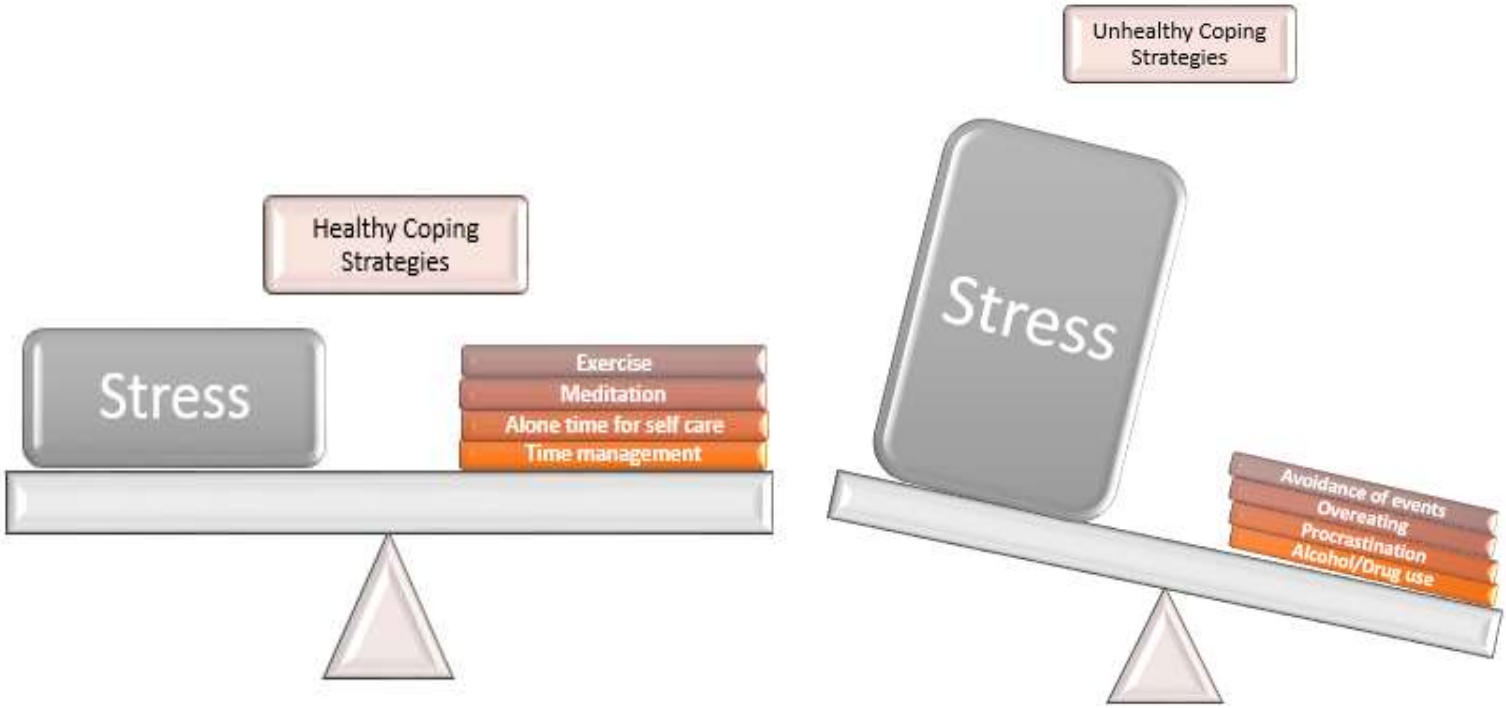
Montero-Marin *et al*. (2014:5) defined coping as a *"cognitive and behavioural effort to manage specific internal and/or external demands that are appraised as taxing or exceeding the person's resources.*" An individual can be psychologically susceptible to a meticulous situation if he or she does not acquire adequate coping skills to manage these overwhelming emotions adequately and places significant value on the threat embedded in the consequence. There are diverse common tendencies to cope with stress, such as "*cognitive or behavioural coping, cognitive or behavioural avoidance, emotion-focused coping or substance use*" (Montero-Marin *et al*., 2014:4). From this viewpoint, burnout may be perceived as an increasingly progressive condition of which is a result from the application of unproductive coping strategies that professionals try to guard themselves from in stressful work related situations (Montero-Marin *et al.*, 2014:4).

While conducting research on the 'lack of professional ethics in the academy' at some of the universities in the United States, Keenan (2011:103) suggested to "*develop a culture of awareness among faculty, staff, administrators and students, that the*

university ought to recognize that for us to flourish as such, we need to be aware of the integral, constitutive roll of ethics in that formation of a flourishing community." As this culture positively grows and the employees within the organisation shares this philosophy, individuals can learn to cope with the challenges they may face on a daily basis. Creating a supportive and encouraging working environment can assist employees to network, collaborate as well as design coping mechanisms together so that effective and viable methods to deal with stress and burnout are practiced.

Ballesteros and Whitlock (2009:4) have identified that people resort to coping with the strain of stress and burnout either by part taking in healthy or unhealthy coping strategies as depicted in figure 6 below. Ballesteros and Whitlock (2009:4) highlighted that healthy coping strategies consist of exercise, meditation, alone time for self care and time management of obligations and responsibilities. With the correct coping technique, an individuals stress levels can be blaanced and managed.

Figure 6: Healthy and Unhealthy Coping Strategies



(Source: Adapted from Ballesteros and Whitlock, 2009:4)

2.3. Chapter Summary

Throughout this literature study, it is clear that there is a dire need to promote a more positive, conducive working environment. The detailed literature review conducted above highlighted various aspects revolving around the significance of stress and burnout experienced in the working environment. A comprehensive literature study into the definitions and other facets of stress and burnout such as their categories, causes of stress and burnout (demand and resources) and mediators of the core aspects (emotional exhaustion, cynicism and lack of professional ethicalness) was completed. The study also discusses the effects 'demand' has on the mediators of burnout, the 'effects resources' has on the mediators of burnout, consequences of the core aspects (organisational commitment, job satisfaction and organisational citizen behaviour) and methods of dealing with the core aspects (coping mechanisms) of stress and burnout.

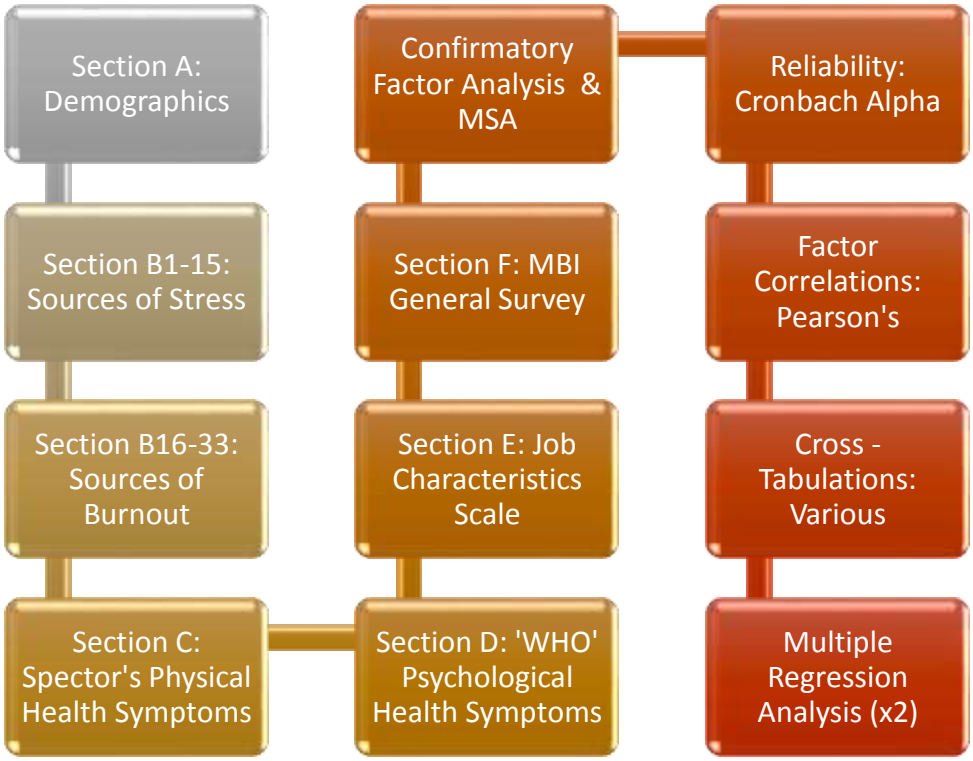
With this knowledge and information, an established quantitative study was conducted to determine stakeholders' perspectives on the sources of stress and burnout that they have experienced within the secondary schooling environment. Questionnaires were constructed with the knowledge gained through this literature study and was distributed to stakeholders of selected secondary schools in the VT. The completed questionnaires were collected and captured by the researcher, and analysed by the NWU Statistical Consultation Services. A review of the results from the empirical study will be elaborated on in detail in Chapter 3.

CHAPTER 3: EMPIRICAL STUDY

3.1. Introduction

The main objective of this research study was to investigate stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the VT. Therefore, the sources of stress and burnout as well as the identification of the stakeholder experiencing these symptoms, was investigated in this chapter. Figure 7 below is a flow diagram of the statistical analysis layout that covers the sections to be discussed below.

Figure 7: Summary of Statistical Analysis Layout



(Source: Formulated by the Researcher)

This chapter will highlight the data instrument utilised and the path taken to obtain the quantitative data from the participants. A look into the data generation process has been accentuated further and an in-depth analysis of the data will be explored, thus leading to the evaluation of the results obtained. This will then be explained in detail and is aligned to the study's specific objectives that was identified in Chapter 1.

This empirical study was performed by utilising a data generation tool, which comprised of a closed-ended structured questionnaire. The data collected and study population is expanded on. The researcher has taken the necessary steps to ensure that ethical consideration and confidentially of each stakeholder has be protected. An in-depth statistical analysis of the data generated from the stakeholders is explored thoroughly below, discussing the results obtained as well as utilising various reliability methods, correlations, cross-tabulations and a diverse range of analyse.

3.2. Gathering of data

3.2.2. Questionnaire construction and development

A structured questionnaire consisting of six sections (Section A – Section F) was developed and customised by the researcher. The questionnaire was then circulated to a variety of prospective stakeholders (Teachers, HOD's, DP's, Principals as well as SGB members such as NTS and Parents) of the selected secondary schools in the VT. In the front of each questionnaire a cover letter indicating the title, purpose and ethical considerations have been attached (Annexure A). The questionnaire layout is divided into six sections; consisting of biographical information (Section A - constructed by the researcher), sources of stress and burnout (Section B - constructed by the researcher), Spector's physical health symptoms (Section C – adapted), 'WHO' psychological health symptoms (Section D – adapted), Job characteristics scale (Section E – adapted), and the MBI general survey (Section F – adapted).

3.2.2.1. Section A: Biographical Information

The biographical information of each stakeholder is covered in Section A. The question's in Section A allows the researcher to compare statistical characteristics between the various groups of participants as well as correlate the participants' attributes to other sections in the questionnaire. The participants' are required to indicate their selection by means of a tick, shade-in, circle or 'X', the most appropriate preference that is applicable to them in the following categories:

- Current age;
- Gender;
- Race;
- Language preference;
- Stakeholder level;
- Level of education;
- Level of understanding of the sources of stress and burnout;
- Experience in years;
- District;
- Type of school;
- Promotion;
- Type of support received;
- Amount of support received;
- Turnover intent.

In Section A, questions A12 and A13 contain sub-questions (A12.1 – A12.5 and A13.1 – A13.5) as the type of support received (A12) is divided into the different supportive levels within the education system, and the amount of support received (A13) is distributed over specific scales established. This was performed to narrow down the various types and amount of support each stakeholder experienced.

3.2.2.2. Section B: Sources of Stress and Burnout

This section consisted of 33 questions that the researcher developed and was split into two sub-sections. Questions 1-14 dealt with the sources of stress and questions 15-33 dealt with the sources of burnout. They were also analysed separately, which is seen below. B1 was developed to determine what stakeholders thought the main source of stress is. Questions B2 to B14 allowed stakeholders to select the extent of agreement or disagreement towards the statements in this section by the use of a five-point Likert scale which ranged from ‘Totally disagree = 1’, ‘Disagree = 2’, ‘Neutral = 3’, ‘Agree = 4’, and ‘Totally agree = 5’.

3.2.2.3. Section C: Spector's Physical Health Symptoms

Section C was adapted from the Spector's Physical Health Symptoms survey and contains 21 questions, It was then represented in a five-point Likert scale ranging from 'Never = 1', 'Once a month = 2', 'Once a week = 3', 'Few times a week = 4', and 'Everyday = 5'. Stakeholders' were encouraged to select the most appropriate answer that represented the frequency of these physical health symptoms that they experienced over the last three months period. This section tested the health symptoms that the stakeholders' face. The symptoms ranged from muscular tension to tiredness and fatigue.

3.2.2.4. Section D: 'WHO' Psychological Health Symptoms

Section D consisted of nine questions adapted from the 'WHO' Psychological Health Symptoms survey, which deals with the psychological health symptoms of the stakeholders'. This ranged from panic attacks to having difficulty concentrating. Once again, the stakeholders was encouraged to select the most appropriate answer from a five-point Likert scale ranging from 'Never = 1', 'Once a month = 2', 'Once a week = 3', 'Few times a week = 4', and 'Everyday = 5'; which represented the frequency of these psychological health symptoms that they experienced over the last three months.

3.2.2.5. Section E: Job Characteristics Scale

In Section E, 48 questions were adapted from the Job Characteristic Scale and evaluated specific aspects of the working environment that these stakeholders were exposed too. Varying questions from 'Do you have too much work?' to 'Does your job give you the opportunity to be promoted?' was posed to the stakeholders. Once more, the stakeholders were required to indicate their agreement or disagreement towards the statements in this section by the use of a five-point Likert scale which ranged from 'Totally disagree = 1', 'Disagree = 2', 'Neutral = 3', 'Agree = 4', and 'Totally agree = 5'.

3.2.2.6. Section F: MBI General Survey

Section F consists of 42 statement adapted from the MBI General Survey and was focused on accessing the views of stakeholders on their jobs and their reactions to their work. The statements were of job-related feelings that was experienced by the stakeholders and ranged from 'I feel emotionally drained from my work' to 'I feel learners blame me for some of their problems'. A five-point Likert scale ranging from 'A few times a year or less = 1', 'Once a month or less = 2', 'A few times a month = 3', 'Once a week = 4', and 'A few times a week or more = 5' allowed stakeholders to make a suitable choice. Stakeholders' were encouraged to select the most appropriate answer that represented the frequency of these job-related feelings.

3.2.3. Data collection and study population

A structured questionnaire comprising of six close-ended question sections (Section A – Section F) was utilised to collect data from various stakeholders in the VT. Sections B – F were adapted from Spector's Physical Health Symptoms, 'WHO' Psychological Health Symptoms, Job Characteristic Scale, as well as the MBI General Suvery. Each section was drafted to ultimately determine the stakeholder's perspective on the sources of stress and burnout at selected secondary schools in the VT. As mentioned in Chapter 1, a non-probability sampling strategy (convenient sampling technique) was utilised as the researcher's accessibility to the stakeholders were easy due to the researcher's residential location situated in the VT area. The sample was obtained from stakeholders from selected secondary schools in the VT. The stakeholders of the selected secondary schools were specifically chosen because they were the most appropriate sample that provided the most viable data necessary to answer the primary and secondary research questions as well as reach the study's research objectives.

The collection instrument (questionnaire) was distributed among selected secondary schools in the VT during July 2017. A minimum of 30 questionnaires were administered to each school and a 10 minute explaination presentation was conducted to enlighten stakeholders of the process in answering the questionnaire. Participating

secondary schools were called a week later to remind stakeholders to humbly complete the questionnaire and to hand it in within the stipulated timeframe. The response and return rate was fairly successful as 205 questionnaires of the 260 questionnaires were collected back from all stakeholders. However, of this 205 questionnaires, only 189 questionnaires were valid (no errors) and was fully examined and captured. Sixteen questionnaires were found invalid due to illegibility, omission as well as incomplete sections.

The study population was of a homogenous nature as stakeholders was of the same type and are situated in a similar environment. The target population consisted of six different stakeholder levels (teachers, SMT members (HOD, DP, Principal), and SGB members (NTS, parents)) that was from the basic education discipline. The study population comprised of stakeholders within the VT geographical area (Vereeniging, Vanderbijlpark and Sasolburg) from selected secondary schools that ranged from government, private and semi-private institutions.

3.2.4. Ethical Consideration and confidentiality

While presenting and distributing the questionnaires to the various stakeholders, the researcher initially highlighted the cover letter present on page one of the data instrument. The researcher emphasised the process of ethical consideration, assured stakeholders that their data is anonymous, and will not be disclosed thus respecting their confidentiality. No names or identification information was required, thus ensuring once again the anonymity of every stakeholder. Stakeholders were lastly informed about their insecurity, and if the stakeholder at any time decides to discontinue with the research process, they were allowed to do so.

3.2.5. Statistical analysis of data

The completed questionnaires were collected over a period of time and captured by the researcher. Thereafter, it was handed over to the NWU Statistical Consultation Services who interpreted the data by utilising IBM SPSS statistics software version 23. Numerous statistical analyses were calculated such as frequencies, cumulative percentages, minimum and maximum values, mean values, standard deviation,

correlation coefficients (Pearson correlation), cross tabulation of selected variables, confirmatory factor analysis, Kaiser's MSA , as well as multiple linear regression.

Additional statistical analyses that was conducted consisted of:

- The KMO measure of sampling adequacy;
- Cronbach alpha;
- Factor analysis;
- Annova.

3.2.6. Results and discussion

3.2.6.1. Questionnaire responses

Table 4 indicates the response rate of questionnaires that were administered, collected, excluded and implemented during this study. The amount of questionnaires administrated to selected secondary school stakeholders totaled 260 (100%). This was distributed in the VT area and after a month, 205 (78.84%) questionnaires was collected back from the various stakeholder levels. However, of these 205 questionnaires, only 189 (72.69%) questionnaires was utilised, as they were valid. The response rate of 72.69% is a good percentage, which assisted in the validity and reliability of this study. Sixteen (6.15%) questionnaires that was returned was excluded from the study, as they were invalid due to illegibility, omissions as well as incomplete sections.

Table 4: Response Rate of Questionnaire

Amount of questionnaires administered, collected, excluded and implemented	Frequency	Percentage
Amount of questionnaires administered to potential stakeholders	260	100
Amount of questionnaires collected back from stakeholders	205	78.84
Amount of questionnaires excluded from the study (invalid)	16	6.15
Amount of questionnaires examined (valid)	**189**	**72.69**

(Source: Formulated by the Researcher)

3.2.6.2. Biographical Analysis

3.2.6.2.1. Section A: Biographical information results

While working through the data, the results obtained from the questionnaires was interpreted in an inferential descriptive statistical manner. It was then elaborated on graphically by the construction of pie, bar and Pareto charts, in addition to frequency and cumulative percentages tables. A description discussing the findings captured in the tables and charts is fully explained and reflected on. The biographical analysis consists of:

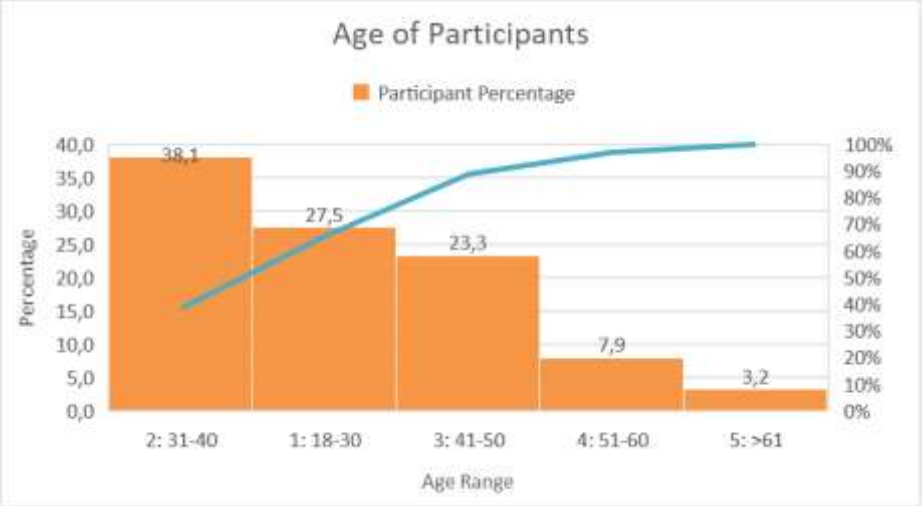
- Stakeholders' age group classification;
- Gender of stakeholders;
- Stakeholders' racial classification;
- Language preference of stakeholders;
- Stakeholder profession level;
- Level of education of stakeholders;
- Stakeholders' current level of understanding regarding the sources of stress and burnout;
- Stakeholders' years of experience in the schooling environment
- District location of stakeholders;
- School type of stakeholders;
- Stakeholders' promotional status in a five-year period;
- Types of support received by other stakeholders;
- Amounts of support received by other stakeholders;
- Stakeholders' consideration of a different career (turnover intent).

(a) Stakeholders' age group classification

The age group classification of the stakeholders was distributed into five categories. Thus, 31-40 year olds accounted for 38.10% (72), 18-30 year olds at 27.50% (52), 41-

50 year olds with 23.20% (44), 51-60 year olds at 7.90% (15) and 6 people above 60 at 3.20%. As depicted in Figure 8, it is noted that the majority of stakeholders range from 18-50 years old and is reasonably distributed. This Pareto chart has a gradual distributed rate and represents the age group fairly well. The amount of young stakeholders (1: 18-30 years old) indicates that there is still room to employ more younger stakeholders as the older stakeholders (2: 31-40 and 3: 41-50 year olds) can transfer skills and mentor them. Table 5 represents the age groups of all stakeholders, indicating the frequency and cumulative percentage of each stakeholder category, which was used to generate Figure 8 below.

Figure 8: A Graph of the Age of the Participants



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 5: Summary of the Age of the Participants

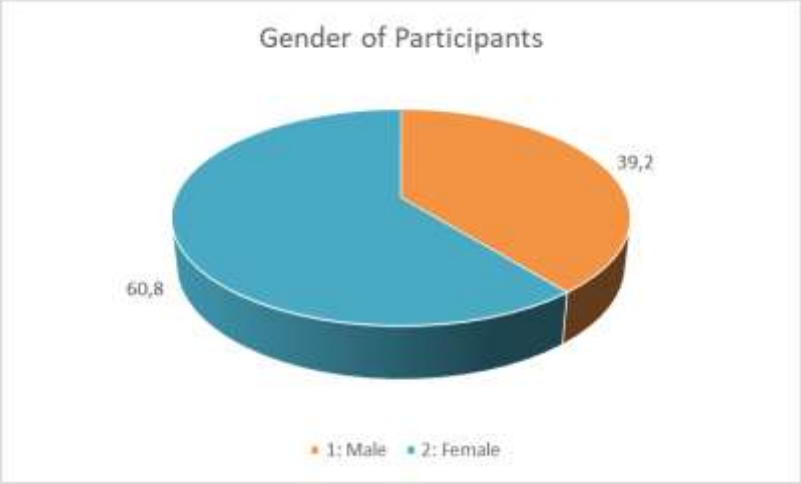
Question A1 – Age Group			
	Frequency	**%**	**Cumulative %**
1: 18-30	52	27.5	27.5
2: 31-40	72	38.1	65.6
3: 41-50	44	23.3	88.9
4: 51-60	15	7.9	96.8
5: >61	6	3.2	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

(b) Gender of stakeholders

Concerning the gender of the stakeholders, Table 6 illustrates that females accounted for 60.8% (115) and males being 39.2% (74) for this research. This however shows an imbalance in gender of stakeholders at the selected secondary schools, with females dominating the organisation as depicted in Figure 9. Nevertheless, this reflects a true representation of the actual situation experienced in the secondary schooling environment.

Figure 9: Percentage of Gender of the Participants



(Source: Formulated by the Researcher)

Table 6: Summary of the Gender of the Participants

Question A2			
	Frequency	**%**	**Cumulative %**
1: Male	74	39.2	39.2
2: Female	115	60.8	100.0
Total	**189**	**100.0**	

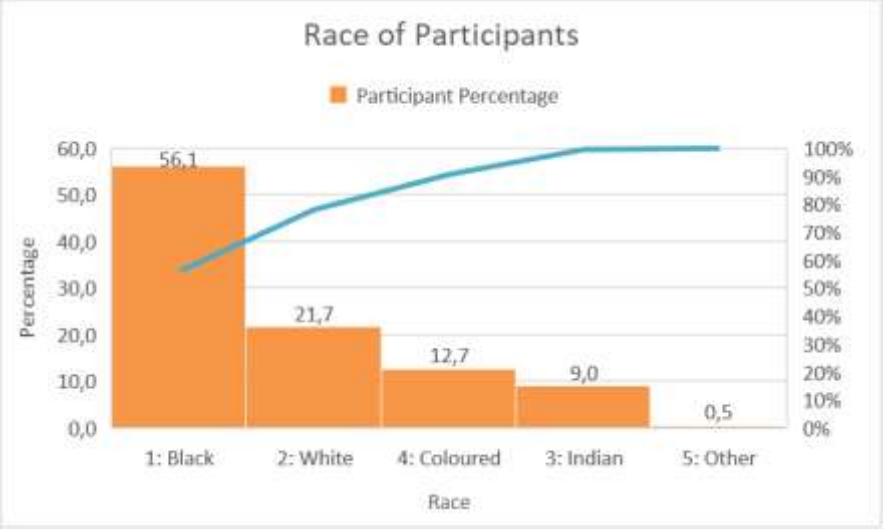
(Source: Formulated by the Researcher)

(c) Stakeholders' racial classification

Table 7 represents the various racial classifications of the stakeholders in this study, which is characterised into five categories (Black, White, Indian, Coloured and Other).

‘Other’ represented any stakeholder that did not fall into one of the other four categories. Black participants accounted for majority of the workforce at 56.1% (106), White participants at 21.7% (41), Coloureds at 12.7% (24), Indians with 9.0% (17), and one ‘Other’ at 0.5% (1). This appears to be a true representation, as the stakeholders in the VT are represented by similar percentages as well. Figure 9 represents Table 7, which gives a graphical view of the amount of each category of stakeholders. As indicated in Figure 10 below, the cumulative percentage rate (indicated as a blue line) loses momentum between each race classification as the amount of stakeholders decreases from Black stakeholders (highest quantity) to ‘Other’ stakeholders (lowest quantity).

Figure 10: A Graph of the Race of the Participants



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 7: Summary of the Race of the Participants

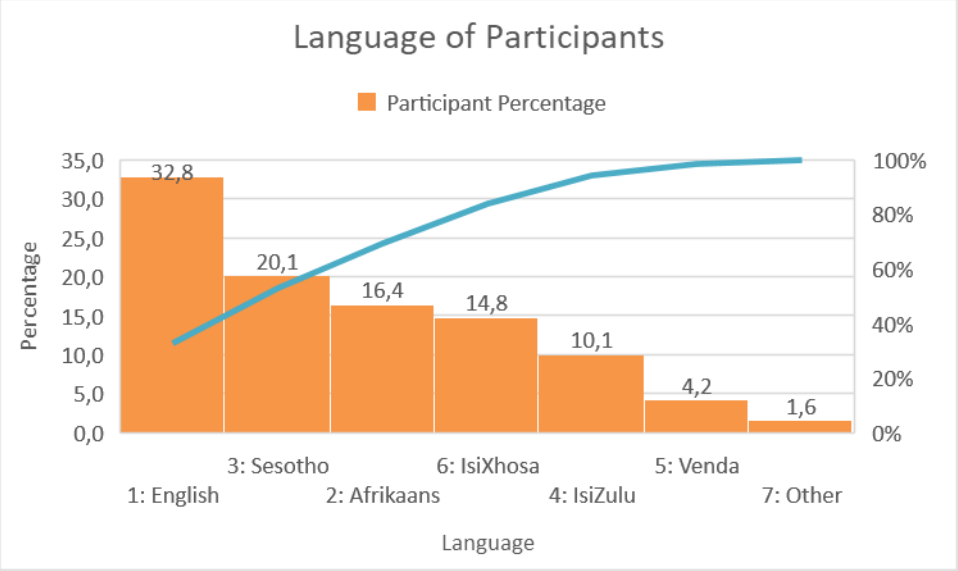
Question A3			
	Frequency	**%**	**Cumulative %**
1: Black	106	56.1	56.1
2: White	41	21.7	77.8
3: Indian	17	9.0	86.8
4: Coloured	24	12.7	99.5
5: Other	1	0.5	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

(d) Language preference of stakeholders

The language preference of stakeholders varied among seven categories consisting of English, Afrikaans, Sesotho, IsiZulu, Venda, IsiXhosa and Other. 'Other' represented any stakeholder that did not fall into one of the other six categories. English accounted for 32.8% (62), Sesotho with 20.1% (38), Afrikaans at 16.4% (31), IsiXhosa at 14.8% (28), IsiZulu with 10.1% (19), Venda at 4.2% (8), and finally other languages such as Setswana, Tsonga, Swati and Ndebele comprised 1.6% (3) of the stakeholders for the research, which can be viewed in Table 8 below. The language preference among the various stakeholders are fairly represented as the majority medium of instruction in the VT area lies with English, Sesotho, Afrikaans and IsiXhosa. The cumulative percentage rate (indicated as a blue line) loses momentum between each language preference as the amount of stakeholders inclined dialect decreases from English (highest quantity) to 'Other' (lowest quantity) as seen in Figure 11.

Figure 11: A Graph of the Language of the Participants



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 8: Summary of the Preferred Language of the Participants

Question A4			
	Frequency	**%**	**Cumulative %**
1: English	62	32.8	32.8
2: Afrikaans	31	16.4	49.2
3: Sesotho	38	20.1	69.3
4: IsiZulu	19	10.1	79.4
5: Venda	8	4.2	83.6
6: IsiXhosa	28	14.8	98.4
7: Other	3	1.6	100.0
Total	**189**	**100.0**	

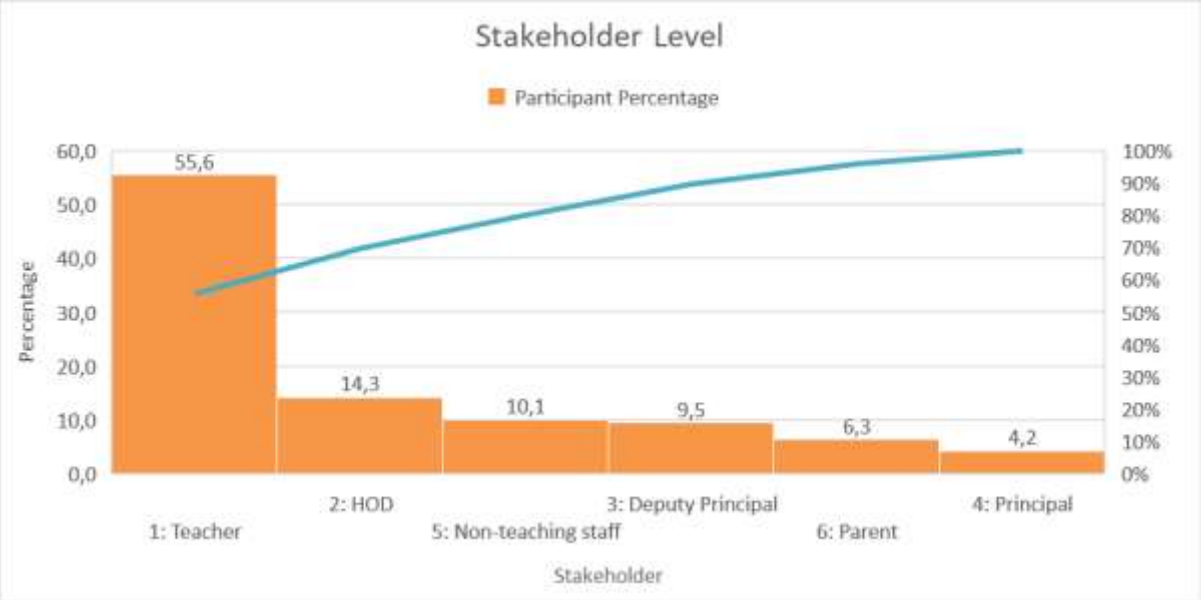
(Source: Formulated by the Researcher)

(e) Stakeholder profession level

In terms of the stakeholder profession level, there was six categories that consisted of teachers, HOD's, DP's, Principals, NTS as well as Parents. Thus, Teachers accounted

for 55.6% (105), HOD's at 14.3% (27), NTS with 10.1% (19), DP's at 9.5% (18), Parents with 6.3% (12), and finally Principals with 4.2% (8) of the stakeholders for this study that is depicted in Table 9 below. The balance between the stakeholders was satisfactory. As indicated in Figure 12 below, the cumulative percentage rate (indicated as a blue line) loses momentum between each stakeholder profession level as the amount of stakeholders decreases from 'Teacher' stakeholders (highest quantity) to 'Principal' stakeholders (lowest quantity).

Figure 12: A Graph of the Stakeholder Level of the Participants



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 9: Summary of the Stakeholder Level of the Participants

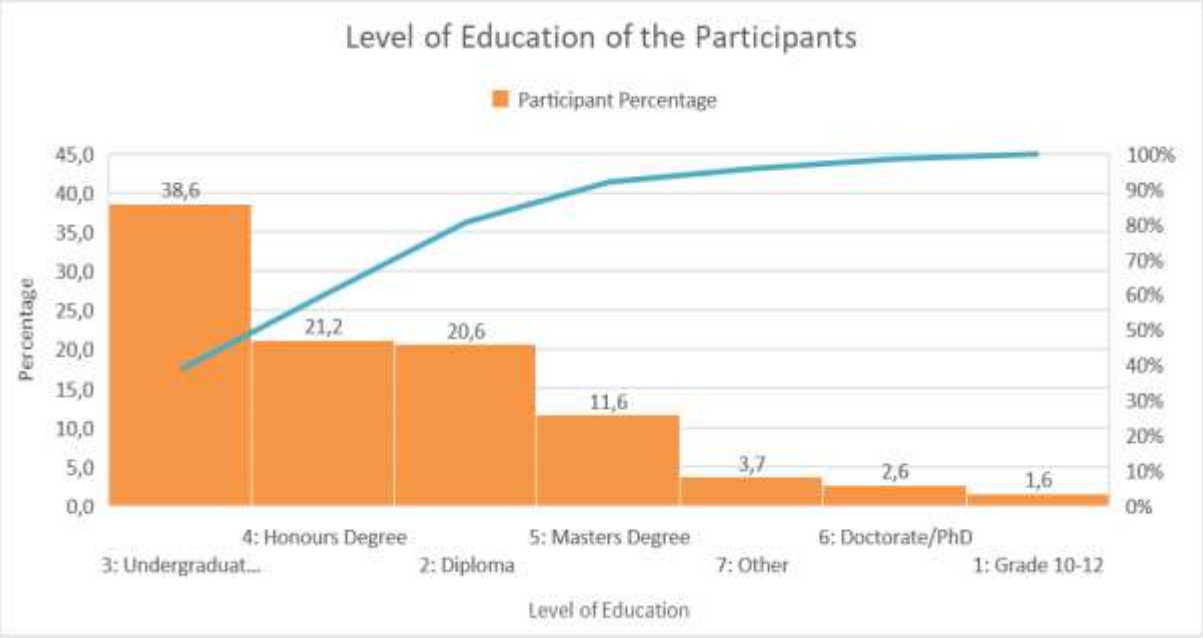
Question A5			
	Frequency	**%**	**Cumulative %**
1: Teacher	105	55.6	55.6
2: HOD	27	14.3	69.8
3: DP	18	9.5	79.4
4: Principal	8	4.2	83.6
5: NTS	19	10.1	93.7
6: Parent	12	6.3	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

(f) Level of education of stakeholders

The level of education among the various stakeholders was separated into seven ~~(7)~~ options ranging from 'Grade 10-12', 'Diploma', 'Undergraduate Degree', 'Honours Degree', 'Masters Degree', 'Doctorate/PhD' and any 'Other' level of education obtained. Stakeholder's with an 'undergraduate degree' accounted for 38.6% (73), participants with an 'honours degree' was 21.2% (40), personnel with 'diplomas' was 20.6% (39), personnel with a 'master's degree' accounted for 11.6% (22), 'other' qualifications were at 3.7% (7), 'doctorate/PhD' was 2.6% (5) and a 'grade 10-12' qualification was low at 1.6% (3). Most of the stakeholders acquired some form of educational level as depicted in Table 10 below. The balance amongst the level of education of stakeholders was mostly segmented between 'diplomas' up until 'masters degrees', according to Table 10. As indicated in Figure 13 below, the cumulative percentage rate (indicated as a blue line) starts with a steep incline and then loses momentum when it reached the 'doctorate/PhD' level as the amount of stakeholders decreases from 'undergraduate degree' stakeholders (highest quantity) to 'grade 10-12' stakeholders (lowest quantity).

Figure 13: A Graph of the Educational Level of the Participants



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 10: Summary of the Educational Level of the Participants

Question A6			
	Frequency	**%**	**Cumulative %**
1: Grade 10-12	3	1.6	1.6
2: Diploma	39	20.6	22.2
3: Undergraduate Degree	73	38.6	60.8
4: Honours Degree	40	21.2	82.0
5: Masters Degree	22	11.6	93.7
6: Doctorate/PhD	5	2.6	96.3
7: Other	7	3.7	100.0
Total	**189**	**100.0**	

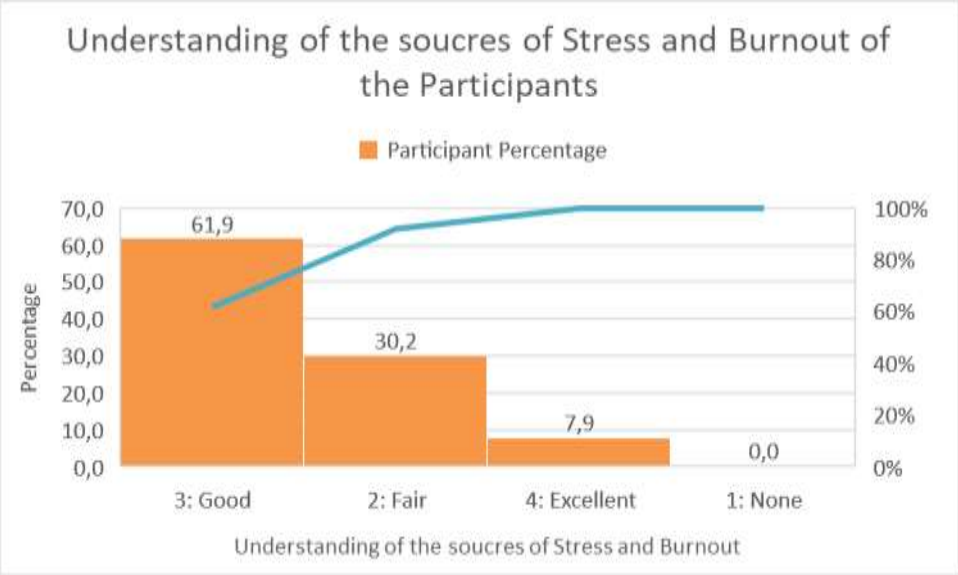
(Source: Formulated by the Researcher)

(g) Stakeholders' current level of understanding of the sources of stress and burnout

In terms of the stakeholders understanding of the sources of stress and burnout, four

categories existed: ‘None’, ‘Fair’, ‘Good’, and ‘Excellent’ levels of understanding. Thus, a good understanding accounted for 61.9% (117), a fair understanding was at 30.2% (57), an excellent understanding with 7.9% (15), and no understanding was at 0.0% (0) of the participants for the research as seen in Figure 14. This means that there is a good understanding of the sources of stress and burnout by the stakeholders, which is very valuable.

Figure 14: A Graph of the Understanding of the sources of Stress and Burnout of the Participants



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 11: Summary of the Understanding of Stress and Burnout

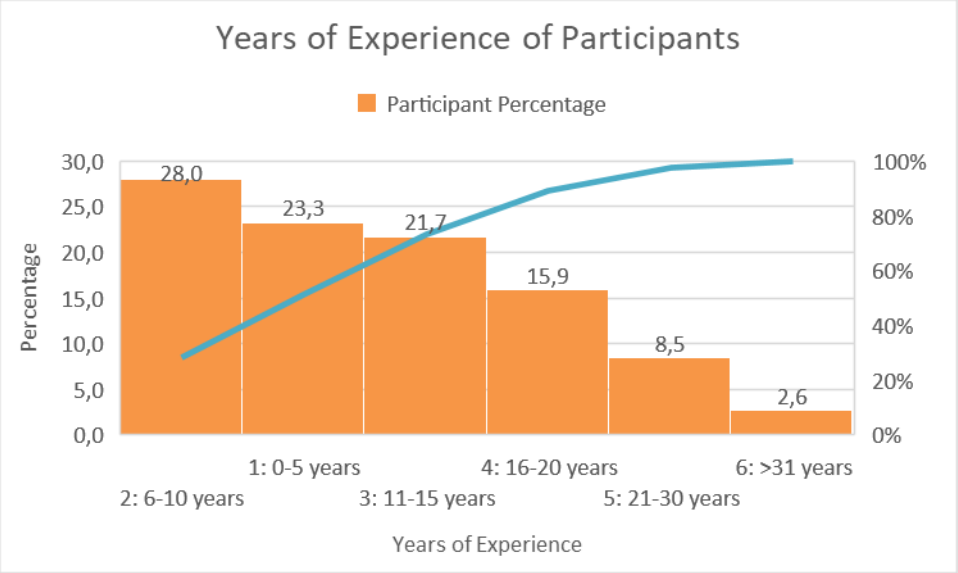
Question A7			
	Frequency	**%**	**Cumulative %**
1: None	0	0,0	0,0
2: Fair	57	30,2	30,2
3: Good	117	61,9	92,1
4: Excellent	15	7,9	100,0
Total	**189**	**100,0**	

(Source: Formulated by the Researcher)

(h) Stakeholders' years of experience in the schooling environment

In terms of the years of work experience of the participants, they varied into six categories. Stakeholders between 6-10 years of experience accounted for 28.0% (53), people with 0-5 years of experience were 23.3% (44), 11-15 years of experience participants were 21.7% (41), 16-20 years were at 15.9% (30), 21-30 years accounted for 8.5% (16) and lastly, the experienced personnel with 31 years plus experience was 2.6% (5) indicated graphically in Figure 15 and Table 12.

Figure 15: A Graph of the Years of experience of the Participants



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 12: Summary of the Years of Experience of the Participants

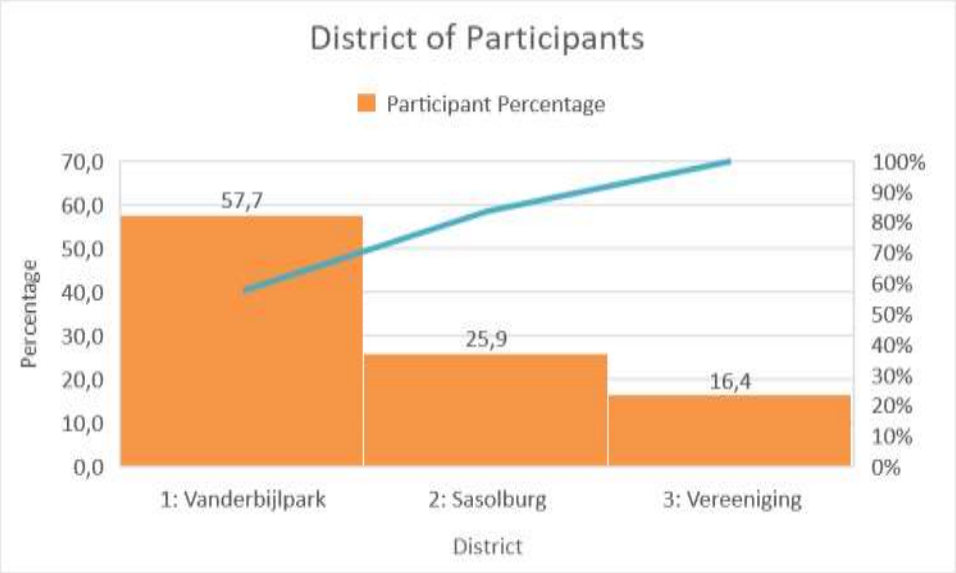
Question A8			
	Frequency	**%**	**Cumulative %**
1: 0-5 years	44	23.3	23.3
2: 6-10 years	53	28.0	51.3
3: 11-15 years	41	21.7	73.0
4: 16-20 years	30	15.9	88.9
5: 21-30 years	16	8.5	97.4
6: >31 years	5	2.6	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

(i) District location of stakeholders

With regards to the district location of the stakeholders, they vary into three categories. Personnel from Vanderbijlpark accounted for 57.7% (109), participants from Sasolburg were 25.9% (49), and stakeholders from Vereeniging were low at 16.4% (31) as seen in Figure 16 and Table 13.

Figure 16: A Graph of the District of the Participants



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 13: Summary of the District of the Participants

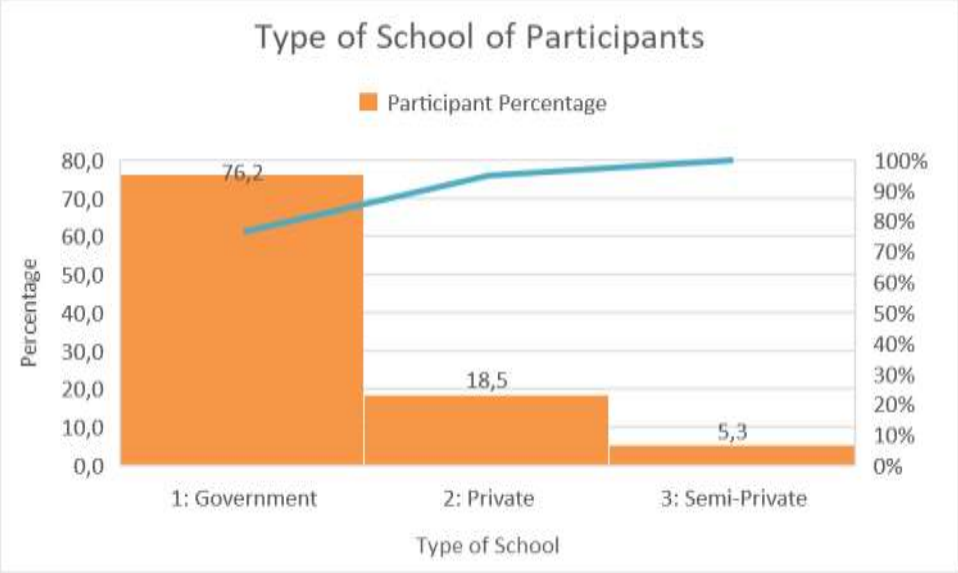
Question A9			
	Frequency	**%**	**Cumulative %**
1: Vanderbijlpark	109	57.7	57.7
2: Sasolburg	49	25.9	83.6
3: Vereeniging	31	16.4	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

(j) School type of stakeholders

Concerning the school type of the stakeholders, they varied into three categories. Personnel from Government schools accounted for 76.2% (144), participants from privates schools were 18.5% (35), and stakeholders from semi-private schools were low at 5.3% (10) as seen in Figure 17 and Table 14.

Figure 17: A Graph of the Type pf School of the Participants



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 14: Summary of the Type of School of the Participants

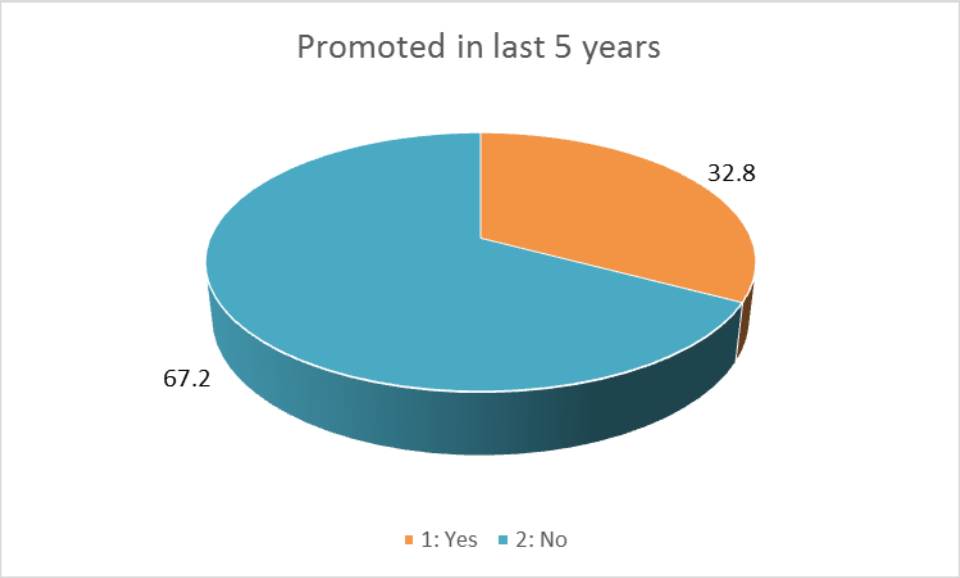
Question A10			
	Frequency	**%**	**Cumulative %**
1: Government	144	76.2	76.2
2: Private	35	18.5	94.7
3: Semi-Private	10	5.3	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

(k) Stakeholders' promotional status in a five-year period

In terms of the stakeholders' promotional status in a five-year period, most stakeholders were not promoted in the last five years 67.2% (127) and stakeholders who were promoted accounted for 32.8% (62) as seen in Figure 18 and Table 15.

Figure 18: A Graph of the Participants being Promoted or not



(Source: Formulated by the Researcher)

Table 15: Summary of Promotions of the Participants

Question A11			
	Frequency	**%**	**Cumulative %**
1: Yes	62	32.8	32.8
2: No	127	67.2	100.0
Total	**189**	**100.0**	

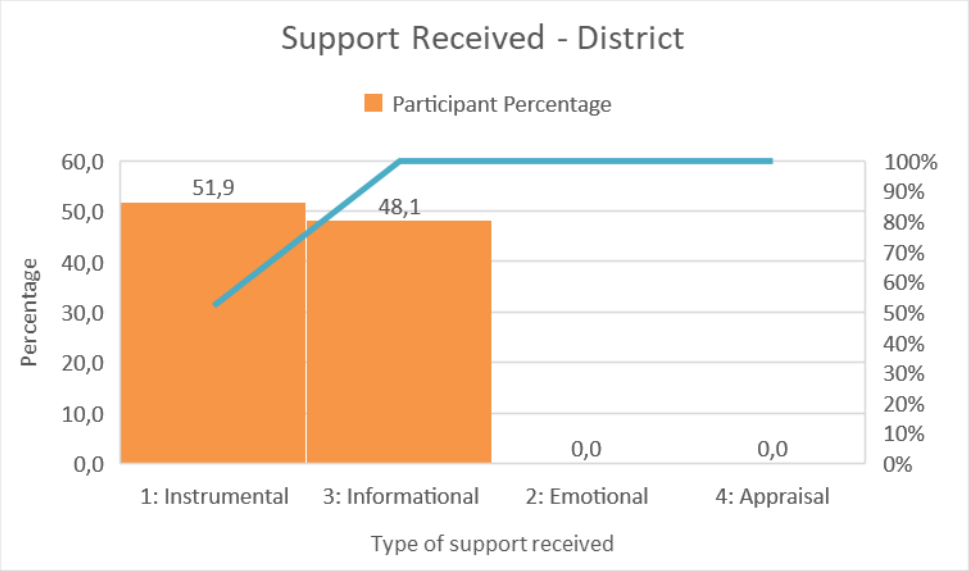
(Source: Formulated by the Researcher)

(I) Types of support received by other stakeholders

I. District

The type of support that was received from the District came more from the instrumental side with 51.9% (98) and then the informational side with 48.1% (91). There was no emotional and appraisal support given as seen in Figure 19 and Table 16.

Figure 19: A Graph of the Type of support received by District



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 16: Summary of the Type of support received by District

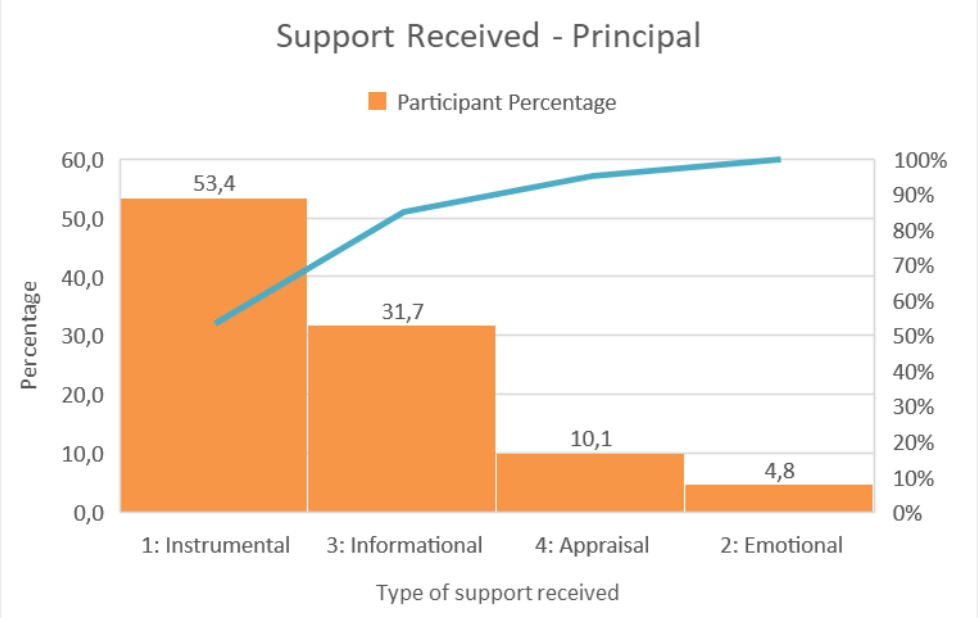
Question A12.1: District			
	Frequency	**%**	**Cumulative %**
1: Instrumental	98	51.9	51.9
2: Emotional	0	0.0	51.9
3: Informational	91	48.1	100.0
4: Appraisal	0	0.0	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

II. Principal

The type of support that was received from the Principal came more from the instrumental side with 53.4% (101), then the informational side with 31.7% (60), thereafter appraisal with 10.1% (19) and finally emotional 4.8% (9) as seen in Figure 20 and Table 17.

Figure 20: A Graph of the Type of support received by the Principal



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 17: Summary of the Type of support received by the Principal

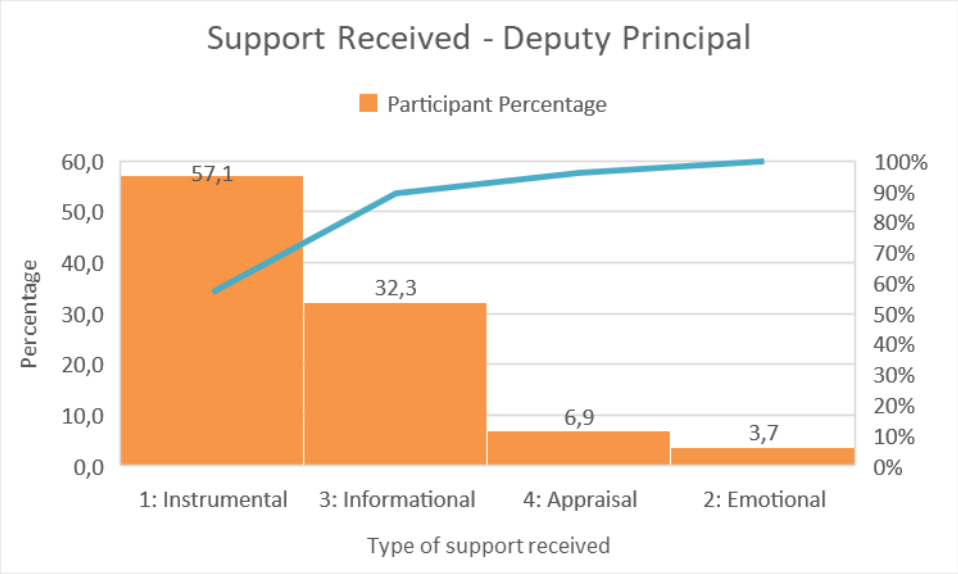
Question A12.2: Principal			
	Frequency	**%**	**Cumulative %**
1: Instrumental	101	53.4	53.4
2: Emotional	9	4.8	58.2
3: Informational	60	31.7	89.9
4: Appraisal	19	10.1	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

III. Deputy Principal

The type of support that was received from the DP came more from the instrumental side with 57.1% (108), then the informational side with 32.3% (61), thereafter appraisal with 6.9% (13) and finally emotional 3.7% (7) as seen in Figure 21 and Table 18.

Figure 21: A Graph of the Type of support received by the Deputy Principal



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 18: Summary of the Type of support received by the Deputy Principal

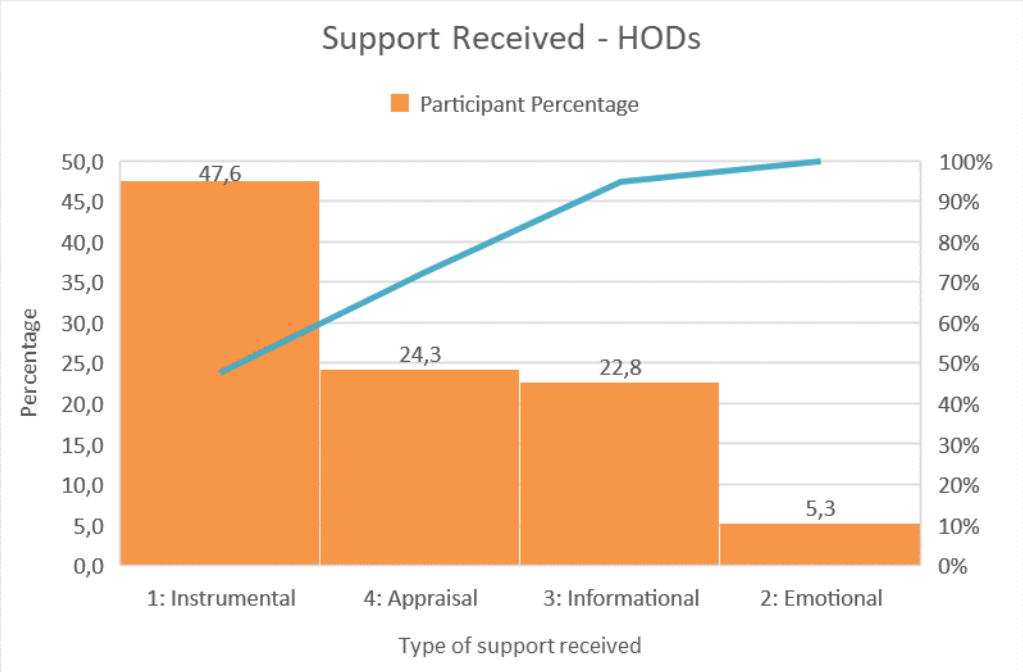
Question A12.3: Deputy Principal			
	Frequency	**%**	**Cumulative %**
1: Instrumental	108	57.1	57.1
2: Emotional	7	3.7	60.8
3: Informational	61	32.3	93.1
4: Appraisal	13	6.9	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

IV. HODs

The type of support that was received from the HODs came more from the instrumental side with 47.6% (90), then the appraisal side with 24.3% (46), thereafter informational with 22.8% (43) and finally emotional 5.3% (10) as seen in Figure 22 and Table 19.

Figure 22: A Graph of the Type of support received by the HODs



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 19: Summary of the Type of support received by the HODs

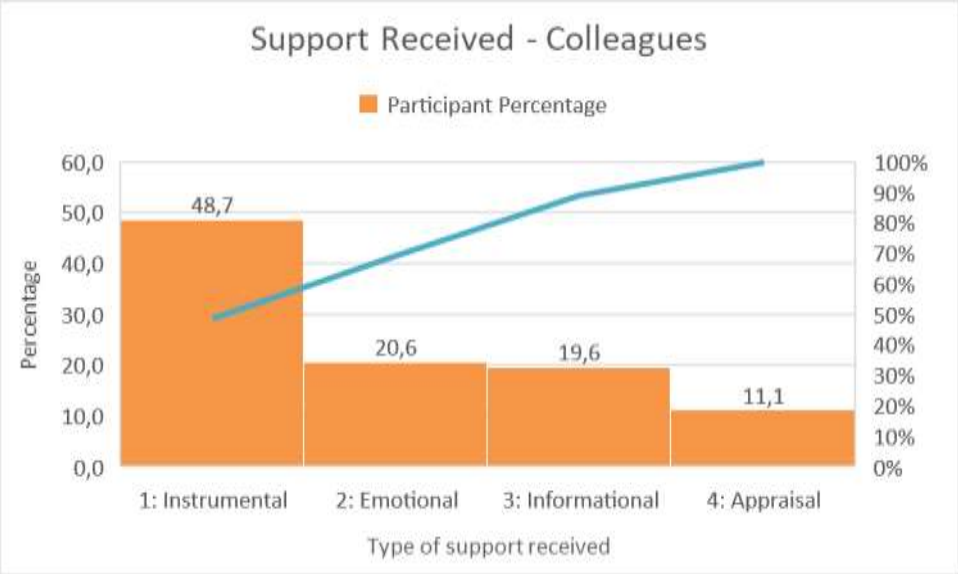
Question A12.4: HODs			
	Frequency	**%**	**Cumulative %**
1: Instrumental	90	47.6	47.6
2: Emotional	10	5.3	52.9
3: Informational	43	22.8	75.7
4: Appraisal	46	24.3	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

V. Colleagues

The type of support that was received from colleagues came more from the instrumental side with 48.7% (92), then the emotional side with 20.6% (39), thereafter informational with 19.6% (37) and finally emotional 11.1% (21) as seen in Figure 23 and Table 20.

Figure 23: A Graph of the Type of support received by Colleagues



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 20: Summary of the Type of support received by Colleagues

Question A12.5: Colleagues			
	Frequency	**%**	**Cumulative %**
1: Instrumental	92	48.7	48.7
2: Emotional	39	20.6	69.3
3: Informational	37	19.6	88.9
4: Appraisal	21	11.1	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

VI. Summary

Overall from all stakeholders, most of the support came from instrumental side, then the informational side, thereafter appraisal and lastly emotional. Table 21 below summarises the scoring for the questions in this section.

Table 21: Summary of the Type of support received by the Stakeholders

	N	**Min**	**Max**	**Mean**	**Std. Dev.**
A12.1: District	189	1	3	1.96	1.002
A12.2: Principal	189	1	4	1.98	1.123
A12.3: DP	189	1	4	1.89	1.078
A12.4: HOD	189	1	4	2.24	1.276
A12.5: Colleagues	189	1	4	1.93	1.062

(Source: Formulated by the Researcher)

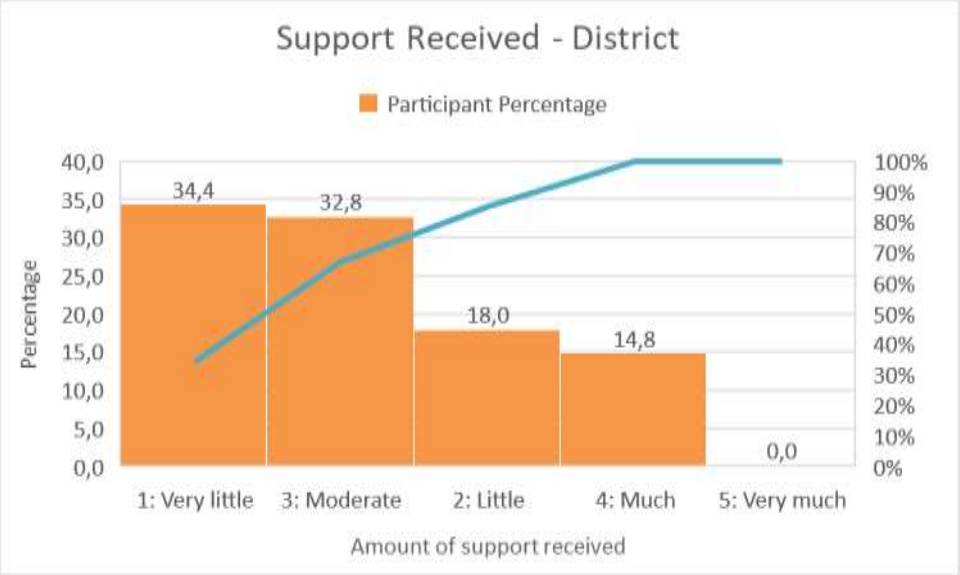
(m) Amounts of support received by other stakeholders

I. District

Stakeholders believed that they received very little support at 34.4% (65) followed by moderate support at 32.8% (62) from the District as seen in Figure 24 below. This is

trailed by little support at 18.0% (34) and much at 14.8% (28). Very much support accounted for 0%.

Figure 24: A Graph of the Amount of support received by District



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 22: Summary of the Amount of support received by District

Question A13.1: District			
	Frequency	**%**	**Cumulative %**
1: Very little	65	34.4	34.4
2: Little	34	18.0	52.4
3: Moderate	62	32.8	85.2
4: Much	28	14.8	100.0
5: Very much	0	0.0	100.0
Total	**189**	**100.0**	

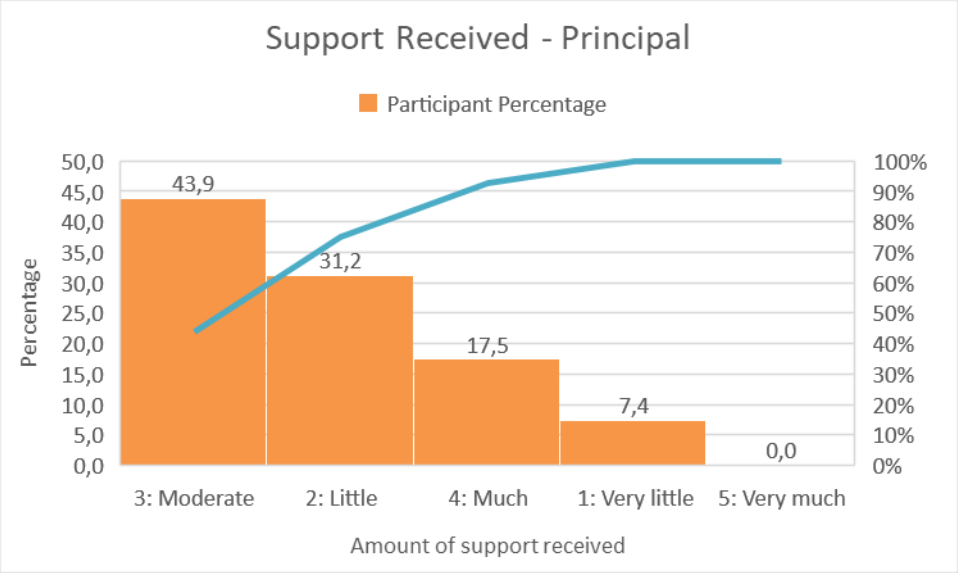
(Source: Formulated by the Researcher)

II. Principal

Stakeholders believed that they received moderate support at 43.9% (83) followed by little support at 31.2% (59) from the Principal as seen in Figure 25 below. This is trailed

by much support at 17.5% (33) and very little at 7.4% (14). Very much support accounted for 0%.

Figure 25: A Graph of the Amount of support received by the Principal



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 23: Summary of the Amount of support received by the Principal

Question A13.2: Principal			
	Frequency	**%**	**Cumulative %**
1: Very little	14	7.4	7.4
2: Little	59	31.2	38.6
3: Moderate	83	43.9	82.5
4: Much	33	17.5	100.0
5: Very much	0	0.0	100.0
Total	**189**	**100.0**	

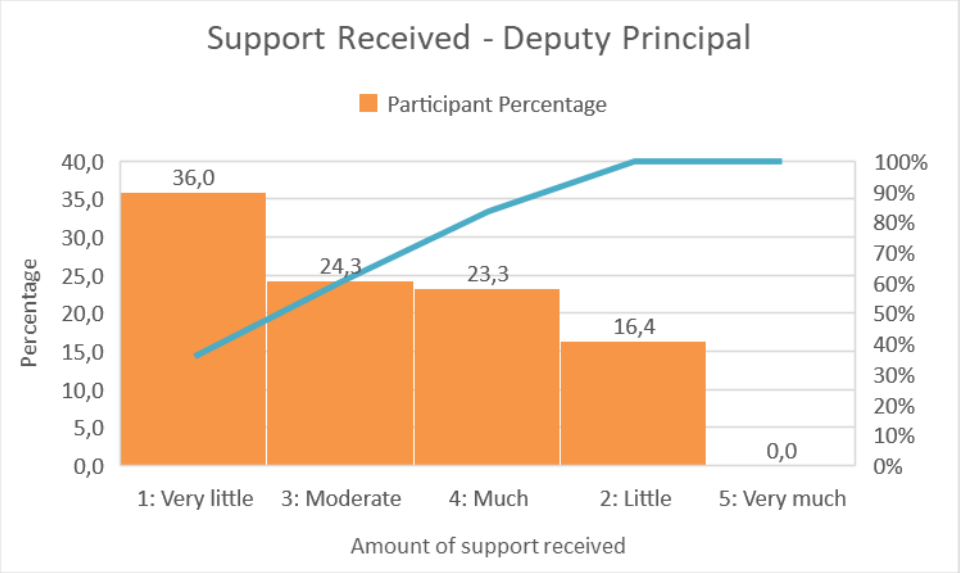
(Source: Formulated by the Researcher)

III. Deputy Principal

Stakeholders believed that they received very little support at 36.0% (68) followed by moderate support at 24.3% (46) from the DP's as seen in Figure 26 below. This is

trailed by much support at 23.3% (44) and little at 16.4% (31). Very much support accounted for 0%.

Figure 26: A Graph of the Amount of support received by the Deputy Principal



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 24: Summary of the Amount of support received by the Deputy Principal

Question A13.3: Deputy Principal			
	Frequency	**%**	**Cumulative %**
1: Very little	68	36.0	36.0
2: Little	31	16.4	52.4
3: Moderate	46	24.3	76.7
4: Much	44	23.3	100.0
5: Very much	0	0.0	100.0
Total	**189**	**100.0**	

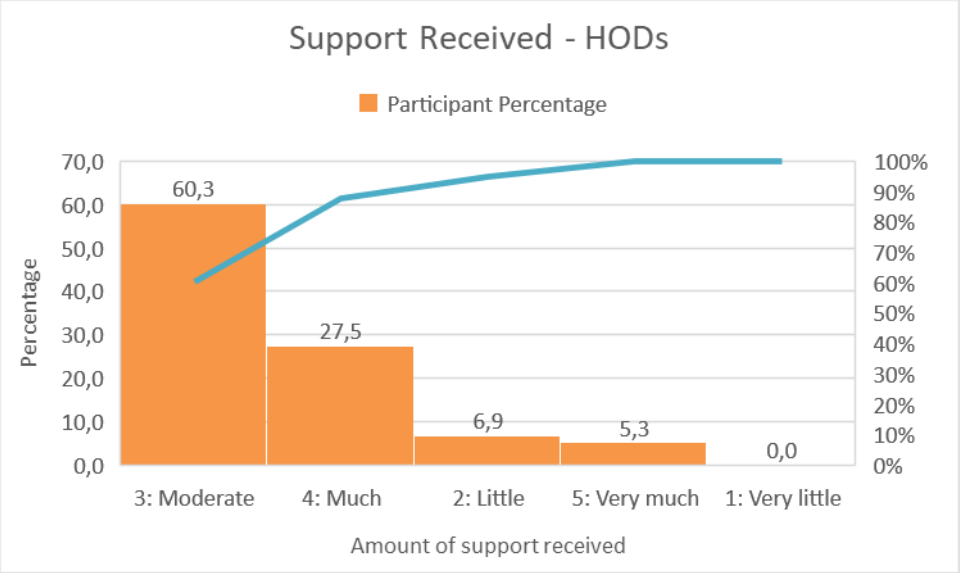
(Source: Formulated by the Researcher)

IV. HODs

Stakeholders believed that they received moderate support at 60.3% (114) followed by much support at 27.5% (52) from the HODs as seen in Figure 27 below. This is

trailed by little support at 6.9% (13) and very much at 5.3% (10). Very little support accounted for 0%.

Figure 27: A Graph of the Amount of support received by the HODs



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 25: Summary of the Amount of support received by the HODs

Question A13.4: HOD			
	Frequency	**%**	**Cumulative %**
1: Very little	0	0.0	0.0
2: Little	13	6.9	6.9
3: Moderate	114	60.3	67.2
4: Much	52	27.5	94.7
5: Very much	10	5.3	100.0
Total	**189**	**100.0**	

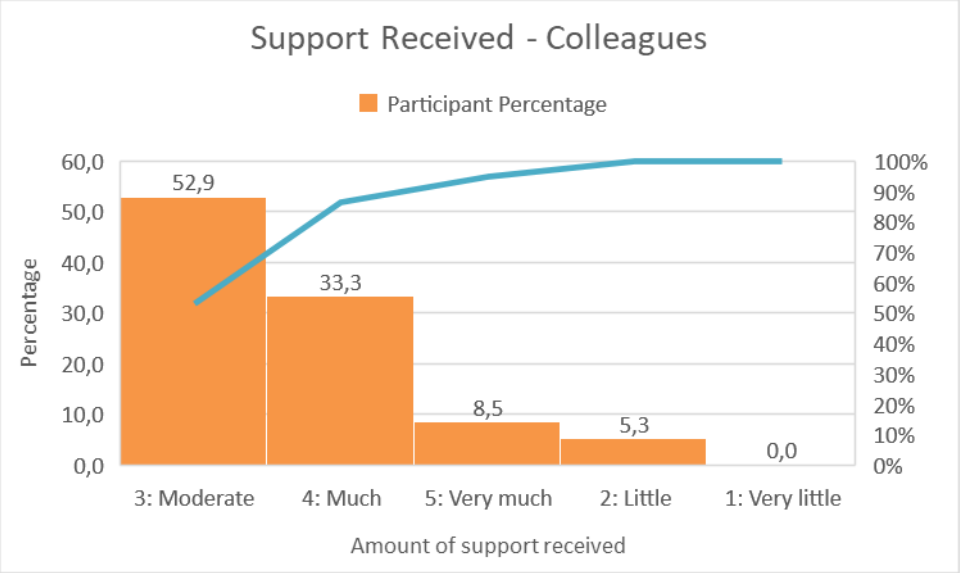
(Source: Formulated by the Researcher)

V. Colleagues

Stakeholders believed that they received moderate support at 52.9% (100) followed by much support at 33.3% (63) from Colleagues as seen in Figure 28 below. This is

trailed by very much support at 8.5% (16) and little at 5.3% (10). Very little support accounted for 0%.

Figure 28: A Graph of the Amount of support received by Colleagues



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 26: Summary of the Amount of support received by Colleagues

Question A13.5: Colleagues			
	Frequency	**%**	**Cumulative %**
1: Very little	0	0.0	0.0
2: Little	10	5.3	5.3
3: Moderate	100	52.9	58.2
4: Much	63	33.3	91.5
5: Very much	16	8.5	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

VI. Summary

Overall, from all stakeholders, most of the support received where between the little to moderate range. Thus, this is an area where vast improvement can be made. Table 27 below summarises the scoring for the questions in this section.

Table 27: Summary of the Amount of support received by all Stakeholders

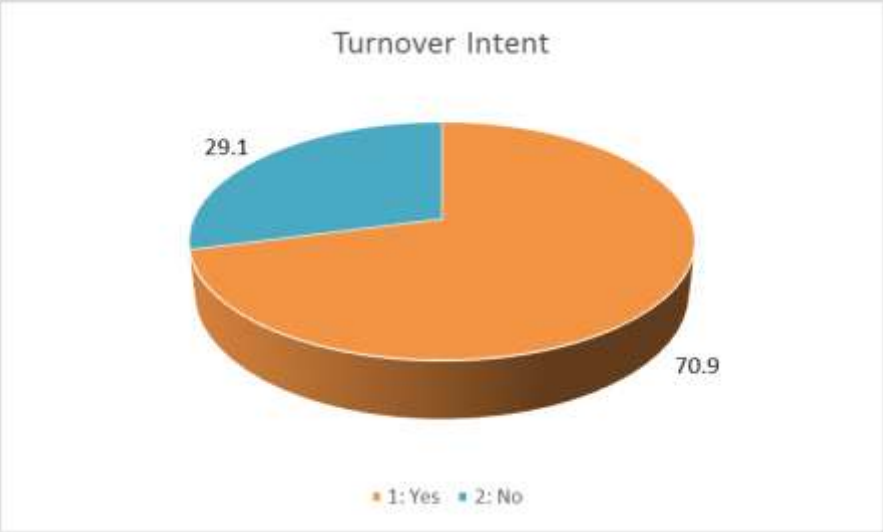
	N	Min	Max	Mean	Std. Dev.
A13.1: District	189	1	4	2.28	1.092
A13.2: Principal	189	1	4	2.71	0.840
A13.3: DP	189	1	4	2.35	1.192
A13.4: HOD	189	2	5	3.31	0.679
A13.5: Colleagues	189	2	5	3.45	0.725

(Source: Formulated by the Researcher)

(n) Stakeholders' consideration of a different career

There is a high turnover intent of the stakeholders as seen in the pie chart below. There are 70.9% (134) of stakeholders who would consider a different career whilst only 29.1% (55) would like to remain in their current role, as seen in Figure 29. This is therefore a key finding that the SMT's and District need to bring to their attention. This also agrees with the findings for the literature review as discussed in Chapter 2.

Figure 29: A Graph of the Turnover Intent of the Stakeholders



(Source: Formulated by the Researcher)

Table 28: Summary of the Turnover Intent of Stakeholders

Question A14			
	Frequency	**%**	**Cumulative %**
1: Yes	134	70.9	70.9
2: No	55	29.1	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

3.2.6.3. Research Objective Analysis

3.2.6.3.1. Section B: Sources of stress and burnout results

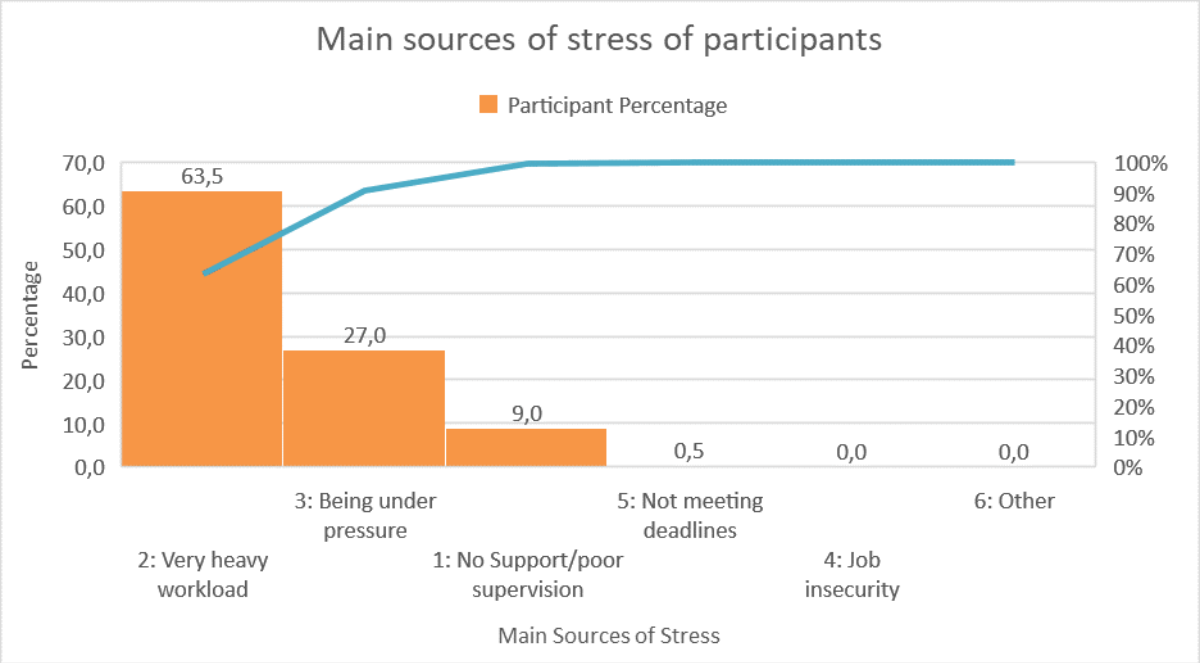
This section discusses the results gathered in section B (sources of stress and burnout) of the questionnaire. The researcher divided the output generated into two sub-groups (sources of stress (B1-B14) and sources of burnout (B15-B33)) so that it would be easier to interpret the findings.

(a) Sources of stress (B1 – B14)

I. B1:

From Figure 30 below, one can deduce that most of the participants believe that the main sources of stress are primarily the ‘very heavy workload’ at 63.5% (120), followed by ‘being under a lot of pressure’ at 27.0% (51), then ‘no or poor support/supervision’ given at 9% (17), and then ‘not meeting deadlines’ at 0.5% (1). There were 0% scores for job insecurity and other.

Figure 30: A Graph of the Main Sources of Stress of the Stakeholders



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 29: Summary of the main sources of stress

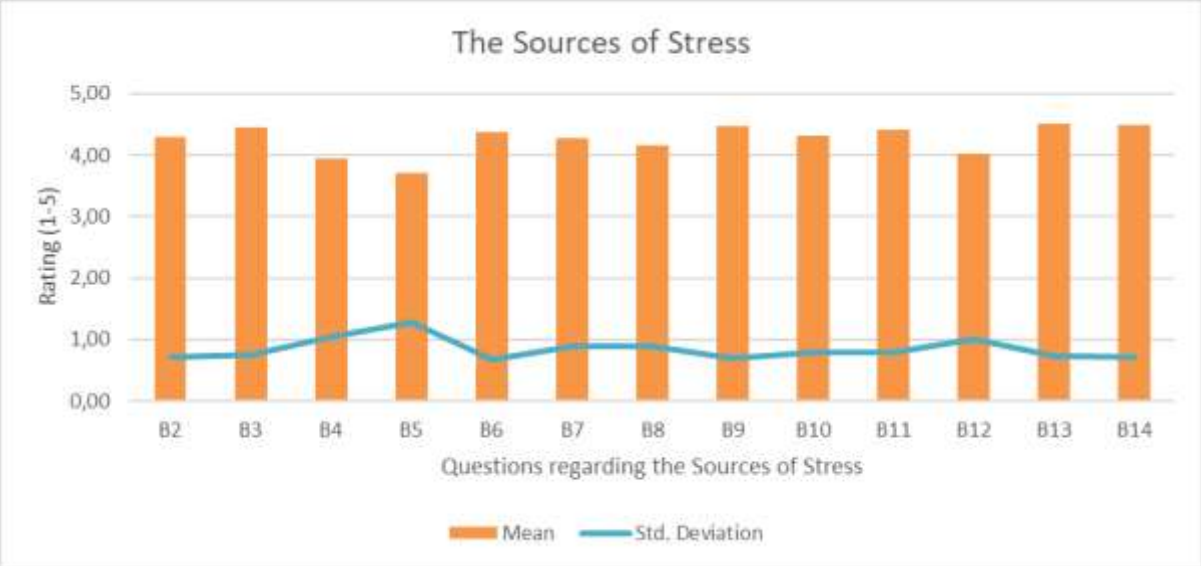
Question B1			
	Frequency	**%**	**Cumulative %**
1: No Support/poor supervision	17	9.0	9.0
2: Very heavy workload	120	63.5	72.5
3: Being under pressure	51	27.0	99.5
4: Job insecurity	0	0	99.5
5: Not meeting deadlines	1	0.5	100.0
6: Other	0	0.0	100.0
Total	**189**	**100.0**	

(Source: Formulated by the Researcher)

II. B2-B14:

Most of the sources of stress are rated very highly. All were on average in the agreement region as seen in Figure 31 and Table 30 below. The highest scoring source was B13: 'lack of parental involvement' thus the stakeholders need to take on the role of the parents at school. The lowest scoring stress was 'extracurricular activities'. The five-point Likert scale ranged from 'Totally disagree = 1', 'Disagree = 2', 'Neutral = 3', 'Agree = 4', and 'Totally agree = 5'.

Figure 31: A Graph with the Summary of the results of Section B2-14



(Source: Formulated by the Researcher)

Table 30: Summary of the results of Section B2-14

Question	N	Min	Max	Mean	Std. Dev.
B2: Increased stress levels	189	1	5	4.30	0.721
B3: Demands to achieve high pass rates	189	1	5	4.44	0.760
B4: Relationships in a working environment	189	1	5	3.94	1.040
B5: Extra curricula activities	189	1	5	3.71	1.277
B6: Changes in the schooling environment	189	1	5	4.37	0.668
B7: Huge amounts of paperwork	189	2	5	4.26	0.896
B8: Poor working conditions	189	1	5	4.15	0.899
B9: Inadequate learner behaviour	189	1	5	4.47	0.704
B10: Shortfall of administrative support	189	1	5	4.31	0.801
B11: Inadequate learner-teacher ratio	189	1	5	4.42	0.785
B12: Implementation of new policies and procedures	189	1	5	4.02	1.003
B13: Lack of parental involvement	189	2	5	4.50	0.741
B14: Backlog of workload	189	1	5	4.49	0.712

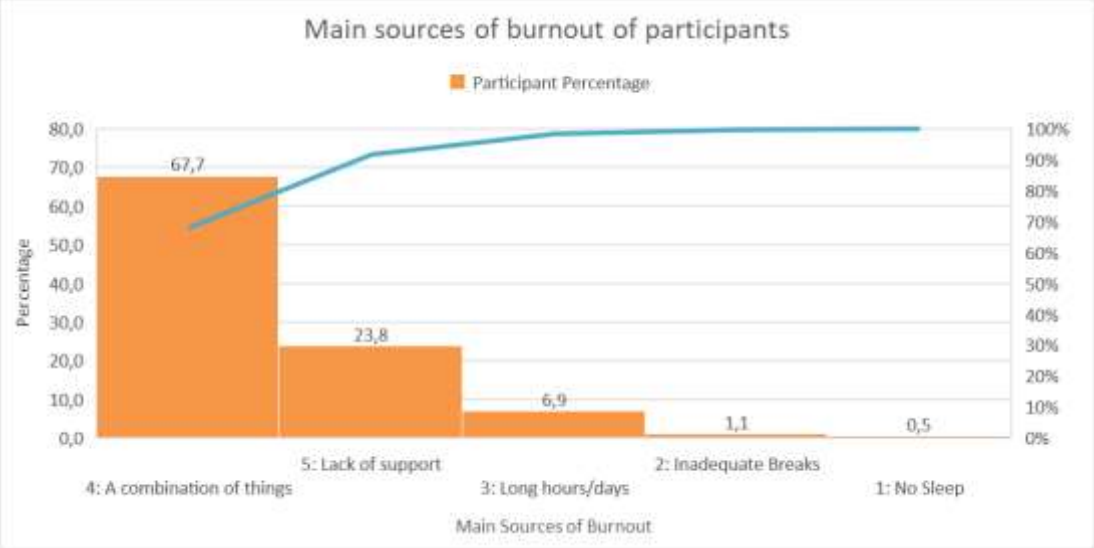
(Source: Formulated by the Researcher)

(b) Sources of burnout (B15 – B33)

I. B15

The main sources of burnout as rated by the stakeholders include ‘a combination of many things happening’ at 67.7% (128) as number one, followed by ‘lack of support’ 23.8% (45), then ‘long hours/day’ 6.9% (13), thereafter ‘inadequate breaks’ 1.1% (2). No sleep accounted for 0.5% (1) as seen in Figure 32 and Table 31. The five-point Likert scale ranged from ‘Totally disagree = 1’, ‘Disagree = 2’, ‘Neutral = 3’, ‘Agree = 4’, and ‘Totally agree = 5’.

Figure 32: A Graph of the Main Sources of Burnout of the Stakeholders



(* The blue graph signifies the cumulative percentage)

(Source: Formulated by the Researcher)

Table 31: Summary of the main sources of Burnout

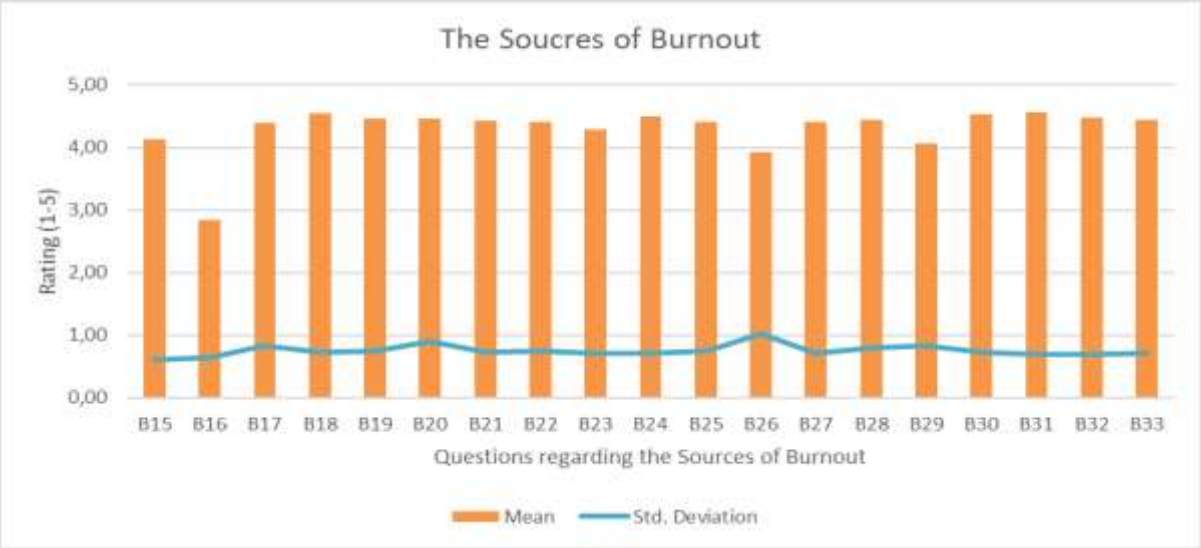
Question B15			
	Frequency	**%**	**Cumulative %**
1: No Sleep	1	0,5	0,5
2: Inadequate Breaks	2	1,1	1,6
3: Long hours/days	13	6,9	8,5
4: A combination of things	128	67,7	76,2
5: Lack of support	45	23,8	100,0
Total	**189**	**100,0**	

(Source: Formulated by the Researcher)

II. B16-B33

Majority of the scores were above 80% for the sources of burnout with just one below 60% because it dealt with ‘productivity in jobs’ were most people said that they felt that they were ‘70-79% productive’. The highest scoring sources of burnout was ‘limited classroom time’ followed by ‘continuous stress’ and then the ‘continuous misbehaviour of learners’ as seen in Figure 33 and Table 32 below. The five-point Likert scale ranged from ‘Totally disagree = 1’, ‘Disagree = 2’, ‘Neutral = 3’, ‘Agree = 4’, and ‘Totally agree = 5’.

Figure 33: A Graph with a summary of the results of Section B16-33



(Source: Formulated by the Researcher)

(** B26 is reversed scored)

Table 32: Summary of the results of section B16-33

Question	N	Min	Max	Mean	Std. Dev.
B16: Feel productive in your job	189	2	4	2.83	0.638
B17: Lack of control	189	1	5	4.38	0.840
B18: Continuous stress	189	1	5	4.54	0.732
B19: 'Values conflict' between an employee and their organisation	189	1	5	4.46	0.740
B20: Insufficient rewards/remuneration	189	1	5	4.46	0.896
B21: Work overload	189	1	5	4.42	0.737
B22: Unfairness in the organisation	189	1	5	4.41	0.750
B23: Breakdown of parent-teacher (community) involvement	189	1	5	4.29	0.711
B24: Continuous physical, emotional, and mental exhaustion	189	2	5	4.50	0.704
B25: Poor health and mental exertion	189	1	5	4.40	0.749
B26: Inferior efficiency and productivity	189	1	5	3.93*	1.029
B27: Job frustration	189	1	5	4.41	0.714
B28: Decrease in obligation and dedication	189	1	5	4.44	0.801

B29: Combination of emotional exhaustion, personal accomplishment, and depersonalisation	189	1	5	4.06	0.826
B30: Continuous misbehaviour of learners	189	1	5	4.53	0.726
B31: Limited classroom time	189	1	5	4.56	0.687
B32: Continuous stress	189	2	5	4.48	0.689
B33: Demographic qualities	189	2	5	4.43	0.709

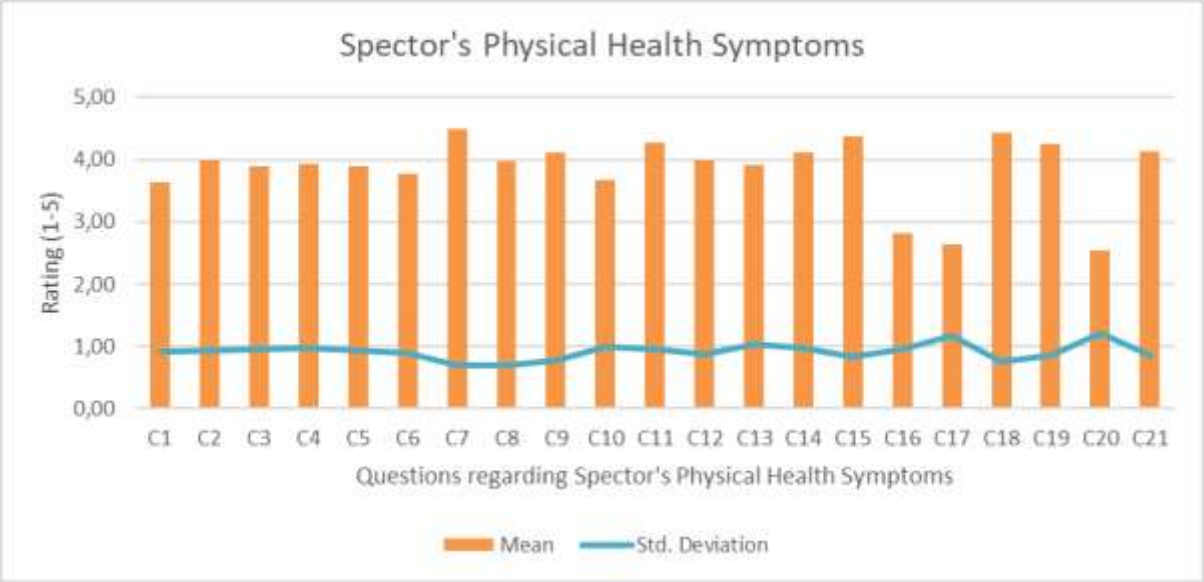
(Source: Formulated by the Researcher)

(* Items are reverse scored)

3.2.6.3.2. Section C: Spector's Physical Health Symptoms (C1-C21)

The Spector's physical health symptoms survey was developed to determine the physical health of people in an organisation. It can be implemented in any working environment to determine the fit of the employees involved. It consists of 21 general statements based on physical health symptoms commonly experienced. With regards to Spector's physical health symptoms for this study, the most frequent scoring item was 'tiredness and fatigue' and the lowest being 'skin rash' (skin rash score was reversed scored). Majority of the items were on the 'few time a week' scoring however, there were some symptoms that were scored lower as seen in Figure 34 and Table 33 below. The five-point Likert scale ranged from 'Never = 1', 'Once a month = 2', 'Once a week = 3', 'Few times a week = 4', and 'Everyday = 5'.

Figure 34: A Graph with a summary of the results of Section C



(Source: Formulated by the Researcher)

Table 33: Summary of the results of section C

Question	N	Min	Max	Mean	Std. Dev.
C1: Muscular tension / pain / aches.	189	1	5	3.62	0.912
C2: Low back pain / aches.	189	1	5	3.99	0.925
C3: Feeling sick.	189	1	5	3.88*	0.944
C4: An upset stomach or nausea.	189	1	5	3.93*	0.976
C5: A backache.	189	1	5	3.88	0.932
C6: Trouble sleeping.	189	1	5	3.77	0.897
C7: A skin rash.	189	3	5	4.50*	0.697
C8: Shortness of breath.	189	3	5	3.98*	0.699
C9: Chest pain.	189	3	5	4.11*	0.774
C10: Headache.	189	1	5	3.68	0.993
C11: Fever.	189	1	5	4.26*	0.953
C12: Acid indigestion or heartburn.	189	2	5	3.99*	0.875
C13: Eye strain.	189	1	5	3.92	1.031
C14: Diarrhoea.	189	1	5	4.12*	0.974
C15: Stomach cramps (Not menstrual).	189	2	5	4.37*	0.825
C16: Constipation.	189	1	5	2.82	0.951

C17: Heart pounding when not exercising.	189	1	5	2.63	1.162
C18: An infection.	189	2	5	4.42*	0.744
C19: Loss of appetite.	189	2	5	4.26*	0.851
C20: Dizziness.	189	1	5	2.54	1.209
C21: Tiredness or fatigue.	189	2	5	4.13	0.856

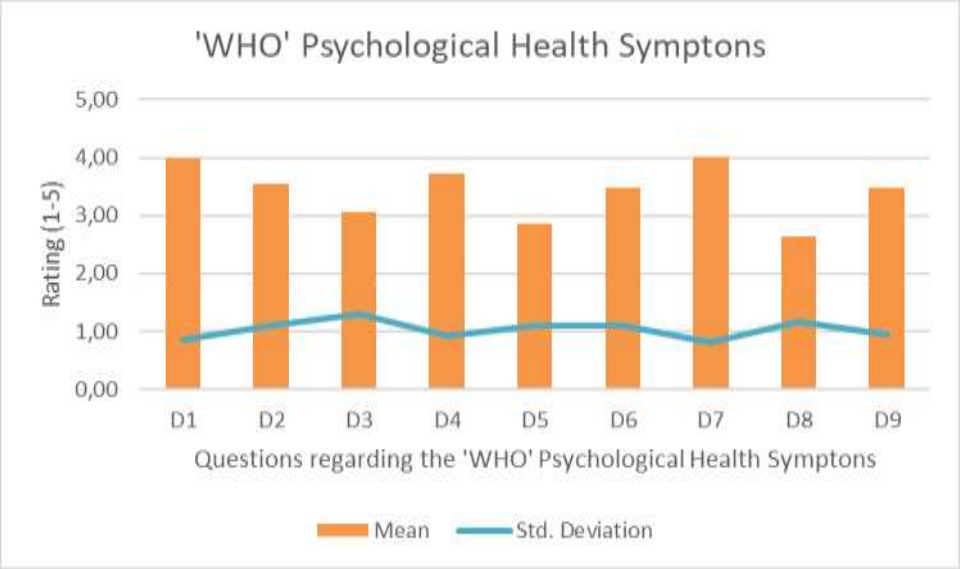
(Source: Formulated by the Researcher)

(* Items are reverse scored)

3.2.6.3.3. Section D: 'WHO' Psychological Health Symptoms (D1-D9)

The World Health Organisation (WHO) developed a psychological health survey with nine general psychosomatic statements to determine the mental health of employees in any organisation. In terms of psychological symptoms in this study, D7 which is 'mood swings' scored the most frequent followed by D1 which is 'panic and anxiety attacks'. The lowest scoring symptoms were D8 which is 'unable to listen to other people' and then D5 which is 'feeling unable to solve daily problems' as seen in Figure 35 and Table 34. The five-point Likert scale ranged from 'Never = 1', 'Once a month = 2', 'Once a week = 3', 'Few times a week = 4', and 'Everyday = 5'

Figure 35: A Graph with a summary of the results of Section D



(Source: Formulated by the Researcher)

Table 34: Summary of the results of section D

Question	N	Min	Max	Mean	Std. Dev.
D1: Panic / Anxiety attacks.	189	2	5	3.99*	0.860
D2: Constant irritability.	189	1	5	3.54	1.089
D3: Difficulty in making decisions.	189	1	5	3.06	1.309
D4: Feeling / becoming easily angry.	189	2	5	3.71	0.918
D5: Feeling unable to solve daily problems.	189	1	5	2.85	1.091
D6: Avoiding contact with other people.	189	1	5	3.48	1.109
D7: Mood swings.	189	2	5	4.02	0.822
D8: Unable to listen to other people.	189	1	5	2.65	1.161
D9: Having difficulty concentrating.	189	1	5	3.48	0.949

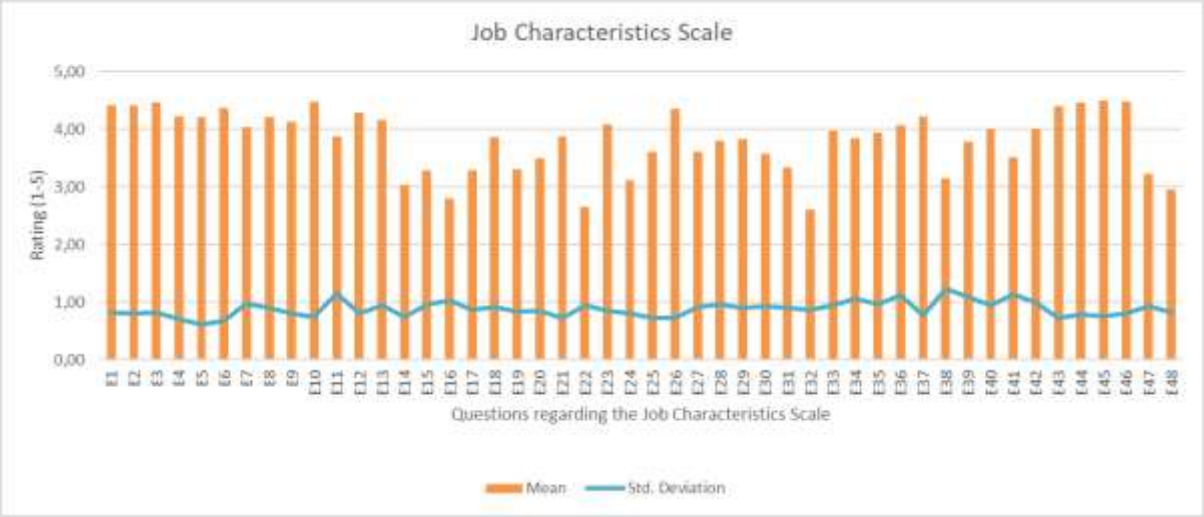
(Source: Formulated by the Researcher)

(* Items are reverse scored)

3.2.6.3.4. Section E: Job Characteristics Scale (E1- E48)

The job characteristics scale is a structured model that relates job characteristics to psychological states, as well as personal and work outcomes. It is normally used to predict and determine whether positive work and personal outcomes can be attained from a job, as it exists or with redesign (Guise, 1988:2). The purpose of this scale is to obtain an accurate view of how employees personally evaluate specific aspects of their work and working environment (Els *et al*., 2015). With regards to the job characteristics of this study, the highest scoring characteristic was to 'repeatedly having to do the same thing'. The lowest scoring characteristic was 'not being paid enough' for the work done as seen in Figure 36 and Table 35 below. The five-point Likert scale ranged from 'Totally disagree = 1', 'Disagree = 2', 'Neutral = 3', 'Agree = 4', and 'Totally agree = 5'.

Figure 36: A Graph with a summary of the results of Section E



(Source: Formulated by the Researcher)

Table 35: Summary of the results of section E

Question	N	Min	Max	Mean	Std. Dev.
E1: Too much work to do	189	1	5	4.41	0.818
E2: Work under time pressure	189	1	5	4.42	0.799
E3: Do not have enough work	189	2	5	4.46	0.815
E4: Attentive to many things	189	2	5	4.22	0.700
E5: Continuous attention	189	2	5	4.20	0.612
E6: Remember many things	189	2	5	4.37	0.677
E7: Things that affect you personally	189	2	5	4.03	0.981
E8: Contact with difficult children	189	2	5	4.21	0.898
E9: Emotionally upsetting situations	189	2	5	4.13	0.802
E10: Repeatedly have to do the same things	189	1	5	4.48	0.733
E11: Sufficient demands on all your skills and Capacities	189	1	5	3.87	1.151
E12: Enough variety in your work	189	2	5	4.29	0.807
E13: Opportunities for personal growth and development	189	2	5	4.16	0.951
E14: Feeling that you can achieve something	189	2	5	3.03	0.743
E15: Independent thought and action	189	2	5	3.28	0.957
E16: Freedom in carrying out your work activities	189	1	5	2.79	1.030
E17: Influence in the planning of your work activities	189	1	5	3.29	0.866
E18: Participate in the decisions	189	2	5	3.85	0.905
E19: Count on your colleagues	189	2	5	3.30	0.831
E20: Can you ask your colleagues for help	189	2	5	3.50	0.854
E21: Get on well with your colleagues	189	2	5	3.88	0.723
E22: Count on your supervisor	189	1	4	2.65	0.943
E23: Get on well with your supervisor	189	2	5	4.08	0.846

E24: Do you feel appreciated by your supervisor	189	2	5	3.11	0.805
E25: Know the expectations of you	189	2	5	3.60	0.719
E26: Know exactly for what you are responsible	189	2	5	4.35	0.719
E27: Know exactly what your direct supervisor thinks of your performance	189	2	5	3.60	0.915
E28: Receive sufficient information: purpose of your work	189	1	5	3.79	0.959
E29: Sufficient information on the results of your work	189	1	5	3.83	0.903
E30: Direct supervisor informs you about how well you are doing your work	189	1	5	3.58	0.929
E31: Kept adequately up-to-date	189	1	5	3.33	0.893
E32: Decision-making process clear	189	1	5	2.60	0.861
E33: Clear to you whom you should address for specific problems	189	1	5	3.96*	0.947
E34: Discuss work problems	189	1	5	3.84*	1.050
E35: Nature of your work	189	2	5	3.94*	0.958
E36: Direct influence on your school's decisions	189	1	5	4.07*	1.111
E37: Contact with colleagues	189	2	5	4.22	0.772
E38: Chat with colleagues	189	1	5	3.14	1.230
E39: Enough contact with colleagues	189	1	5	3.77	1.085
E40: Feel more secure to ensure that you will be still working in a year's time	189	1	5	4.00	0.951
E41: Feel more secure to ensure that you will keep your current job in the next year	189	1	5	3.51	1.137
E42: Feel more secure so that next year you will keep the same function level that you are currently holding	189	1	5	4.01	0.997
E43: Pays good salaries	189	2	5	4.40*	0.719

E44: Living comfortably on your pay	189	2	5	4.47*	0.789
E45: Paid enough for the work that you do	189	1	5	4.49*	0.748
E46: Possibility to progress financially	189	2	5	4.48*	0.796
E47: Opportunities to follow training courses	189	2	5	3.22	0.930
E48: Opportunity to be promoted	189	2	4	2.95	0.821

(Source: Formulated by the Researcher)

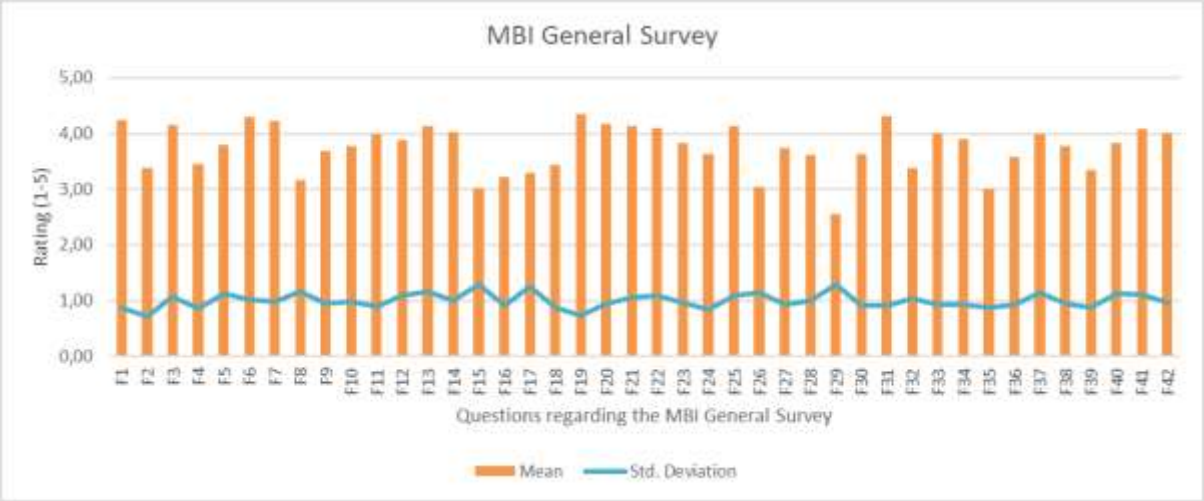
(* Items are reverse scored)

3.2.6.3.5. Section F: MBI General Survey (F1-F42)

Christina Maslach and Susan Jackson developed the MBI in 1981. It has become the most popular instrument in the world because of its ability of measuring the phenomenon of burnout. The MBI's conclusion was to acknowledge that burnout is rather a question of the fit or congruence between people and their jobs (Chirkowska-Smolak & Kleka, 2011:4). The five-point Likert scale ranged from 'A few times a year or less = 1', 'Once a month or less = 2', 'A few times a month = 3', 'Once a week = 4', and 'A few times a week or more = 5'.

With regards to the MBI survey of this study, the most frequent scoring statement was F19 at 87% which states that "I am good at my job'. The lowest scoring statement was F29 at 47% were they 'doubt the significance of their work' as seen in Figure 37 and Table 36 below.

Figure 37: A Graph with a summary of the results of Section F



(Source: Formulated by the Researcher)

Table 36: Summary of the results of section F

Question	N	Min	Max	Mean	Std. Dev.
F1: Emotionally drained	189	2	5	4.25	0.873
F2: Bursting with energy	189	2	5	3.39	0.718
F3: Feel used up at the end	189	1	5	4.16	1.075
F4: Work full of meaning and purpose	189	1	5	3.45	0.865
F5: Feel tired when I get up in the morning	189	1	5	3.80	1.121
F6: Time flies when I'm working	189	1	5	4.31	1.011
F7: Working all day is really a strain for me	189	2	5	4.23	0.976
F8: Strong and vigorous in my job	189	1	5	3.17	1.164
F9: Effectively solve problems that arise at work	189	2	5	3.68	0.942
F10: Enthusiastic about my job	189	1	5	3.78	0.990
F11: Burned out from my work	189	1	5	3.99	0.890
F12: When I am working, I forget everything else	189	1	5	3.89	1.098
F13: Making an effective contribution	189	1	5	4.13	1.166
F14: My job inspires me	189	1	5	4.03	1.005
F15: Become less interested in my work	189	1	5	3.02	1.290
F16: Feel like going to work	189	1	5	3.23	0.920
F17: Less enthusiastic about my work	189	1	5	3.30	1.245
F18: Happy when I am engrossed in my work	189	1	5	3.44	0.877

F19: I am good at my job.	189	2	5	4.35	0.725
F20: Proud of the work that I do	189	1	5	4.16	0.945
F21: Exhilarated when I accomplish something at work	189	1	5	4.14	1.055
F22: Immersed in my work	189	1	5	4.11	1.091
F23: Accomplished many worthwhile things in this job	189	1	5	3.83	0.969
F24: Continue working for very long periods	189	1	5	3.63	0.844
F25: Want to do my work	189	1	5	4.14	1.085
F26: My work is challenging	189	1	5	3.04	1.146
F27: Become more cynical	189	1	5	3.74	0.929
F28: Get carried away	189	1	5	3.62	1.002
F29: Doubt the significance of my work	189	1	5	2.56*	1.281
F30: Very resilient, mentally	189	1	5	3.64	0.910
F31: Confident that I am effective	189	2	5	4.31	0.918
F32: Difficult to detach myself from my job	189	1	5	3.38	1.033
F33: Always persevere at work	189	2	5	4.02	0.931
F34: Attention is totally focused and my work	189	2	5	3.90	0.937
F35: Strong and full of life and energy	189	1	5	3.00*	0.875
F36: Can comfortably deal with stressful situations	189	2	5	3.58	0.929
F37: Devoting all my attention and energy to my work	189	1	5	4.00*	1.144
F38: Treat some learners if they were impersonal objects	189	2	5	3.77*	0.943
F39: Uncaring toward people	189	1	5	3.35*	0.879
F40: Job is hardening me emotionally	189	1	5	3.84	1.120
F41: Don't really care what happens to some learners	189	1	5	4.08*	1.108
F42: Feel learners blame me for some of their problems	189	1	5	4.02	0.965

(Source: Formulated by the Researcher)

(* Items are reverse scored)

3.2.6.4. **Summary of Study's Descriptive Statistics**

Most participants scored highly under the factor of sources of stress with 87.80% thus they agree on majority of the sources of stress. Most participants also scored highly under the factor of sources of burnout with 86.40% thus they agree on majority of the sources of burnout. In terms of job characteristics, participants on averaged scored this factor 75.80% that means that they agree on the 'evaluation of most of the aspects of their work and working environment'. Participants rated MBI with 74.80%, which meant they agreed to majority of the questions on their 'views of their job and reactions toward their work'. For Spector's physical health symptoms a score of 68.40% was attained which means that most people experienced these symptoms between 'once a week' and 'few times a week' on this factor. Concerning the 'WHO' psychological health symptoms, the participants scored 77%, which meant that they experienced these symptoms just below a 'few times a week'. These are all depicted in the summarised Table 37 below.

Table 37: Summary of the results of the Factors

	N	Min	Max	Mean	Std. Dev.
Sources_Burnout	189	1.65	4.88	4.39	0.521
Job_characteristics	189	1.73	4.52	3.79	0.407
MBI	189	1.93	4.50	3.74	0.611
Sources_Stress	189	1.23	4.92	4.25	0.535
Spector	189	1.00	5	3.42	1.034
WHO	189	1.00	5	3.85	0.913

(Source: Formulated by the Researcher)

3.2.6.5. **Confirmatory Factor Analysis**

In general, a statistical technique used to explain the variability concept between observed and correlated variables by means of a possibly lower number of unobserved variables called factors is known as Factor Analysis (Rahn, 2017:1). Investigating variable associations for complex concepts such as stress and burnout scales by implementing factor analysis can be a practical tool as it contracts a large

number of variables into a few interpretable underlying factors, which allows the researcher to investigate concepts that are not straightforwardly measured. The factor analysis is mostly used in situations where the dataset is made up of a large amount of variables observed that reflect smaller underlying variables. It is mostly utilized when the objective is to find out the latent factors that create a commonality and the relevant set of variables shows a systematic inter-dependence, which is therefore commonly used in inter-dependency techniques (Rahn, 2017:1).

According to André (2012:12), confirmatory factor analysis (CFA) is a framework that tests the construct validity of datasets and checks if these sets are indirect measures of hypothesised latent variables. It also tests whether evidence of construct validity is invariant across two or more population groups, and thereby assists to determine which types of quantitative group comparisons are defensible. For this study, the CFA method was utilised.

In the context of the current study, factor analysis was used to determine whether a group of variables is construct valid. This will be the case when only one factor is extracted which explains a substantial percentage of the total variance. In addition, the communalities of all variables have to be large enough.

3.2.6.6. Kaiser's Measure of Sample Adequacy (MSA)

Kaiser's measure of sample adequacy (MSA) is used to determine whether the implementation of a factor analysis may be appropriate by giving an idea of the inter-correlations amongst the variables. The range for this measure spans between '0' and '1'. When it gets closer to '1', it means that each variable is perfectly predicted by the other variables. Table 38 below gives a score interpretation that can be followed (Glen, 2017a:1):

Table 38: MSA Score Interpretation

MSA Score	Interpretation
≥ **0.80**	Meritorious
0.70	Middling
0.60	Mediocre
0 50	Miserable
< 0.50	Unacceptable

(Source: Glen, 2017a:1)

The Kaiser's MSA method was utilised in section B (B2-B14 and B15-B33) and sections C-F to determine whether the group of variables are construct valid. A summary of the factor analysis' results, as well as the range between which the communalities lie have been covered to determine the MSA validity. From these results, it can be concluded whether construct validity is achieved or not.

3.2.6.6.1. Section B2-14

The Kaiser's MSA score for section B2-14 was 0.919, which is meritorious. Therefore, it can be concluded that construct validity is achieved and factor analysis can be used.

Table 39: Summary of MSA for section B1-14

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	
MSA Score	0.919

(Source: Formulated by the Researcher)

3.2.6.6.2. Section B15-33

The Kaiser's MSA score for section B15-33 was 0.942, which is meritorious. Therefore, it can be concluded that construct validity is achieved and factor analysis can be used.

Table 40: Summary of MSA for section B15-33

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	
MSA Score	0.942

(Source: Formulated by the Researcher)

3.2.6.6.3. Section C

The Kaiser's MSA score for section C was 0.883, which is meritorious. Therefore, it can be concluded that construct validity is achieved and factor analysis can be used.

Table 41: Summary of MSA for section C

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	
MSA Score	0.883

(Source: Formulated by the Researcher)

3.2.6.6.4. Section D

The Kaiser's MSA score for section D was 0.880, which is meritorious. Therefore, it can be concluded that construct validity is achieved and factor analysis can be used.

Table 42: Summary of MSA for section D

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	
MSA Score	0.880

(Source: Formulated by the Researcher)

3.2.6.6.5. Section E

The Kaiser's MSA score for section E was 0.877, which is meritorious. Therefore, it can be concluded that construct validity is achieved and factor analysis can be used.

Table 43: Summary of MSA for section E

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	
MSA Score	0.877

(Source: Formulated by the Researcher)

3.2.6.6.6. Section F

The Kaiser's MSA score for section F was 0.945, which is also meritorious. Therefore, it can be concluded that construct validity is achieved and factor analysis can be used.

Table 44: Summary of MSA for section F

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	
MSA Score	0.945

(Source: Formulated by the Researcher)

3.2.7. Reliability of the measuring instrument

To accomplish reliability of the measuring instrument, Cronbach's alpha coefficients can be calculated (Welman e*t al.,* 2011:151). In the current study, the Cronbach's alpha coefficients were solved to indicate consistency amongst the factors. A higher internal consistency meant that there was a higher degree of reliability between the different items in the measuring instrument (Welman *et al*., 2011:152). The coefficient values can range between '0' and '1', with a value closer to '1' indicating more reliable results thus the internal consistency is higher. However, a value of '0' indicates no reliability and therefore means that the items were insufficiently formulated (Bryman *et al*., 2014:323). Table 45 below shows the interpretations for the Cronbach's alpha coefficients.

Table 45: Cronbach's alpha coefficients

Cronbach's alpha	Internal consistency
α ≥ 0.9	Excellent
0.8 ≤ α < 0.9	Good
0.7 ≤ α < 0.8	Acceptable
0.6 ≤ α < 0.7	Questionable
0.5 ≤ α < 0.6	Poor
α < 0.5	Unacceptable

(Source: Levine *et al.,* 2011:555)

The responses of all 189 participants were used to determine the reliability of the factors. The study's measuring instrument recorded a good to excellent reliability. Most of the Cronbach Alpha values for the different factors were showing good reliability, whereby some were excellent and some good. There were no unacceptable values. The highest value attained was 0.958 for the MBI general survey factor and the lowest value was 0.867 for the sources of stress factor. The overall average Cronbach Alpha coefficient was 0.902, which is excellent according to Table 46. A summary of the results can be seen in Table 46 below.

Table 46: Summary of the Factor Analysis Reliability Statistics

Factors	Cronbach Alpha Coefficient
B1-14 – Sources of Stress	0.867
B15-33 – Sources of Burnout	0.926
C – Spector's Physical Health Symptoms	0.878
D –'WHO' Psychological Health Symptoms	0.868
E – Job Characteristics Scale	0.915
F – MBI General Survey	0.958
Overall Ave	**0.902**

(Source: Formulated by the Researcher)

(a) Correlations between the factors

There are various terms that have been given to describe the Pearson Correlation Coefficient, such as the Pearson product-moment correlation coefficient, which is

reflected with the symbol '*r*'. Similar to all other correlation coefficients such as the Canonical Correlation, Spearman's RHO Correlations, as well as Point-Biserial Correlation; the Pearson Correlation Coefficient's core purpose is to measure the intensity between the association of two or more variables (Lani, 2017:1).

Table 47 illustrates the purpose of the 'p-value' as it is used to help one to support or reject the null hypothesis of a zero correlation (Glen, 2017b:1). Evidence 'against' a null hypothesis is represented by the p-value and if the p-value is smaller than and equal to 0.05, the null hypothesis should be rejected making the null hypothesis invalid. Table 47 below shows the different p-value meanings and ranges.

Table 47: p-value meaning

p-value	Significance
If p > 0.05	Not significant
If p ≤ 0.05	Significant

(Source: Glen, 2017b:1)

The correlations between the source of stress and the source of burnout factors can be seen in the Table 48 below, concerning Pearson's coefficients. Majority of the correlations can be noted of having an r-value >0.5, which implies a large strength of association between the variables exist. There were no coefficient values < 0.5, which implied that there was no small to medium strengths of association experienced amongst the other variables (Lani, 2017:1). The Pearson's coefficients can be viewed further in Table 48, which shows the correlations amongst the different factors of this study.

(b) Correlation results

The Pearson correlation were checked and the results are discussed and summarised below.

I. Pearson Correlations

As an example, there is a high correlation between the *'Sources of burnout'* and Sources of stress (0.897), Physical health symptoms (0.742) and MBI (0.734). There

is also a correlation between *'Sources of burnout'* and Job characteristics (0.610) and Psychological health symptoms (0.522), it is lower but there is correlation nonetheless. In another example, a high correlation between the *'sources of stress'* and sources of burnout (0.897), physical health symptoms (0.666) and MBI (0.673) can be noted. There is a lower correlation between *'Sources of stress'* and Job characteristics (0.535) and Psychological health symptoms (0.546), nevertheless there is still a correlation. The same concept applies to all the other factors, which can be deduced from the summary Pearson's correlation Table 48 below.

In Table 48 below the p-values was below 0.05 and therefore a statistical significant relationship exists between the variables. As an example, since the p-values are less than 0.05, there is very high statistical significance between all other components with the *'Sources of burnout'*. It can therefore be deduced, that the same concept can be applied to all other factors in the table below.

Table 48: Summary of the Pearson Correlations Results

		Sources Burnout	Job Characteristics	MBI	Sources Stress	Physical Health symptoms	Psychological Health Symptoms
Sources_Burnout	Corr Coeff	1	0.610	0.734	0.897	0.742	0.522
	Sig. p value		0.008	0.001	0.000	0.004	0.002
Job_characteristics	Corr Coeff	0.610	1	0.839	0.535	0.739	0.585
	Sig. p value	0.001		0.003	0.002	0.003	0.008
MBI	Corr Coeff	0.734	0.839	1	0.673	0.801	0.690
	Sig. p value	0.000	0.001		0.000	0.004	0.000
Sources_Stress	Corr Coeff	0.897	0.535	0.673	1	0.666	0.546
	Sig. p value	0.002	0.000	0.001		0.002	0.003
	Corr Coeff	0.742	0.739	0.801	0.666	1	0.568

Phys_health_symptoms	Sig. p value	0.001	0.002	0.000	0.001		0.004
Psycho_health_symptoms	Corr Coeff	0.522	0.585	0.690	0.546	0.568	1
	Sig. p value	0.002	0.008	0.000	0.002	0.001	

(**Corr Coeff – mean the Correlation coefficient)

(***Sig – means the Significance (2-tailed) Test)

(Source: Formulated by the Researcher)

3.2.7.1. Cross-Tabulations A5-A12 (Stakeholders' (A5) vs type of support (A12))

The purpose of the cross-tabulations is to determine what each stakeholder feels about the type of support that each support group is giving. A comparison between the stakeholders for each support group can be deduced from the tables below and thereby emphasising each stakeholders perspective. The types of support vary between 'instrumental, emotional, informational and appraisal', which is in the form of a 4-point Likert-scale.

Table 49: Cross tabulation of A5 & A12.1

		A12.1: District		Total
		1: Instrumental	3: Informational	
A5	1: Teacher	74	31	**105**
	2: HOD	15	12	**27**
	3: DP	4	14	**18**
	4: Principal	0	8	**8**
	5: NTS	5	14	**19**
	6: Parents	0	12	**12**
Total		**98**	**91**	**189**

(Source: Formulated by the Researcher)

In Table 49 above, all stakeholders only selected between 'instrumental and informational' support offered by the district. The total highest support type indicated was 'instrumental' with 98 stakeholders selecting this. Out of the 98 stakeholders, 74 teachers, 15 HOD's, 4 DP's and 5 NTS selected that the district offered them 'instrumental' support as the highest support type. With the total lowest support recorded by 91 stakeholders, 'informational' support offered by the district was recorded the least with 31 teachers, 12 HOD's, 14 DP's, 8 principals, 14 NTS and 12 parents.

Table 50: Cross tabulation of A5 & A12.2

		A12.2: Principal				Total
		1: Instrumental	2: Emotional	3: Informational	4: Appraisal	
A5	1: Teacher	78	0	18	9	**105**
	2: HOD	9	0	16	2	**27**
	3: DP	8	5	5	0	**18**
	4: Principal	0	4	4	0	**8**
	5: NTS	6	0	8	5	**19**
	6: Parent	0	0	9	3	**12**
Total		**101**	**9**	**60**	**19**	**189**

(Source: Formulated by the Researcher)

In Table 50, the stakeholders selected from all four types of support offered by the principal. However, the total highest support type indicated was 'instrumental' with 101 stakeholders selecting this. Out of the 101 stakeholders, 78 teachers, 9 HOD's, 8 DP's and 6 NTS selected that their principals offered them an 'instrumental' support as the highest support type. With the total lowest support recorded by 9 stakeholders, that is, 4 other principals and 5 DP's recorded 'emotional' support offered by principals selected the least.

Table 51: Cross tabulation of A5 & A12.3

		A12.3: Deputy Principal				Total
		1: Instrumental	2: Emotional	3: Informational	4: Appraisal	
A5	1: Teacher	84	1	11	9	**105**
	2: HOD	13	0	14	0	**27**
	3: DP	6	3	9	0	**18**
	4: Principal	5	0	3	0	**8**
	5: NTS	0	0	15	4	**19**
	6: Parent	0	3	9	0	**12**
Total		**108**	**7**	**61**	**13**	**189**

(Source: Formulated by the Researcher)

In Table 51 above, all stakeholders selected from four types of support offered by their DP. The total highest support type indicated was 'instrumental' with 108 stakeholders selecting this. Out of the 108 stakeholders, 84 teachers, 13 HOD's, 6 other DP's and 5 principals selected that the DP offered them 'instrumental' support as the highest support type. With the total lowest support recorded by 7 stakeholders, 'informational' support offered by the DP was recorded the least with 1 teacher, 3 other DP's, and 3 NTS.

Table 52: Cross tabulation of A5 & A12.4

		A12.4: HOD				Total
		1: Instrumental	2: Emotional	3: Informational	4: Appraisal	
A5	1: Teacher	61	0	13	31	**105**
	2: HOD	17	0	10	0	**27**
	3: DP	0	7	0	11	**18**
	4: Principal	5	3	0	0	**8**
	5: NTS	0	0	15	4	**19**
	6: Parent	7	0	5	0	**12**
Total		**90**	**10**	**43**	**46**	**189**

(Source: Formulated by the Researcher)

In Table 52 above, all stakeholders selected from four types of support offered by their HOD. The total highest support type indicated was again 'instrumental' with 90 stakeholders selecting this. Out of the 90 stakeholders, 61 teachers, 17 other HOD's, 5 principals, and 7 parents selected that the HOD offered them more 'instrumental' support and was classified as the highest support type. With the total lowest support recorded by 10 stakeholders, 'emotional' support offered by the HOD was recorded the least with 7 DP's, and 3 principals.

Table 53: Cross tabulation of A5 & A12.5

		A12.5: Colleagues				Total
		1: Instrumental	2: Emotional	3: Informational	4: Appraisal	
A5	1: Teacher	73	10	6	16	**105**
	2: HOD	8	9	10	0	**27**
	3: DP	0	1	13	4	**18**
	4: Principal	2	5	0	1	**8**
	5: NTS	0	11	8	0	**19**
	6: Parent	9	3	0	0	**12**
Total		**92**	**39**	**37**	**21**	**189**

(Source: Formulated by the Researcher)

In Table 53 above, all stakeholders selected from the four types of support offered by their colleagues. The total highest support type indicated was again 'instrumental' with 92 stakeholders selecting this. Out of the 92 stakeholders, 73 teachers, 8 HOD's, 2 principals, and 9 parents selected that their colleagues offered them more 'instrumental' support and was classified as the highest support type. With the total lowest support recorded by 21 stakeholders, 'appraisal' offered by colleagues was recorded the least with 16 teachers, 4 DP's, and 1 principal.

3.2.7.2. Cross-Tabulations A5-A13 (Stakeholders' (A5) vs amount of support (A13))

A comparison between stakeholders and the amount of support that they are currently receiving from each support group is compared below. This will determine each stakeholder's perspective on the amount of support received which differ from very little to very much in the form of a 5-point Likert-scale. Scales with no responses were left out.

Table 54: Cross tabulation of A5 & A13.1

		A13.1: District				Total
		1: Very Little	2: Little	3: Moderate	4: Much	
A5	1: Teacher	65	24	16	0	**105**
	2: HOD	0	6	14	7	**27**
	3: DP	0	0	12	6	**18**
	4: Principal	0	4	3	1	**8**
	5: NTS	0	0	10	9	**19**
	6: Parent	0	0	7	5	**12**
Total		**65**	**34**	**62**	**28**	**189**

(Source: Formulated by the Researcher)

In Table 54 above, all stakeholders selected four of the five amounts of support offered by the district. The total highest amount of support indicated was 'very little' with 65 stakeholders selecting this. All of the 65 stakeholders were teachers who selected that the district offered them 'very little' support. It must also be mentioned that 62 stakeholders believed that they received 'moderate support' from the district. The 62 stakeholders consist of 16 teachers, 14 HOD's, 12 DP's, 3 principals, 10 NTS and 7 parents. With the total lowest support recorded by 28 stakeholders, 'much support' offered by the district was recorded the lowest with 7 HOD's, 6 DP's, 1 principal, 9 NTS and 5 parents. No stakeholder selected 'very much' support received from the district and was therefore omitted from the table above.

Table 55: Cross tabulation of A5 & A13.2

		A13.2: Principal				Total
		1: Very Little	2: Little	3: Moderate	4: Much	
A5	1: Teacher	8	46	44	7	**105**
	2: HOD	0	6	13	8	**27**
	3: DP	5	4	8	1	**18**
	4: Principal	1	3	4	0	**8**
	5: NTS	0	0	8	11	**19**
	6: Parent	0	0	6	6	**12**
Total		**14**	**59**	**83**	**33**	**189**

(Source: Formulated by the Researcher)

In Table 55 above, all stakeholders selected four of the five amounts of support offered by the principal. The total highest amount of support indicated was 'moderate' with 83 stakeholders selecting this. Out of the 83 stakeholders, 44 teachers, 13 HOD's, 8 DP's, 4 other principals, 8 NTS as well as 6 parents selected that HOD's offered them 'moderate' support. With the total lowest support recorded by 14 stakeholders, 'very little' support offered by the principal was recorded the least with 8 teachers, 5 DP's and 1 principal. No stakeholder selected 'very much' support received from the principal and was therefore omitted from the table above.

Table 56: Cross tabulation of A5 & A13.3

		A13.3: Deputy Principal				Total
		1: Very Little	2: Little	3: Moderate	4: Much	
A5	1: Teacher	68	15	14	8	**105**
	2: HOD	0	9	12	6	**27**
	3: DP	0	3	7	8	**18**
	4: Principal	0	0	1	7	**8**
	5: NTS	0	4	8	7	**19**
	6: Parent	0	0	4	8	**12**
Total		**68**	**31**	**46**	**44**	**189**

(Source: Formulated by the Researcher)

In Table 56 above, all stakeholders selected four of the five amounts of support offered by the DP. The total highest amount of support indicated was 'very little' with 68 stakeholders selecting this. All of the 68 stakeholders were teachers who selected that DP's offered them 'very little' support. With the total lowest support recorded by 31 stakeholders, 'little' support offered by the DP was recorded the least with 15 teachers, 9 HOD's, 3 other DP's, and 4 NTS. No stakeholder selected 'very much' support received from the DP and was therefore omitted from the table above.

Table 57: Cross tabulation of A5 & A13.4

		A13.4: HOD				Total
		2: Little	3: Moderate	4: Much	5: Very much	
A5	1: Teacher	12	86	7	0	**105**
	2: HOD	0	11	10	6	**27**
	3: DP	0	3	11	4	**18**
	4: Principal	1	2	5	0	**8**
	5: NTS	0	8	11	0	**19**
	6: Parent	0	4	8	0	**12**
Total		**13**	**114**	**52**	**10**	**189**

(Source: Formulated by the Researcher)

In Table 57 above, all stakeholders selected four of the five amounts of support offered by the HOD. The total highest amount of support indicated was 'moderate' with 114 stakeholders selecting this. Out of the 114 stakeholders, 86 teachers, 11 other HOD's, 3 DP's, 2 principals, 8 NTS as well as 4 parents selected that HOD's offered them 'moderate' support. With the total lowest support recorded by 10 stakeholders, 'very much' support offered by the HOD was recorded the least with 6 other HOD's, and 4 DP's. No stakeholder selected 'very little' support received from the HOD and was therefore omitted from the table above.

Table 58: Cross tabulation of A5 & A13.5

		A13.5: Colleagues				Total
		2: Little	3: Moderate	4: Much	5: Very much	
A5	1: Teacher	5	78	20	2	**105**
	2: HOD	5	10	12	0	**27**
	3: DP	0	3	10	5	**18**
	4: Principal	0	2	5	1	**8**
	5: NTS	0	5	10	4	**19**
	6: Parent	0	2	6	4	**12**
Total		**10**	**100**	**63**	**16**	**189**

(Source: Formulated by the Researcher)

In Table 58 above, all stakeholders selected four of the five amounts of support offered by the colleagues. The total highest amount of support indicated was 'moderate' with 100 stakeholders selecting this. Out of the 100 stakeholders, 78 teachers, 10 HOD's, 3 DP's, 2 principals, 5 NTS as well as 2 parents selected that colleagues offered them 'moderate' support. With the total lowest support recorded by 10 stakeholders, 'little' support offered by colleagues was recorded the least with 5 teachers and 5 HOD's. No stakeholder selected 'very little' support received from the HOD and was therefore omitted from the table above.

3.2.7.3. Stakeholders' (A5) vs career opportunities (A14)

This cross tabulation was compiled to determine if different stakeholders would consider a different career path if given the opportunity to do so.

Table 59: Cross tabulation of A5 & A14

		A14: Other Career Opportunities		Total
		1:Yes	2:No	
A5	1: Teacher	92	13	**105**
	2: HOD	18	9	**27**
	3: DP	4	14	**18**
	4: Principal	0	8	**8**
	5: NTS	17	2	**19**
	6: Parent	3	9	**12**
Total		**134**	**55**	**189**

(Source: Formulated by the Researcher)

Table 59 above indicates the amount of stakeholders interested in changing career paths or staying in the secondary schooling environment. The total highest selected 'yes' with 134 chosen by the majority of stakeholders. Of these 134 stakeholders, 92 teachers, 18 HOD's, 4 DP's, 17 NTS as well as 3 parents selected that they would consider a different career if given the opportunity. Fifty-five stakeholders selected 'no', thus indicating that they would not consider a different career if given the opportunity. The 55 stakeholders consisted of 13 teachers, 9 HOD's, 14 DP's, 8 principals, 2 NTS as well as 9 parents.

3.2.7.4. Stakeholders' (A5) vs main source of stress (B1)

This section differentiates the main sources of stress choices between the various stakeholders.

Table 60: Results of the Cross tabulation between A5 and B1

		B1: Sources of Stress				Total
		1: No Support/ Poor Supervision	2: Very Heavy Workload	3: Being under pressure	5: Not meeting deadlines	
A5	1: Teacher	8	72	25	0	**105**
	2: HOD	0	16	11	0	**27**
	3: DP	0	12	5	1	**18**
	4: Principal	1	6	1	0	**8**
	5: NTS	6	6	7	0	**19**
	6: Parent	2	8	2	0	**12**
Total		**17**	**120**	**51**	**1**	**189**

(Source: Formulated by the Researcher)

While analysing the data in Table 60, it was established that 120 stakeholders believe that 'very heavy workload' is the main source of stress. The 120 stakeholders consisted of 72 teachers, 16 HOD's, 12 DP's, 6 principals, 6 NTS as well as 8 parents. One stakeholder (DP) selected 'not meeting deadlines' which was the least selected. No stakeholder selected 'job insecurity' and 'other' as a main source of stress and was therefore omitted from the table above.

3.2.7.5. Stakeholders' (A5) vs main source of burnout (B 15)

This section differentiates the main sources of burnout choices between the various stakeholders.

Table 61: Cross tabulation of A5 & B15

		B15: Sources of Burnout					Total
		1: No sleep	2: Inadequate breaks	3: Long hours/ days	4: Combination	5: Lack of support	
A5	1: Teacher	0	0	1	70	34	**105**
	2: HOD	0	0	3	22	2	**27**
	3: DP	0	0	3	15	0	**18**
	4: Principal	0	0	0	6	2	**8**
	5: NTS	0	0	0	12	7	**19**
	6: Parent	1	2	6	3	0	**12**
Total		**1**	**2**	**13**	**128**	**45**	**189**

(Source: Formulated by the Researcher)

While analysing the data in Table 61, it was established that 128 stakeholders believed that 'a combination of many things happening at once' is the main source of burnout this was the highest total score selected. The 128 stakeholders consisted of 70 teachers, 22 HOD's, 15 DP's, 6 principals, 12 NTS as well as 3 parents. One stakeholder (parent) selected 'no sleep', which was the least chosen. No stakeholder selected 'other' as a main source of burnout and was therefore omitted from the table above.

3.2.7.6. Stakeholders' (A5) vs productivity (B16).

This section is to determine how productive the different stakeholders have been at their job.

Table 62: Cross tabulation of A5 & B16

		B16: Productivity			Total
		2: 60-90%	3:70-79%	4:80-89%	
A5	1: Teacher	25	69	11	**105**
	2: HOD	18	8	1	**27**
	3: DP	3	11	4	**18**
	4: Principal	1	3	4	**8**
	5: NTS	5	9	5	**19**
	6: Parent	5	7	0	**12**
Total		**57**	**107**	**25**	**189**

(Source: Formulated by the Researcher)

While analysing the data in Table 62, it was established that 107 stakeholders believed that they were '70-79%' productive with the highest total score. The 107 stakeholders consisted of 69 teachers, 8 HOD's, 11 DP's, 3 principals, 9 NTS as well as 7 parents. The least favourable option selected of the three choices in Table 53 is '80-89%' productive with a score of 25. The 25 stakeholders consisted of 11 teachers, 1 HOD, 4 DP's, 4 principals, and 5 NTS. No stakeholder selected 'less than 60% productive' and 'more than 90% productive' as their productive levels and was therefore omitted from the table above.

3.2.7.7. Multiple Linear Regression Analysis

When the influence of two or more independent variables on a dependent variable needs to be determined, a multiple linear regression analyses can be utilised (Levine *et al.*, 2011:556). The dependent variable is always is predicted and the variables that are used to make the prediction are characterised by the independent variables (Levine *et al.*, 2011:557). By accessing the linear relationship between the dependant variable and the independent variables, the ultimate goal is to develop a regression equation that is created between the dependent and independent variables. In this study, the use of two separate multiple linear regression models was utilised to display the results of the data analyses.

3.2.7.7.1. Regression Analysis 1: Sources of Burnout

This regression analyses objective was to determine the influence of five constructs, i.e. psychological health symptoms, sources of stress, job characteristics, physical health symptoms and MBI on the '*sources of burnout'* construct. The dependent and independent variables are identified below as:

a. Dependent variable: Sources_Burnout
b. Independent variable: Psycho_health_symptoms, Sources_Stress, Job_characteristics, Phys_health_symptoms, and MBI

The value of R in Table 63 is 0.922, which is high and the value of R^2 is 0.85, which is also high and means a very good of the linear regression equation. Multiple coefficient of determination was indicated by the R^2 of a dataset as the fraction of the variability of the dependent variable and was indicated by this number. This was described by the independent variables in the predicted multiple linear regression equation (Levine *et al*., 2011: 558). The value of the adjusted R^2 value is high at 0.846; therefore, 84.6% of the variation in the *sources of burnout* could be explained by the five constructs namely psychological health symptoms, sources of stress, job characteristics, physical health symptoms and MBI.

To test each of the independent variables for individual statistical significance, the p-values were utilised. If a significant relationship between the independent and dependent variable exists, then the *p*-value is below 0.05, thus indicating a high statistical significance. If no significant relationship between the variables are present, it is therefore concluded that the *p*-value is above 0.05 (Rose, *et al*., 2015:156).

Table 65 below indicated that the four independent variables' *p*-value was calculated as less than 0.05. The *p*-value of Job characteristics was too high at 0.821, which implies that it can be removed from the model since $p > 0.05$ because it shows no significant relationship to predict the dependent variable. The *p*-value of MBI, sources of stress, physical health and psychological health symptoms were demonstrated to be 0.017, 0.000, 0.001 and 0.031 respectively. Consequently, if these independent

variables increase, then sources of burnout will also increase. Hence, the data assisted in the development of the multiple regression equation:

Sources of Burnout = 0.363 + 0.139*(MBI) + 0.689*(Sources of Stress) + 0.189*(Physical health symptoms) – 0.062*(Psychological health symptoms).

Table 63: Summary of Regression Model 1

Model Summary				
Model	R	R^2	Adjusted R Square	R Square Change
1	0.922	0.850	0.846	0.850
a. Predictors: (Constant), Psycho_health_symptoms, Sources_Stress, Job_characteristics, Phys_health_symptoms, MBI				
b. Dependent Variable: Sources_Burnout				

(Source: Formulated by the Researcher)

Table 64: Anova Table for Regression Model 1

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.446	5	8.689	207.924	.000[b]
	Residual	7.648	183	0.042		
	Total	51.094	188			
a. Dependent Variable: Sources_Burnout						

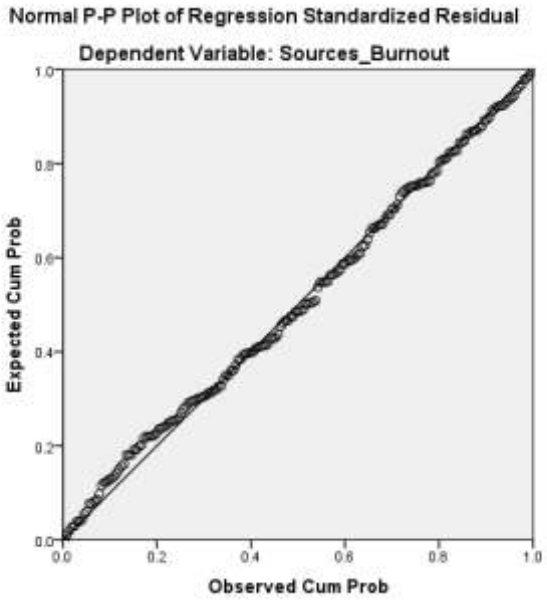
(Source: Formulated by the Researcher)

Table 65: Model Coefficient Data of Regression Model 1

Coefficients							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p-value)	Correlations
		B	Std. Error	Beta			Zero-order
1	(Constant)	*0.363*	0.172		2.10	*0.036*	
	Job_characteristics	*0.016*	0.069	0.012	0.22	*0.821*	0.610
	MBI	*0.139*	0.058	0.163	2.39	*0.017*	0.734
	Sources_Stress	*0.689*	0.040	0.708	17.1	*0.000*	0.897
	Phys_health_symptoms	*0.189*	0.054	0.180	3.51	*0.001*	0.742
	Psycho_health_symptoms	*-0.062*	0.029	-0.086	-2.15	*0.031*	0.522
a. Dependent Variable: Sources_Burnout							

(Source: Formulated by the Researcher)

Figure 38: A Graph showing the relationship between the dependent and independent variables



(Source: Formulated by the Researcher via SPSS)

From the graph above, it can be seen that the equation predicts the *sources of burnout* reasonably well because the graph is a fairly straight line as seen in the Figure 38, hence there is a high correlation of data.

3.2.7.7.2. Regression Analysis 2: Sources of Stress

The aim of this analysis is to determine the influence of the five constructs namely psychological health symptoms, sources of burnout, job characteristics, physical health symptoms and MBI on the *sources of stress*. The dependent and independent variables are identified below as:

a. Dependent Variable: Sources_Stress
b. Independent Variables: Sources_Burnout, Psycho_health_symptoms, Job_characteristics, Phys_health_symptoms, and MBI

The value of R in Table 66 is 0.901, which is high and means a very good of the linear regression equation. The R^2 value is also high at 0.812 and therefore it is a good fit and the adjusted R^2 value is also high at 0.810. This indicates that 81.0% of the variation in Sources of stress could be explained by the independent variables above. The p-value of Job characteristics, Phys_health_symptoms and MBI was too high at 0.078, 0.357 and 0.320 respectively, which implies that it can be removed from the model since $p > 0.05$ because it showed no significant relationship to predict the dependent variable. The p-value of the sources of burnout, and psychological health symptoms were demonstrated to be 0.000 and 0.005 respectively. Consequently, if these independent variables increase, then sources of burnout will also increase. From the data provided above, the development of the multiple regression equation appears to be:

Sources of Stress = 0.196 + 0.864*(Sources of Burnout) + 0.079*(Psychological health symptoms).

Table 66: Summary of Regression Model 2

Model Summary				
Model	R	R	Adjusted R Square	R Square Change
1	0.901	0.812	0.810	0.008
a. Predictors: (Constant), Sources_Burnout, Psycho_health_symptoms				
b. Dependent Variable: Sources_Stress				

(Source: Formulated by the Researcher)

Table 67: Anova Table for Regression Model 2

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.805	2	21.903	402.804	.000[c]
	Residual	10.114	186	0.054		
	Total	53.919	188			
a. Dependent Variable: Sources_Stress						
b. Predictors: (Constant), Sources_Burnout, Psycho_health_symptoms						

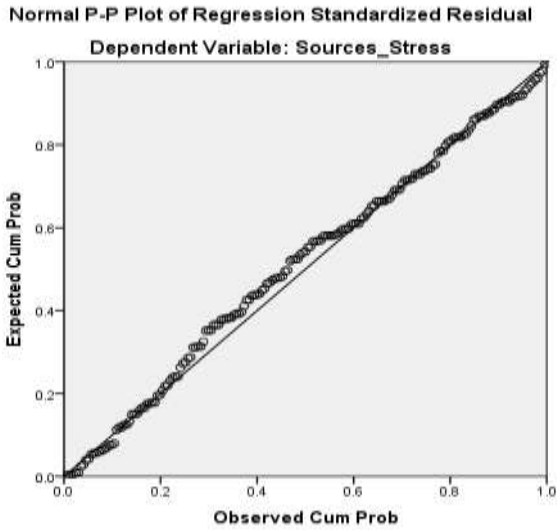
(Source: Formulated by the Researcher)

Table 68: Model Coefficient Data of Regression Model 2

Coefficients							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p-vlaue)	Correlations
		B	Std. Error	Beta			Zero-order
1	(Constant)	*0.196*	0.144		1.354	*0.178*	
	Sources_Burnout	*0.864*	0.038	0.841	22.59	*0.000*	0.897
	Psycho_health_symptoms	*0.079*	0.027	0.107	2.871	*0.005*	0.546
a. Dependent Variable: Sources_Stress							

(Source: Formulated by the Researcher)

Figure 39: A Graph showing the relationship between the dependent and independent variables



(Source: Formulated by the Researcher via SPSS)

From the graph above, it can be seen that the equation predicts the *sources of stress* reasonably well because the graph is a fairly straight line as seen in the Figure 39, hence there is a high correlation of data.

3.3. Chapter Summary

The main objective of this research study was to investigate stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the VT. By working through the findings generated by the various stakeholders, it can be mentioned that the data supported the researcher to ultimately answer the research questions and objectives established earlier in Chapter 1 as well as to draw conclusions and recommendations that will be discussed in Chapter 4. The data generated is also in line with the literature study present in Chapter 2.

The data collected was reliable and seized a good sample, and as a result generated trustworthy data that was reliable and valid, which shaped the research design further. The data was extracted from the analysis and was cultivated into valuable information that was aligned to the research objectives of this study. Some of the aspects identified in this chapter revolved around the sources of stress and burnout as well as the identification of the stakeholder experiencing these symptoms. Each stakeholders

perspective was grouped together to determine correlations between age, race, gender, level of education, as well as the number of years of experience each group of stakeholders had in the schooling environment.

These fundamental findings can be utilised by the researched sample as well as any other organisations that is faced with a similar problem. An extensive analysis will then conducted further in Chapter 4, elaborating on the key aspects that was identified and captured in this Chapter. The researcher will expand on the recommendations and conclusions derived from the data generated by the stakeholders concerned, which will be linked to the objectives and research questions of this study.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

4.2. Introduction

The final chapter's intent is to formulate a well-structured deductive framework that recognises all the data, research and findings that was gathered during this study. The scope and nature of this study, literature review along with the findings of the empirical study that was conducted in the previous chapters have given substance throughout this report. Deductions made from the literature will be accentuated to determine relations of the keywords in the title. Conclusions derived from the empirical study will be highlighted with practical recommendations being affirmed, which will improve stakeholders' management of the sources of stress and burnout in selected secondary schools in the VT. A conceptual framework will be presented to show the associations between all the concepts. Recommendations, managerial implications as well as an implementation plan will be deliberated, with the aim to answer the main research question. A discussion of the findings will be elaborated further to align them to the primary and secondary objectives of this study that was established in Chapter '1' in order to determine if they have been achieved. Other findings that were discovered will be mentioned and tied up to the study. This chapter will conclude with recommendations that can be considered for future research studies that is affiliated to this field of study as well as a final conclusion of the research completed.

4.3. Main conclusions of the study concerned

The conclusions reached regarding this study revolve around various sections that was investigated. These sections and sub-sections structured this report and consisted of conclusions deduced from the literature study, empirical study, and conceptual framework. A look at the contribution of the study, assessment of the study's objectives, other findings established during this study as well as recommendations for future research is consolidated in this chapter.

4.3.2. Literature conclusions

The literature study was conducted to give the researcher insight to the extent of current research being done around the same or similar field of study, as well as to make deductions on the keywords identified in the main research statement. An in-depth analysis of the literature was conducted and the definitions, categories, causes, mediators, effects, consequences as well as coping methods were determined. This gave the researcher knowledge to draft the closed-ended structured questionnaire in order to gather first-hand information from the stakeholders concerned. The literature study revolved around investigating stakeholder's perspectives on the sources of stress and burnout at selected secondary schools in the VT. The literature study highlighted a variety of information comprising of detailed and consolidated content and was structured as follows:

- Definitions and other facets of stress and burnout such as:
    - Stress/burnout defined and their different categories;
    - Causes of Stress – Job characteristics;
    - Mediator of Stress/Burnout;
    - The effects, 'causes of stress' has on the 'mediators of burnout', and
    - Methods of dealing with stress and burnout.

4.3.3. Empirical Study conclusions

The empirical study conducted gave reliable first-hand feedback from the different stakeholder levels. This study was administered to 189 stakeholders at selected secondary schools in the VT. An extensive examination of previous academics was conducted in the literature study (Chapter 2), as well as the detailed capturing and recording of the data obtained (Chapter 3) was previously discussed in detail. The empirical study's conclusions has also allowed the researcher to make deductions and provide recommendations as well as link these findings to the primary and secondary objectives (discussed below in section 4.5). This empirical study conclusions are constructed around eight dimensions which allows the researcher to draw assumptions on the sources of stress and burnout in selected secondary schools in the VT, which is presented below.

4.3.3.1. Biographical Information conclusions

In the biographical data (Section A of the questionnaire) that was collected from the 189 stakeholders, there was a variety of questions that produced a diverse array of valid and useable data. The diversity ranged between age, gender, race, language preference, stakeholder level, level of education, current understanding of the sources of stress and burnout, work experience, district location, school type, past promotions, types of support received, amounts of support received, as well as turnover intent. With the feedback generated, the researcher was able to represent real work experiences of valid stakeholders and thus producing actual and relevant findings and conclusions. It was deduced that majority of the stakeholders was of the '31-40 age group' with 38.1% (72). Of the 189 stakeholders, 'females' accounted for 60.80% (115), making the larger part of the 'gender' category. In terms of 'racial classification', the larger part consisted of 'Black' stakeholders with 51.6% (106), which is expected as the VT demographics relate to this scale. Also anticipated was the 'language preference' of stakeholders, as 'English' accounted for 32.8% (62) - the largest due to the medium of instruction, 'Sesotho' with 20.1% (38) – the VT area is native to the Sesotho people, 'Afrikaans' at 16.4% (31) – due to the amount of Afrikaans medium schools in the VT, and 'IsiXhosa' at 14.8% (28) – also native to the VT.

With regards to 'stakeholder levels', the highest responses were generated by teachers at 55.6% (105). The 'level of education' was at its peak for 'undergraduate degrees' and accounted for 38.6% (73). In terms of the 'current understanding of the sources of stress or burnout that stakeholders possessed', the majority had a 'good' understanding, which consisted 61.9% (117). In terms of stakeholders' 'years of experience in the schooling environment', stakeholders that had '6-10 years of experience', which accounted for 28.0% (53) generated the greatest feedback. The stakeholder's 'district location' seems to be elevated in the 'Vanderbijlpark' area with 57.7% (109) response rate recorded. With regards to the 'school type' stakeholders' were employed, the bulk were 'government', with 76.2% (144) coming from there.

In terms of 'past promotions' achieved, most stakeholders were 'not promoted' in the last five years as 67.2% (127) had indicated. 'Types of support received' was divided into five sub-groups (District, Principal, DP, HOD, and Colleagues) with four options

(Instrumental, Emotional, Informational, and Appraisal) to choose from. At the 'district' level, the highest support type received came more from the 'instrumental' side with 51.9% (98), and there was more support by 'principals' from the 'instrumental side' with 53.4% (101) was gathered. The highest support type was also from the 'instrumental' side with 57.1% (108) selected by 'DP's', also from the 'instrumental' side with 47.6% (90) for 'HOD's', and with 48.7% (92) more 'instrumental support' was offered by 'colleagues'. Overall, looking at the data generated it can be deduced that majority of the stakeholders selected the 'Instrumental' type of support for all sub-groups.

The 'amounts of support received' was also divided into the same five sub-groups as above with five options ranging from 'very little' to 'very much' ('1=Very little', '2=Little', '3=Moderate', '4=Much', and '5=Very much'). At the 'district' level, majority of stakeholders believed that they received 'very little' support at 34.4% (65) and 'moderate' support received by 'principals' of 43.9% (83) was identified by most stakeholders. Most stakeholders also believed they received 'very little' support at 36% (68) from their 'DP'; a huge portion of stakeholders believed they received 'moderate' support at 60.3% (114) from their 'HOD's'; and the majority of stakeholders believed that they received 'moderate' support at 52.9% (100) from 'colleagues'. It can be fully deduced that the bulk of the stakeholders stated that they receive 'very little' support from 'district 'level and 'DP's', as well as 'moderate' support from their 'principals', 'HOD's' and 'colleagues'. Lastly, the 'turnover intent' by the bulk of stakeholders seems to sway towards 'considering a different career' with a rate of 70.9% (134).

4.3.3.2. Conclusions of regarding the Research Objectives

Conclusions deduced from the findings regarding each section of the questionnaire is discussed below.

4.3.3.2.1. Sources of Stress and Burnout conclusions

The 'sources of stress and burnout' data (Section B of the questionnaire) generated by the stakeholders was divided into two (2) sub-groups, sources of stress (B1-B14)

and sources of burnout (B15-B33), were their conclusions will be elaborated below in detail.

(a) Sources of stress (B1 – B14)

The 'sources of stress' sub-group was separated further by the 'main source of stress' (B1) and 'other sources of stress' (B2-B14).

I. B1:

From the analysed data (Chapter 3, section 3.2.5.3.1(a) (I) and section 3.2.6.4), it was identified that majority of stakeholders believed that the 'main source of stress' is due to a 'very heavy workload' at 63.5% (120). This is verified by the use of cross-tabulation. 'Very heavy workload' can be due to a combination of the amount of work required to be covered in a specific timeframe (completing syllabus, marking); and extra activities required to be completed after working hours (sports training, school events). What was surprising to note was the results of 'not meeting deadlines' at 0.5% (1) and 'job insecurity' at 0% (0), as these options also shared some aspect of causing stress. 'Not meeting deadlines' can cause stress levels to escalate as pressure exerted onto the stakeholder in question to produce an output in a certain timeframe creates tension and anxiety. This however proved that most stakeholders believe that their workload is the main source of their stress.

Multiple Regression Analysis: Sources of Stress

The multiple regression analysis proved that the sources of stress can be projected via the equation below and is influenced by the sources of burnout and psychological health systems.

Sources of Stress = 0.196 + 0.864*(Sources of Burnout) + 0.079*(Psychological health symptoms).

II. B2-B14:

Questions B2-B14 (Chapter 3, section 3.2.5.3.1(a)(II) and section 3.2.6.5) was grouped together so that the researcher was able to make a comparison between the

various stressful situations. Most of the sources of stress rated very high with B2-B3 and B6-B14's mean values above 4.00 (>80%), and B4-B5's mean value just below 4.00 (<80%). The highest scoring source of stress was the 'lack of parental involvement' (B13) with 90% as it is verified by the use of cross-tabulation. This could be high as most parents are not fully and timelessly involved in their children's academic development. The lowest scoring stress source measured was 'extracurricular activities' (B5) with 74.20%. This could be due to there being more stressful scenarios for the stakeholders to choose from as well as some of the selected schools do not offer many 'extracurricular activities'.

(b) Sources of burnout (B15 – B33)

The 'sources of burnout' sub-group was separated further by the 'main source of burnout' (B15) and 'other sources of burnout' (B16-B33).

I. B15

From the analysed data (Chapter 3, section 3.2.5.3.1(b)(I) and section 3.2.6.5), it was identified that majority of stakeholders believed that the 'main source of burnout' is due to 'a combination of many things happening at once' at 67.7% (128). This is verified by the use of cross-tabulation. 'A combination of many things happening at once' can be caused by the school's culture, values, techniques, and systems that are put into place by the top management of the school (SMT members). What was surprising to note was the results of 'inadequate breaks' at 0.5% (1) and 'no sleep' at 0% (0), as these options also shared some aspect of causing burnout. 'Inadequate breaks' and 'no sleep' can cause burnout levels to escalate if continued over a long period of time. This however proved that most stakeholders believe that a 'combination of many things happening at once' is the main source of their burnout.

Multiple Regression Analysis: Sources of Burnout

The multiple regression analysis proved that the sources of burnout can be projected via the equation below and is influenced by the sources of stress, MBI, physical health symptoms and psychological health systems.

Sources of Burnout = 0.363 + 0.139*(MBI) + 0.689*(Sources of Stress) + 0.189*(Physical health symptoms) – 0.062*(Psychological health symptoms).

II. B16-B33

Questions B16-B33 (Chapter 3, section 3.2.5.3.1(b)(II) and section 3.2.6.5) was grouped together so that the researcher was able to make a comparison between the various burnout situations. Most of the sources of burnout rated very high with B17-B25 and B27-B33's mean value above 4.00 (>80%). It must be mentioned that B16 and B26 have been reversed scored, as the original feedback from the stakeholders ranged with approximate original means of 2.84 and 1.99 respectively. B16 and B26's mean value is just below the 4.00 (<80%) amount. The highest scoring source of burnout was the 'limited classroom time' (B31) with 91.20% as it is verified by the use of cross-tabulation. This could be high, as most teaching staff believe that the time allocated from teaching is inadequate as they are always under pressure to finish their syllabus. The lowest scoring burnout source measured was 'feel productive in your job' (B16) with a reversed scored percentage of 56.60% (original was 56.80%). It must also be mentioned that 'feel productive in your job' (B16) is linked to 'inferior efficiency and productivity' (B26) and therefore its reversed scored percentage is 78.60% which is justified, as it dealt with productivity in jobs were most people said that they felt that they were 70-79% productive. This could be due to the extremely demanding work environment that stakeholders are exposed too. Therefore, their productivity levels are <80%.

4.2.2.3 Spector's Physical Health Symptoms conclusions

It must be initially mentioned that C3, C4, C7, C9, C11, C14, C15, and C17-C19 in Section C of the questionnaire have been reversed scored, with approximate original means of 1.84, 1.74, 1.28, 1.89, 1.42, 1.61, 1.33, 2.59, 1.28, and 1.59. A reason that this might have occurred is because majority of the stakeholders ranged between the 18-40 year age groups and therefore it can be assumed that these stakeholders are at their most productive and vigorous stage of life. With regards to Spector's physical health symptoms data analysis (Chapter 3, section 3.2.5.3.2), the highest scoring item

is ‘tiredness and fatigue’ (C21) with 82.6% (indicating that majority of stakeholders’ feedback ranged between ‘once a week’ and ‘everyday’. C21 also had a standard deviation of 0.856 (indicating that the stakeholders’ feedback was in close proximity to the mean).

The lowest feedback received being ‘skin rash’ (C7) with a reverse average of 90% (original average of 25.60%), (indicating that majority of stakeholders’ feedback ranged between ‘never’ and ‘once a month’), and a standard deviation of 0.697 (indicating that the stakeholders’ feedback were in close proximity to the mean). Majority of the items selected ranged around the ‘once a week’ to ‘few times a week’, scoring with an average mean of 77%. However, three symptoms were scored lower as mentioned above.

4.2.2.4 ‘WHO’ Psychological Health Symptoms conclusions

It must be declared that ‘panic/anxiety attacks’ (D1) in Section D of the questionnaire have been reversed scored with 79.80%, as the original feedback was low from the stakeholders with an original average of 36%. A reason for the low response ranging between ‘never’ and ‘once a month’ is that most stakeholders are able to handle minor stressors and thereby rarely experience panic/anxiety attacks. In terms of the ‘WHO’ psychological health symptoms, conclusions deduced from the data analysis on Chapter 3 (section 3.2.5.3.3); D7 which is ‘mood swings’ scored the highest with an average of 80.40% (indicating that majority of stakeholders’ feedback was ‘few times a week’). D7 also had a standard deviation of 0.822 (indicating that the stakeholders’ feedback was fairly in close proximity to the mean). The lowest scoring symptoms was ‘unable to listen to other people’ (D8), with an average of 53%, (indicating that majority of stakeholders’ feedback ranged between ‘once a month’ and ‘once a week’). D8 also had a standard deviation of 1.16 (indicating that the stakeholders’ feedback was far from the mean). Majority of the items selected ranged around the ‘once a week’ to ‘few times a week’ scoring with an average mean of 68.40% however, there were two symptoms that were scored lower as mentioned above.

4.2.2.5 Job Characteristics Scale conclusions

With regards to the data generated from the job characteristics scale in section E of the questionnaire (Chapter 3, section 3.2.5.3.4), it must be acknowledged that a few questions (E3, E11-E13, E16, E18, E22, E33-E36, and E43-E46) have been reversed scored. The original feedback was low from the stakeholders ranging with approximate original means of 1.23, 2.01, 1.53, 1.72, 2.63, 2.47, 2.57, 1.90, 2.17, 1.89, 1.62, 1.40, 1.30, 1.32, and 1.25. Concerning the job characteristics scale, the highest scoring characteristic was to 'repeatedly having to do the same thing' (E10) with 89.60% (indicating that majority of stakeholders' feedback ranged between 'agree' and 'totally agree').E10 also with a stand deviation of 0.733 (indicating that the stakeholders' feedback was in close proximity to the mean). The lowest scoring characteristic was not being 'paid enough for the work done' (E45) with a reverse average of 89.80% (original average of 26.40%), (indicating that majority of stakeholders' feedback ranged between 'totally disagree' and 'disagree'). E45 also had a standard deviation of 0.748 (indicating that the stakeholders' feedback was fairly in close proximity to the mean). Majority of the items selected ranged around 'neutral' to 'agree' scoring with an average mean of 75% however, there were many characteristics that scored lower as mentioned above.

4.2.2.6 MBI General Survey conclusions

Concerning the data generated from the MBI General survey in section F of the questionnaire (Chapter 3, section 3.2.5.3.5), it must be acknowledged that a few of the questions (F2, F8, F29, F35, F37-F39, and F41) have been reversed scored. The original feedback was low from the stakeholders ranging with original means of 2.82, 2.54, 2.13, 2.01, 1.67, 1.16, 1.85 and 1.58. Regarding the MBI General survey, the highest scoring statement was 'I am good at my job' (F19) with an average of 87% (indicating that majority of stakeholders' feedback ranged between 'once a week' and 'a few times a week or more'). F19 also had a stand deviation of 0.725 (indicating that the stakeholders' feedback was in close proximity to the mean). The lowest scoring statement was 'becoming less interested in my work' (F15) with an average of 60.40% (indicating that majority of stakeholders' feedback was 'a few times a month'). F15 also had a stand deviation of 1.290 (indicating that the stakeholders' feedback was far

from the mean). Majority of the items selected ranged around ‘a few times a month’ to ‘once a week’ scoring an average mean of 75% however, there were many statements that scored lower as mentioned above.

4.2.2.7 Other conclusions

Other conclusions that were established was the Pearson’s correlation, which is elaborated below.

4.2.2.7.1 Summary of Correlation results

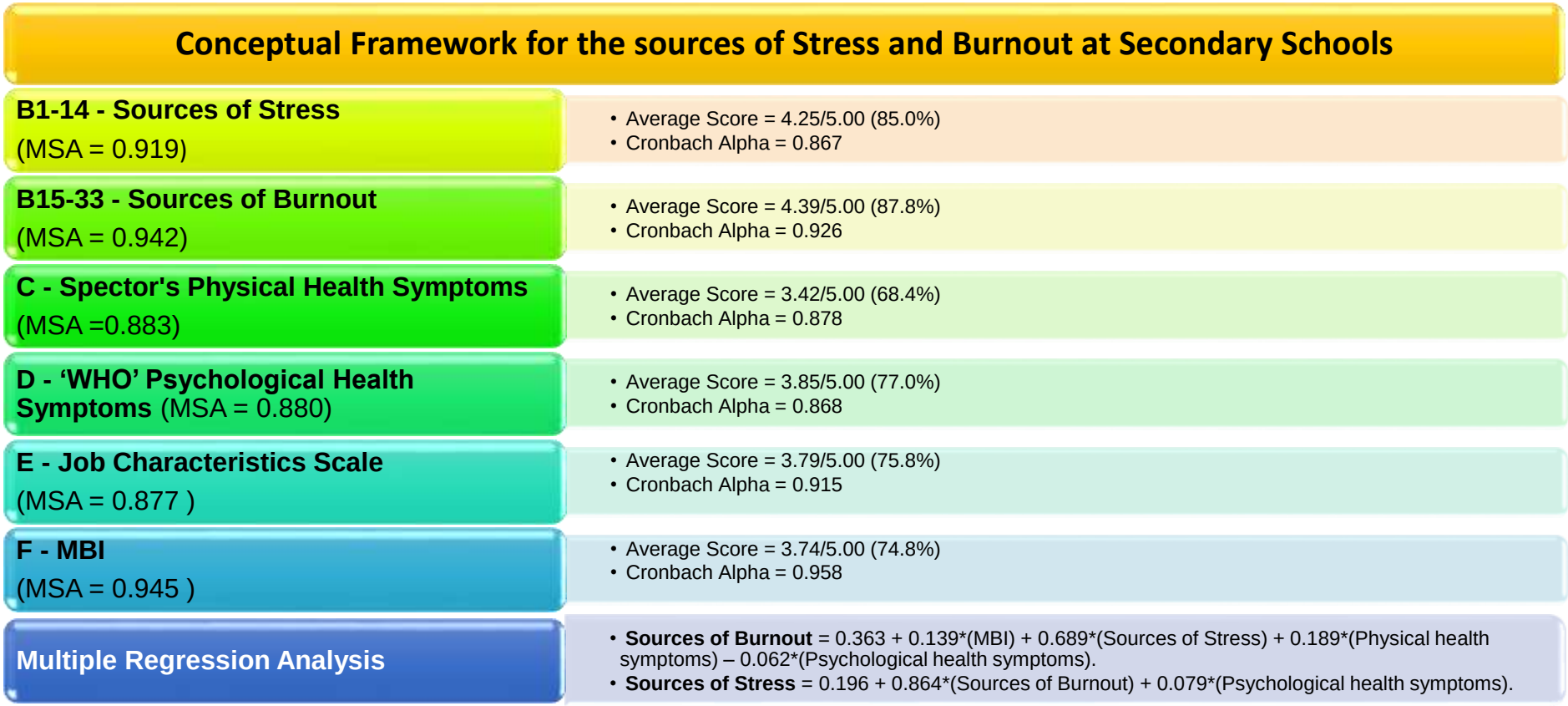
I. Pearson Correlations

After extensive data analysis, it has been discovered that the sources of stress and burnout have a high correlation with one another. It has been tested that *‘Sources of burnout’* and sources of stress have a correlation of 0.897. When conducted the vis-versa test that is, ‘*Sources of stress’* verses sources of burnout the correlation was of equal value (0.897). This therefore proves the accurate relation between stress and burnout, and the influence they both have with each other. The *‘Sources of burnout’* and the ‘*Sources of stress’* were also correlated to the other four attributes in the questionnaire. The *‘Sources of burnout’s’* correlations with the sources of stress (0.897), Physical health symptoms (0.742) and MBI (0.734) substantiates the validity of the relationship between these sections. The *‘sources of stress’* correlations with the sources of burnout (0.897), physical health symptoms (0.666) and MBI (0.673), also validates the relationship between the sections in the questionnaire as all relationships are greater than 0.05.

4.3 Conceptual Framework

The framework in Figure 40 below is a summary of the results discussed in Chapter 3 and 4.

Figure 40: The Conceptual Framework for the sources of Stress and Burnout at Secondary Schools



(Source: Formulated by the Researcher)

4.4 Contribution of the study

The contribution that this investigation can make towards future research and to school managers' will be discussed in detail below while elaborating on the recommendations, managerial implications and the most appropriate implementation plan to utilise.

4.4.1 Recommendations

While working through an extensive literature study and data analysis, it is clear that most stakeholders at some stage have experienced stress and/or burnout while working in the secondary school environment. Experiencing stress and burnout is hard on its own, but being able to determine the sources of stress and burnout is the challenge faced by several top-level management as well as bottom level employees. The following recommendations are therefore suggested to stakeholders' so that it will be easier for them to determine the sources of stress and burnout at selected secondary schools in the VT. The recommendations consist of:

4.4.1.1 Recommendation 1

All stakeholders must be trained to identify the factors that trigger stress and burnout in secondary schools. By being able to identify these factors, stakeholders will be more equipped to effectively deal with stress and burnout and develop structured mechanisms to overcome this negative implication via training programs, mentoring and coaching.

4.4.1.2 Recommendation 2

Determine if stakeholders in the secondary schooling environment are experiencing physical health symptoms, psychological health symptoms, negative job characteristics as well as psychometric properties that is derived from stress and burnout. Consequently, coping mechanisms can be put into place during the early warning signs of stress that is experienced rather than procrastinating this which will lead to the individual experiencing burnout. This can be accomplished by

implementing employee wellness programs that is linked to the Government Employee Medical Scheme (GEMS).

4.4.1.3 Recommendation 3

While in the secondary schooling environment, stakeholders can create support groups with fellow stakeholders around the VT area. This can be physical weekly get-togethers that allows stakeholders to interact and relate to people that are experiencing similar situations. The support groups can also utilise social media such as creating virtual groups on Facebook or WhatsApp that allows anyone that is stressed and burnt-out to share their incidents and get advice. This must be executed and managed by the district, as they are the central network that has the infrastructure and capabilities to sustain this initiative.

4.4.2 Managerial implications

Managerial implications for this study consist of the following aspects:

- If SMT members are unable to determine the sources of stress and burnout among their employees, it will have devastating consequences such as a high teacher turnover rate, unpassionate and unenthusiastic employees, dropping of grade averages, a dislike for the profession and the work surroundings by employees, as well as high levels of absenteeism due to illness and fatigue;
- The culture, morals, values, policies and procedures of the organisation begin to deteriorate and start to become trivial;
- A ‘don’t care’ attitude will filter down to the students; and
- Starts to produce a dislike for social relationships at the workplace and as a result, leads to impersonal behaviour and negativity.

4.4.3 Implementation plans

The following implementation plans below can be pondered upon to pragmatically implement the recommendations presented in the previous section.

While working through the empirical study (Chapter 3) and the conclusions (Chapter 4) it can be identified that a fair amount of stakeholders are able to identify the sources of stress and burnout. However, the majority are also uncertain with the methods that can reduce the sources of stress and burnout. In order to improve the efficiency levels of the stakeholders in the organisation, certain systems need to structured, implemented, sustained and continuously innovated.

4.4.3.1 Maintain and sustain low levels of stress and burnout among all stakeholders in the secondary schooling environment in the VT area.

Develop employee wellness programs aimed to upskill stakeholders on the methods and techniques to maintain and improve low levels of stress and burnout. These employee wellness programs can consist of team building sessions, workshops to learn the methods to distress as well as a 24/7 hotline for stakeholders in the schooling environment to be able to contact a trained professional for advice. This program must run throughout the year.

4.4.3.2 Reduce levels of stress and burnout by identifying the causes of stress.

Every school should implement a short monthly questionnaire to determine the cause of stress their stakeholders have been experiencing. This information can keep upper management in the loop with their lower level employees. Thus, upper management can strategise and implement an action plan to deal with the stress and burnout experienced by their subordinates. Upper management needs to balance the demand (workload, job insecurities) and resources (advancement, organisational support, relationships and working conditions) of the organisation in order to reduce the levels of stress and burnout. This needs continuous planning, organising, team spirit and

dedication from all stakeholders involved in order to successful. Managers also need to actively and swiftly check for employee wellbeing of all their stakeholders during their daily morning staff meetings. This can be initiated by maybe just asking all staff members how they are today when everyone gets a turn to greet ‘check-in’ and say if they are good for the day or not. If not, the manager can personally discuss the issue with the stakeholder.

4.4.3.3 Reduce levels of stress and burnout by identifying the mediators of burnout

Every school should identify if stakeholders are currently stressed by means of the short monthly questionnaire as mentioned above and consequently reduce the unhealthy stressors at this stage. If procrastinated over a long timeframe, these stress levels will escalate into burnout, which will have devastating results and loss of efficiency within the organisation. To reduce the levels of burnout in an organisation, professional services need to be consulted in order to determine emotional exhaustion in stakeholders. These individuals can be enrolled in an emotional exhaustion seminar that gives them time to interact with a team of psychologists to determine the cause of their burnout. Levels of cynicism must be reduced by creating a positive environment that discourages sarcasm, pessimism and negativity. Having staff team building activities monthly will allow for stakeholders to interact at a personal level outside of the work environment, for example a ‘30 seconds’ games day/night.

4.5 Assessment of the study objectives and its attainment

This section determines if the primary and secondary objectives established in Chapter 1 (section 1.4.2) were achieved through critical evaluation and as a result, the success of this research study.

4.5.1 Primary objective of this study

This investigation’s intension was to achieve the primary objective of the research by determining the sources of stress and burnout at selected secondary schools in the Vaal Triangle, from the perspective of different stakeholders such as teachers, the

School Management Team (SMT – Principals, DP's and HOD's) and the School Governing Body (SGB – NTS and Parents).

The sources of stress and burnout section (Section B) of the questionnaire was specifically constructed to answer the primary objective, which was achieved in various sections in this study. By conducting an extensive literature study in Chapter 2 (sections 2.2.2 and 2.2.3), in addition to filtering through the data and organising the findings graphically in the empirical study of Chapter 3 (sections 3.2.1.2; 3.2.5.3.1; 3.2.5.8; 3.2.5.9; 3.2.5.10; 3.2.5.12.1; and 3.2.5.12.2) assisted the researcher to develop solutions below to answer the main research question. Constructing conclusions and recommendations based on the findings was presented in Chapter 4 (sections 4.2.2.2.1; 4.2.2.7.5; 4.2.2.7.6; 4.2.7.7; 4.2.2.8.2(a); 4.2.2.8.2(b); and 4.2.2.8.3), which also added value to reach the primary objective.

Subsequently, the secondary objectives were determined to refine the concept of the sources of stress and burnout and to identify other aspects that are linked to stress and burnout, which adds more substance and amplifies this research study. Establishing the secondary objectives allowed the researcher filtered thoroughly into various literatures (Chapter 2: section 2.2) to gain insight into the sources of stress and burnout. A combination of the Spector's physical health symptoms (section C), 'WHO' psychological health symptoms (section D), Job characteristics scale (section E), as well as the MBI general survey (section F) were included into the questionnaire as all of these models tested the various aspects related to stress and burnout, thereby covering all angles of this study. The empirical study (Chapter 3) as well as the conclusions and recommendations (Chapter 4) have both identified, organised, interpreted and deduced the data that was provided by the stakeholders fully. Thereby achieving the secondary objectives of this study.

4.5.2 Secondary Objectives of this study

This investigation addressed the following secondary objectives (SO) with the intention to accomplish the primary objective:

(**SO1**) To determine the factors that trigger stress and burnout in secondary schools.

(**SO2**) To determine the physical health symptoms of stakeholders that experiences stress and burnout.

(**SO3**) To determine the psychological health symptoms of stakeholders that experiences stress and burnout.

(**SO4**) To determine the job characteristics of stakeholders that experiences stress and burnout.

(**SO5**) To determine the psychometric properties of stakeholders that experiences stress and burnout.

4.5.2.1 Secondary Objective 1

SO1 was accomplished through a wide search of prior researchers' studies and was presented in Chapter 2 and Chapter 3. The purpose of determining the factors that trigger stress and burnout in secondary schools was exhibited theoretically in sections 2.2.2 and 2.2.3. In Chapter 3, section 3.2.5.3.1 also supported this SO to gather first-hand knowledge to answer this SO. Section 3.2.5.3.1 (Sources of stress and burnout) was divided into two (2) sections as questions B1-B14 concentrated on the triggers of stress and questions B15-B33 focused on the triggers of burnout. For Chapter 3, section 3.2.5.3.1(a): B1 scored '2- very heavy workload' at 63.5% (120) as the main source of stress and section 3.2.5.3.1(a): B2-14 scored 'B13- lack of parental involvement' as the highest aspect that influenced the stakeholders' stress levels. Section 3.2.5.3.1(b): B15 scored 'a combination of many things happening at once' at 67.7% (128) as the main source of burnout and section 3.2.5.3.1(b): B16-33 scored 'B31- limited classroom time given to teachers' as the highest aspect that influenced the stakeholders' burnout levels. This may be due to the daily demands to finish syllabus as well as keep up with records, homework, late coming and disruptions to mention a few, which diminishes actual time spent on constructive teaching and learning to occur. Links can also be made to section 3.2.5.3.4 (Job characteristics scale) as some aspects of the stakeholders job could also be a trigger that they experienced to cause their stress and burnout to escalate. SO2, SO3, SO4, and SO5 aided in the achievement of SO1.

4.5.2.2 Secondary Objective 2

Section C of the questionnaire consisting of 21 questions assisted the researcher to determine the physical health symptoms of stakeholders that experienced stress and burnout. The success of this SO was achieved by adapting Spector's Physical Health Symptoms to gather an accurate perspective of the stakeholders that are stressed and burnt-out. An in-depth literature study in Chapter 2, section 2.2.2 which highlighted the causes of stress (through demand and resources) also assisted to achieve this SO. Chapter 3, section 3.2.5.3.2 scored 'tiredness and fatigue' (average of 87.40%) as the greatest physical symptom and 'skin rash' (average of 90%, this was reversed scored, therefore the actual average was 24%) as the least physical symptom experienced by most stakeholders.

4.5.2.3 Secondary Objective 3

SO3 was attained by implementing the 'WHO' Psychological Health Symptoms in Section D of the questionnaire. Nine questions were posed to determine the psychological health symptoms of stakeholders that experienced stress and burnout. Chapter 2, section 2.2.3 supported the achievement of the SO as the literature identified the mediators of burnout (emotional exhaustion, cynicism and lack of professional ethicalness), which are psychological symptoms. In Chapter 3, section 3.2.5.3.3 scored 'mood swings' (average of 80.40%) as the greatest psychological symptom and 'panic and anxiety attacks' (average of 79.80%, this was reversed scored, therefore the actual average was 36%) as the least psychological symptom experienced by most stakeholders.

4.5.2.4 Secondary Objective 4

Section E of the questionnaire consisting of 48 questions aided the researcher to determine the job characteristics of stakeholders that experienced stress and burnout. The success of this SO was achieved by adapting the Job Characteristics Scale to collect an accurate perspective from the stakeholders. Some aspects in the literature study in Chapter 2, section 2.2.4 highlighting 'the effects causes of stress has on the mediators of burnout' also assisted to accomplish this SO. Chapter 3, section 3.2.5.3.4

scored ‘repeatedly having to do the same things’ (mean of 4.48) as the greatest job characteristic and ‘not being paid enough for the work done’ (mean of 4.49, this was reversed scored, therefore actual mean was 1.32) as the least job characteristic experienced by most stakeholders.

4.5.2.5 Secondary Objective 5

SO5 was attained by implementing the MBI General Survey in Section E of the questionnaire. Forty-two questions were posed to determine the psychometric properties of stakeholders that experienced stress and burnout. Chapter 2, section 2.2.5 supported the achievement of this SO as the literature identified the consequences of stress and burnout (organisational commitment, job satisfaction and organisational citizenship behaviour), which are psychometric properties. In Chapter 3, section 3.2.5.3.5 scored ‘I am good at my job’ (average score of 87%) as the greatest psychometric property and ‘I doubt the significance of my work’ (average score with 51.20%, this was reversed scored, therefore the actual average score was 42.60%) as the least psychometric property experienced by most stakeholders.

4.6 Other findings attained during this study

Finding 1: To ascertain how stress and burnout is conceptualised according to the literature.
Finding 2: To determine the type of support each stakeholder is receiving from the various levels in the education system.
Finding 3: To determine how much of support each stakeholder is receiving from the various levels in the education system.
Finding 4: To establish recommendations that can be made for future research and practice concerning stress and burnout.

4.6.1.1 Finding 1

Finding 1 was achieved by the extensive literature study conducted in Chapter 2. The objective to ascertain how stress and burnout is conceptualised according to the literature was presented in section 2.2. It was elaborated on by highlighting the

definitions and categories of stress and burnout, causes of stress, mediators of burnout, the effects that the causes of stress has on the mediators of burnout, consequences of stress and burnout, as well as coping methods that were extensively investigated and examined via prior academically inclined research studies.

4.6.1.2 Finding 2

In Section A (Biographical Information), question 12 was divided into five sub-questions to determine the type of support each stakeholder received from the various levels in the education system. The type of support ranged from Instrumental, Emotional, Informational and Appraisal for all sub-questions and the various levels included the District, Principal, DP, HOD and Colleagues (A12.1-A12.5). For each sub-question, stakeholders scored the 'district' as 'instrumental' as greatest support type with 51.9% (98) and 0% (0) of 'emotional' and 'appraisal' support type was selected the least; for the 'principal' sub-group, 'instrumental' was scored as the greatest support type with 53.4% (101) and 'emotional' with 4.8% (9) was selected as the least support type. The 'DP' sub-group scored 'instrumental' with 57.1% (108) as the greatest support type and the 'emotional' support type was selected the least with 3.7% (7). 'HOD's' scored greatest with 47.6% (90) for the 'instrumental' support type and 5.3% (10) for the 'emotional' support type. Lastly, 'colleagues' scored greatest with 48.7% (92) for the 'instrumental' support type and the 'emotional' support type scored the least at 11.1% (21). It is finally deduced that all sub-groups generally scored highest with the 'instrumental' support type and lowest with the 'emotional' support type with all stakeholders that participated. This section added value to the research and identified additional points. Further research needs to be done to ascertain as to why this is the case.

4.6.1.3 Finding 3

Also in Section A (Biographical Information), question 13 was similarly divided into five sub-questions to determine the amount of support each stakeholder received from the various levels in the education system. The amount of support ranged from Very little, Little, Moderate, Much and Very much for all sub-questions and the various levels included the District, Principal, DP, HOD and Colleagues (A13.1-A13.5).

For each sub-question, stakeholders scored the ‘district’ with ‘very little’ as the greatest amount of support received with 34.4% (65) and 0% (0) of ‘very much’ amount of support received was selected the least. For the ‘principal’ sub-group, ‘moderate’ was scored as the greatest amount of support received with 43.9% (83) and ‘very much’ with 0% (0) was selected as the least amount of support received. The ‘DP’ sub-group scored ‘very little’ with 36% (68) as the greatest amount of support received and the ‘very much’ amount of support received was selected the least with 0% (0). ‘HOD’s’ scored greatest with 60.3% (114) for the ‘moderate’ amount of support received and 0% (0) for the ‘very little’ amount of support received. Lastly, ‘colleagues’ scored greatest with 52.9% (100) for the ‘moderate’ amount of support received and the ‘very little’ amount of support received scored the least at 0% (0). It can finally be deduced that most sub-groups scored the most between the ‘very little’ and ‘moderate’ range for ‘amount of support received’ and lowest for the ‘very little’ and ‘very much’ range with all stakeholders that participated. This section reinforced the primary and secondary objectives to allow the researcher expand on the findings. Further research needs to be done to ascertain as to why this is the case.

4.6.1.4 Finding 4

After completing an extensive literature study, and a thorough data analysis that was generated from the 189 stakeholders’ feedback, this investigation managed to establish recommendations that can be made for future research and practice concerning stress and burnout, which can be seen in section 4.7, ‘Recommendations for future research’ below.

4.7 Recommendations for future research

This study was not without limitations. Based on the findings of this study, the researcher suggests some related follow-up studies that can be conducted in the future to improve the existing knowledge of this field, such as:

- What gaps can be identified that other researchers can follow up on:

- The researcher had only investigated selected secondary schools in the VT.
- The researcher had only administered questionnaires to stakeholders of the secondary school level.
- The upper levels of the DoE (example the district, circuit and provincial offices) was not involved in this study and therefore their perspective was not taken into account.
- Not all stakeholders are aware of the sources of stress and burnout, and how it influences their organisation and working environment.

➢ Other possibilities in the same research the researcher sees that can be researched further:

- Instead of only handing out questionnaires to stakeholders of the secondary school level, it would be better if district officials that interact with the stakeholders were also given questionnaires, so that their perspective can also be considered. This will assist officials to determine if they think that the sources of stress and burnout has been identified by the stakeholders involved so that effective coping mechanisms can be instilled to ensure that the stakeholders are equipped with the necessary tools to deal with this stressful environment more effectively.
- Conduct a quantitative longitudinal study that involves the study of the stakeholders over an extended period of time. By regularly monitoring the stress and burnout levels of the stakeholders over a long timeframe, it can generate richer and even more meaningful data.
- Are most stakeholders of schools in the area, province, country or world also experienced the research findings of this study?
- Conduct the same research in a bigger arena such as taking similar stakeholders of different provinces and countries and make that comparison.

4.8 Conclusion

The study was set out to investigate stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the VT. This study achieved the primary and secondary objectives established in Chapter 1, and consequently has:

- Determined the factors that trigger stress and burnout in secondary schools, which was accomplished via the literature study of the 'causes of stress' and the 'mediators of burnout' (Chapter 2: sections 2.2.2 and 2.2.3), as well as the findings presented and concluded in the empirical study (Chapter 3: sections 3.2.5.3.1- sources of stress and burnout (as the main source of stress was identified as having a 'very heavy workload' and the main source of burnout being 'a combination of many things happening at once'), 3.2.5.3.4 – job characteristics scale (indicated the highest characteristic being 'repeatedly having to do the same thing'), Chapter 4: section 4.5.2.1 – the accomplishment of SO1);
- Determined the physical health symptoms of stakeholders that experienced stress and burnout, by means of adapting Spector's Physical Health Symptoms survey into the questionnaire (section C), an in-depth literature study (Chapter 2: section 2.2.2 – identified the 'causes of stress' as physical health symptoms), as well as the findings of section C (Chapter 3: section 3.2.5.3.2 and Chapter 4: section 4.2.2.3 – identified 'tiredness and fatigue' as the highest physical health symptom and therefore the conclusions accomplished SO2);
- Determined the psychological health symptoms of stakeholders that experienced stress and burnout, by implementing the 'WHO' Psychological Health Symptoms (section D) into the questionnaire, the literature identified the mediators of burnout (Chapter 2, section 2.2.3) which are psychological symptoms, in addition to the feedback received from the stakeholders identifying 'mood swings' (Chapter 3, section 3.2.5.3.3) as the most common psychological health symptom, thus attaining SO3;
- Determined the job characteristics of stakeholders that experienced stress and burnout, by means of adapting the Job Characteristics Scale (section E) into the questionnaire, an in-depth literature study (Chapter 2: section 2.2.2 – identified the 'causes of stress' are linked to job characteristics), as well as the findings of section E (Chapter 3: section 3.2.5.3.4 – identified 'repeatedly having to do the same thing'

highest scoring characteristic and the conclusions made in Chapter 4: section 4.2.2.5 accomplished SO4); as well as

- Determined the psychometric properties of stakeholders that experienced stress and burnout, by utilising the MBI General survey in the questionnaire (section F), the responses of section F (Chapter 3: section 3.2.5.3.5 – identified 'I am good at my job' highest scoring statement and the conclusions discovered in Chapter 4: section 4.2.2.5 fulfilled SO5).

By achieving all of the above secondary objectives, it has ultimately led to the success of the study's primary objective, which has:

5. Determined the sources of stress and burnout at selected secondary schools in the VT, from the perspective of different stakeholders such as teachers, parents, the SMT and SGB, by taking all the secondary objectives achievements' into consideration.

Ultimately, this was attained through an extensive and comprehensive literature study (Chapter 2), data collection process, analysis, interpretation and the findings (Chapter 3), as well as recommendations and conclusions (Chapter 4) of this study.

Overall, the importance of identifying the sources of stress and burnout, including the way stakeholders handle the discovery and awareness process, in addition to continuous detection of these sources will enhance the schooling environment as a whole and is extremely imperative for the success of any organisation. Unfortunately, numerous stakeholders have the perception that the sources of stress and burnout are not experienced by their organisations employees and thus shun the criticality of the negative impact this psychological and physical condition can initiate. This viewpoint must transform in order for a school to be effectively managed and run, as well as the impact (either directly or indirectly) the sources of stress and burnout has at secondary schools as a whole.

At selected secondary schools where the research was conducted it was evident that the sources of stress and burnout was not truly being identified and addressed; as a

structure, stakeholder experiences and disciplinary consequences were sometimes put into practice however, this did not reduce the levels of stress and burnout most stakeholders encountered. It is therefore possible that the sources of stress and burnout does indeed affect the stakeholders of secondary schools, as their experiences and environment cultivates this destructive psychological, physical and emotionally draining experience to occur.

After the whole research process has been completed, this study finally concluded that the title links to the research question, which is associated with the research objectives. The research design was developed to ensure that a successful implementation of the research study was followed. It was further explained through a detailed literature study (Chapter 2), which lead to the construction of the research instrument that was administered to the stakeholders concerned. The findings gathered was reflected in Chapter 3, with conclusions and recommendations determined in Chapter 4 fully relate and ties the study well together. It can therefore be mentioned, that a golden thread flows throughout this study as all the objectives were identified and finally realized to investigate the sources of stress and burnout at selected secondary schools in the VT.

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LIST OF APPENDICES

APPENDIX A: Informed consent and Questionnaire

ETHICAL CLEARANCE NUMBER: EMSPBS16/06/03-01/03

TITLE OF THE RESEARCH PROJECT: Investigating stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the Vaal Triangle

Dear Participant,

I am currently studying towards my Masters in Business Administration at the North West University (School of Business and Governance) and I am conducting a study based on investigating stakeholder perspectives on the sources of stress and burnout at secondary schools within the Vaal Triangle area.

Stress and burnout have been a shunned aspect in the academic working environment over the years. It is imperative that management take into consideration the sources of stress and burnout so that effective and valuable techniques can be administered to overcome this problem. There are numerous techniques to implement in an organisation to decrease the effects that stress and burnout have on employees. It is therefore vital for an employer to be able to identify the characteristics of stress and burnout to ensure that an effective working environment is established and maintained.

This questionnaire is entirely on a voluntary basis, it is ethical and your anonymity will be well maintained. It is assured that all data generated will be kept confidential and intended for this academic research function only. If the results of the research are requested, they will be made available to you.

Your participation is highly appreciated.

Thank You

Regards

Thirusha Govender

DO NOT FILL OUT

Questionnaire number

STRESS AND BURNOUT QUESTIONNAIRE

This questionnaire consists of six sections (i.e. Section A up to Section F). Please fill each section in full and to the best of your ability. Each section has its own instructions; please take note of it while answering.

SECTION A: BIOGRAPHICAL INFORMATION

Please tick the appropriate box.

1. Current Age:

18-30	**1**	31-40	**2**	41-50	**3**	51-60	**4**	>61	**5**

2. Gender:

Male	**1**	Female	**2**

3. Race:

Black	**1**	White	**2**	Indian	**3**	Coloured	**4**	Other	**5**

4. Language preference:

English	**1**	Afrikaans	**2**	Sesotho	**3**	IsiZulu	**4**	Venda	**5**	IsiXhosa	**6**	Other	**7**

5. Stakeholder level:

Teacher	**1**	SMT member						SGB member (non-teaching staff, parent)			
		HOD	**2**	Deputy principal	**3**	Principal	**4**	Non-teaching staff	**5**	Parent	**6**

6. Level of Education:

Grade 10-12	**1**	Diploma	**2**	Undergraduate Degree	**3**	Honours Degree	**4**	Masters Degree	**5**	Doctorate /PhD	**6**	Other	**7**

7. What is your current perceived level of understanding regarding the sources of stress and burnout?

None	**1**	Fair	**2**	Good	**3**	Excellent	**4**

8. How many years of experience do you have in the schooling environment?

0-5	**1**	6-10	**2**	11-15	**3**	16-20	**4**	21-30	**5**	>31	**6**

9. Which district are you in?

Vanderbijlpark	**1**	Sasolburg	**2**	Vereeniging	**3**

10. Type of School:

Government	**1**	Private	**2**	Semi-Private	**3**

11. Were you promoted in the last 5 years?

Yes	**1**	No	**2**

12. What <u>type</u> of support are you currently receiving? Please choose <u>only one</u> type per sub-heading.

Types of support

Instrumental – give help of a practical nature to solve problems

Emotional – sympathy with and showing interest in your problems

Informational – give information that help you deal with problems

Appraisal – provide feedback about functioning to enhance esteem

12.1	**District**	Instrumental	**1**	Emotional	**2**	Informational	**3**	Appraisal	**4**
12.2	**Principal**	Instrumental	**1**	Emotional	**2**	Informational	**3**	Appraisal	**4**
12.3	**Deputy principal**	Instrumental	**1**	Emotional	**2**	Informational	**3**	Appraisal	**4**
12.4	**HOD**	Instrumental	**1**	Emotional	**2**	Informational	**3**	Appraisal	**4**
12.5	**Colleagues**	Instrumental	**1**	Emotional	**2**	Informational	**3**	Appraisal	**4**

13. What <u>amount</u> of support are you currently receiving? Please choose <u>only one</u> level per sub-heading.

Amount of support you actually receive(s)

1 – Very little **2** – Little **3** – Moderate **4** – Much **5** – Very much

13.1	**District**	**1**	**2**	**3**	**4**	**5**
13.2	**Principal**	**1**	**2**	**3**	**4**	**5**
13.3	**Deputy principal**	**1**	**2**	**3**	**4**	**5**
13.4	**HOD**	**1**	**2**	**3**	**4**	**5**
13.5	**Colleagues**	**1**	**2**	**3**	**4**	**5**

14. Will you consider a different career if given the opportunity?

Yes	**1**	No	**2**

SECTION B: SOURCES OF STRESS AND BURNOUT

Please **select one** preference from the options provided.

1. What do you think is the main source of <u>stress</u>?

No Support/poor supervision	**1**	Very heavy workload	**2**	Being under pressure	**3**	Job insecurity	**4**	Not meeting deadlines	**5**	Other	**6**

If Other, please elaborate:
.....
……..

SCALE: Please use the scale below to determine the intensity of your choice for questions 2-14.

1 =Totally disagree	**2 =Disagree**	**3 =Neutral**	**4 =Agree**	**5 =Totally agree**

	STATEMENTS	**SCALE**				
2.	**Does the demands of work increase stress levels?**	**1**	**2**	**3**	**4**	**5**

3.	**Does the demands to achieve high pass rates increase stress levels?**	**1**	**2**	**3**	**4**	**5**
4.	**Does the relationships in a working environment create more stress?**	**1**	**2**	**3**	**4**	**5**
5.	**Does extra curricula activities add to stress?**	**1**	**2**	**3**	**4**	**5**
6.	**Do you think changes in the schooling environment causes stress?**	**1**	**2**	**3**	**4**	**5**
7.	**Does huge amounts of paperwork and participating in school events cause more stress?**	**1**	**2**	**3**	**4**	**5**
8.	**Does poor working conditions influence stress?**	**1**	**2**	**3**	**4**	**5**
9.	**Does inadequate learner behaviour contribute to stress?**	**1**	**2**	**3**	**4**	**5**
10.	**Does a shortfall of administrative support cause stress?**	**1**	**2**	**3**	**4**	**5**
11.	**Does the inadequate learner-teacher ratio increase stress levels?**	**1**	**2**	**3**	**4**	**5**
12.	**Does the implementation of new policies and procedures influence stress?**	**1**	**2**	**3**	**4**	**5**
13.	**Do you think the lack of parental involvement causes stress?**	**1**	**2**	**3**	**4**	**5**
14.	**Does backlog of workload cause stress?**	**1**	**2**	**3**	**4**	**5**

15. What do you think is the main source of <u>burnout</u>?

No Sleep	**1**	Inadequate Breaks	**2**	Long hours/days	**3**	A combination of many things happening at once	**4**	Lack of support	**5**	Other	**6**

If Other, please elaborate:
.....
……..

16. In the last 3 months, how productive have you felt in your job?

Less than 60% Productive	**1**	60-69% Productive	**2**	70-79% Productive	**3**	80-89% Productive	**4**	More than 90% Productive	**5**

SCALE: Please use the scale below to determine the intensity of your choice for questions 17-33.

1 =Totally disagree	2 =Disagree	3 =Neutral	4 =Agree	5 =Totally agree

	STATEMENTS	SCALE				
17.	Do you think lack of control is linked to burnout?	1	2	3	4	5
18.	Does continuous stress lead to burnout?	1	2	3	4	5
19.	Can 'values conflict' between an employee and their organisation result in burnout?	1	2	3	4	5
20.	Can insufficient rewards/remuneration lead to burnout?	1	2	3	4	5
21.	Does work overload result in burnout?	1	2	3	4	5
22.	Can unfairness in the organisation lead to burnout?	1	2	3	4	5
23.	Can a breakdown of parent-teacher (community) involvement influence burnout?	1	2	3	4	5
24.	Does continuous physical, emotional, and mental exhaustion lead to burnout?	1	2	3	4	5
25.	Do you think that burnout leads to poor health and mental exertion such as cardiovascular diseases, musculoskeletal pain and nervousness?	1	2	3	4	5
26.	Is burnout experienced through inferior efficiency and productivity?	1	2	3	4	5
27.	Does job frustration lead to burnout?	1	2	3	4	5
28.	Is a decrease in obligation and dedication a result of burnout?	1	2	3	4	5
29.	Is burnout experienced by a combination of emotional exhaustion, personal accomplishment, and depersonalisation?	1	2	3	4	5
30.	Does continuous misbehaviour of learners result in burnout?	1	2	3	4	5
31.	Does limited classroom time given to teachers result in burnout?	1	2	3	4	5
32.	Is burnout a result of continuous stress?	1	2	3	4	5
33.	Does demographic qualities such as age, sex, class level, marital status and cultural background play role in burnout?	1	2	3	4	5

SECTION C: SPECTOR'S PHYSICAL HEALTH SYMPTOMS

Over the last 3 months, how frequently have you experienced any of the following symptoms:

SCALE:

1 = Never	2 = Once a Month	3 = Once a week	4 = Few times a week	5 = Everyday

	STATEMENT	SCALE				
1.	Muscular tension / pain / aches.	1	2	3	4	5
2.	Low back pain / aches.	1	2	3	4	5
3.	Feeling sick.	1	2	3	4	5
4.	An upset stomach or nausea.	1	2	3	4	5
5.	A backache.	1	2	3	4	5
6.	Trouble sleeping.	1	2	3	4	5
7.	A skin rash.	1	2	3	4	5
8.	Shortness of breath.	1	2	3	4	5
9.	Chest pain.	1	2	3	4	5
10.	Headache.	1	2	3	4	5
11.	Fever.	1	2	3	4	5
12.	Acid indigestion or heartburn.	1	2	3	4	5
13.	Eye strain.	1	2	3	4	5
14.	Diarrhoea.	1	2	3	4	5
15.	Stomach cramps (Not menstrual).	1	2	3	4	5
16.	Constipation.	1	2	3	4	5
17.	Heart pounding when not exercising.	1	2	3	4	5
18.	An infection.	1	2	3	4	5
19.	Loss of appetite.	1	2	3	4	5
20.	Dizziness.	1	2	3	4	5
21.	Tiredness or fatigue.	1	2	3	4	5

SECTION D: 'WHO' PSYCHOLOGICAL HEALTH SYMPTOMS

Over the last 3 months, how frequently have you experienced any of the following symptoms:

SCALE:

1 = Never	2 = Once a Month	3 = Once a week	4 = Few times a week	5 = Everyday

	STATEMENT	SCALE				
1.	Panic / Anxiety attacks.	1	2	3	4	5
2.	Constant irritability.	1	2	3	4	5
3.	Difficulty in making decisions.	1	2	3	4	5
4.	Feeling / becoming easily angry.	1	2	3	4	5
5.	Feeling unable to solve daily problems.	1	2	3	4	5
6.	Avoiding contact with other people.	1	2	3	4	5
7.	Mood swings.	1	2	3	4	5
8.	Unable to listen to other people.	1	2	3	4	5
9.	Having difficulty concentrating.	1	2	3	4	5

SECTION E: JOB CHARACTERISTICS SCALE

The purpose of this questionnaire is to obtain an accurate picture of how you personally evaluate specific aspects of your work and working environment. Please read each statement carefully and decide if you feel this way. Please do not skip any questions.

SCALE:

1 =Totally disagree	2 =Disagree	3 =Neutral	4 =Agree	5 =Totally agree

	STATEMENTS	SCALE				
1.	Do you have too much work to do?	1	2	3	4	5
2.	Do you work under time pressure?	1	2	3	4	5
3.	Do you find that you do not have enough work?	1	2	3	4	5

4.	**Do you have to be attentive to many things at the same time?**	**1**	**2**	**3**	**4**	**5**
5.	**Do you have to give continuous attention to your work?**	**1**	**2**	**3**	**4**	**5**
6.	**Do you have to remember many things in your work?**	**1**	**2**	**3**	**4**	**5**
7.	**Are you confronted in your work with things that affect you personally?**	**1**	**2**	**3**	**4**	**5**
8.	**Do you have contact with difficult children in your work?**	**1**	**2**	**3**	**4**	**5**
9.	**Does your work put you in emotionally upsetting situations?**	**1**	**2**	**3**	**4**	**5**
10.	**In your work, do you repeatedly have to do the same things?**	**1**	**2**	**3**	**4**	**5**
11.	**Does your work make sufficient demands on all your skills and capacities?**	**1**	**2**	**3**	**4**	**5**
12.	**Do you have enough variety in your work?**	**1**	**2**	**3**	**4**	**5**
13.	**Does your job offer you opportunities for personal growth and development?**	**1**	**2**	**3**	**4**	**5**
14.	**Does your work give you the feeling that you can achieve something?**	**1**	**2**	**3**	**4**	**5**
15.	**Does your job offer you the possibility of independent thought and action?**	**1**	**2**	**3**	**4**	**5**
16.	**Do you have freedom in carrying out your work activities?**	**1**	**2**	**3**	**4**	**5**
17.	**Do you have influence in the planning of your work activities?**	**1**	**2**	**3**	**4**	**5**
18.	**Can you participate in the decision about when a piece of work must be completed?**	**1**	**2**	**3**	**4**	**5**
19.	**Can you count on your colleagues when you come across difficulties in your work?**	**1**	**2**	**3**	**4**	**5**
20.	**If necessary, can you ask your colleagues for help?**	**1**	**2**	**3**	**4**	**5**
21.	**Do you get on well with your colleagues?**	**1**	**2**	**3**	**4**	**5**
22.	**Can you count on your supervisor when you come across difficulties in your work?**	**1**	**2**	**3**	**4**	**5**
23.	**Do you get on well with your supervisor?**	**1**	**2**	**3**	**4**	**5**
24.	**In your work, do you feel appreciated by your supervisor?**	**1**	**2**	**3**	**4**	**5**
25.	**Do you know exactly what other people expect of you in your work?**	**1**	**2**	**3**	**4**	**5**
26.	**Do you know exactly for what you are responsible and which areas are not your responsibility?**	**1**	**2**	**3**	**4**	**5**

27.	**Do you know exactly what your direct supervisor thinks of your performance?**	**1**	**2**	**3**	**4**	**5**
28.	**Do you receive sufficient information on the purpose of your work?**	**1**	**2**	**3**	**4**	**5**
29.	**Do you receive sufficient information on the results of your work?**	**1**	**2**	**3**	**4**	**5**
30.	**Does your direct supervisor inform you about how well you are doing your work?**	**1**	**2**	**3**	**4**	**5**
31.	**Are you kept adequately up-to-date about important issues within the education department?**	**1**	**2**	**3**	**4**	**5**
32.	**Is the education department's decision-making process clear to you?**	**1**	**2**	**3**	**4**	**5**
33.	**Is it clear to you whom you should address within the education department for specific problems?**	**1**	**2**	**3**	**4**	**5**
34.	**Can you discuss work problems with your direct supervisor?**	**1**	**2**	**3**	**4**	**5**
35.	**Can you participate in decisions about the nature of your work?**	**1**	**2**	**3**	**4**	**5**
36.	**Do you have a direct influence on your school's decisions?**	**1**	**2**	**3**	**4**	**5**
37.	**Do you have contact with colleagues as part of your work?**	**1**	**2**	**3**	**4**	**5**
38.	**Can you have a chat with colleagues during working hours?**	**1**	**2**	**3**	**4**	**5**
39.	**Do you find that you have enough contact with colleagues during working hours?**	**1**	**2**	**3**	**4**	**5**
40.	**Do you need to feel more secure to ensure that you will be still working in a year's time?**	**1**	**2**	**3**	**4**	**5**
41.	**Do you need to feel more secure to ensure that you will keep your current job in the next year?**	**1**	**2**	**3**	**4**	**5**
42.	**Do you need to feel more secure so that next year you will keep the same function level that you are currently holding?**	**1**	**2**	**3**	**4**	**5**
43.	**Do you think that the education department pays good salaries?**	**1**	**2**	**3**	**4**	**5**
44.	**Can you live comfortably on your pay?**	**1**	**2**	**3**	**4**	**5**
45.	**Do you think you are paid enough for the work that you do?**	**1**	**2**	**3**	**4**	**5**
46.	**Does your job offer you the possibility to progress financially?**	**1**	**2**	**3**	**4**	**5**

47.	**Does your organisation give you opportunities to follow training courses?**	**1**	**2**	**3**	**4**	**5**
48.	**Does your job give you the opportunity to be promoted?**	**1**	**2**	**3**	**4**	**5**

SECTION F: MBI GENERAL SURVEY

The purpose of this survey is to assess how you view your job and what your reactions are to your work. The following are statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. Indicate how often by writing the number (from 1-5) that best describes how frequently you feel that way.

SCALE:

1 = A few times a year or less	**2 = Once a month or less**	**3 = A few times a month**	**4 = Once a week**	**5 = A few times a week or more**

	STATEMENTS	**SCALE**				
1.	**I feel emotionally drained from my work.**	**1**	**2**	**3**	**4**	**5**
2.	**I am bursting with energy in my work.**	**1**	**2**	**3**	**4**	**5**
3.	**I feel used up at the end of the workday.**	**1**	**2**	**3**	**4**	**5**
4.	**I find my work full of meaning and purpose.**	**1**	**2**	**3**	**4**	**5**
5.	**I feel tired when I get up in the morning and have to face another day on the job.**	**1**	**2**	**3**	**4**	**5**
6.	**Time flies when I'm working.**	**1**	**2**	**3**	**4**	**5**
7.	**Working all day is really a strain for me.**	**1**	**2**	**3**	**4**	**5**
8.	**I feel strong and vigorous in my job.**	**1**	**2**	**3**	**4**	**5**
9.	**I can effectively solve the problems that arise in my work.**	**1**	**2**	**3**	**4**	**5**
10.	**I am enthusiastic about my job.**	**1**	**2**	**3**	**4**	**5**
11.	**I feel burned out from my work.**	**1**	**2**	**3**	**4**	**5**
12.	**When I am working, I forget everything else around me.**	**1**	**2**	**3**	**4**	**5**
13.	**I feel I am making an effective contribution to what this organisation does.**	**1**	**2**	**3**	**4**	**5**
14.	**My job inspires me.**	**1**	**2**	**3**	**4**	**5**

15.	**I have become less interested in my work since I started this job.**	**1**	**2**	**3**	**4**	**5**
16.	**When I get up in the morning, I feel like going to work.**	**1**	**2**	**3**	**4**	**5**
17.	**I have become less enthusiastic about my work.**	**1**	**2**	**3**	**4**	**5**
18.	**I feel happy when I am engrossed in my work.**	**1**	**2**	**3**	**4**	**5**
19.	**In my opinion, I am good at my job.**	**1**	**2**	**3**	**4**	**5**
20.	**I am proud of the work that I do.**	**1**	**2**	**3**	**4**	**5**
21.	**I feel exhilarated when I accomplish something at work.**	**1**	**2**	**3**	**4**	**5**
22.	**I am immersed in my work.**	**1**	**2**	**3**	**4**	**5**
23.	**I have accomplished many worthwhile things in this job.**	**1**	**2**	**3**	**4**	**5**
24.	**In my job, I can continue working for very long periods at a time.**	**1**	**2**	**3**	**4**	**5**
25.	**I just want to do my work and not be bothered.**	**1**	**2**	**3**	**4**	**5**
26.	**To me, my work is challenging.**	**1**	**2**	**3**	**4**	**5**
27.	**I have become more cynical about whether my work contributes anything.**	**1**	**2**	**3**	**4**	**5**
28.	**I get carried away by my work.**	**1**	**2**	**3**	**4**	**5**
29.	**I doubt the significance of my work.**	**1**	**2**	**3**	**4**	**5**
30.	**I am very resilient, mentally, in my job.**	**1**	**2**	**3**	**4**	**5**
31.	**At my work, I feel confident that I am effective at getting things done.**	**1**	**2**	**3**	**4**	**5**
32.	**It is difficult to detach myself from my job.**	**1**	**2**	**3**	**4**	**5**
33.	**I always persevere at work, even when things do not go well.**	**1**	**2**	**3**	**4**	**5**
34.	**I feel happy when my attention is totally focused on my work.**	**1**	**2**	**3**	**4**	**5**
35.	**I feel strong and full of life and energy in my work.**	**1**	**2**	**3**	**4**	**5**
36.	**In my job I can comfortably deal with stressful situations and I easily recover from such situations.**	**1**	**2**	**3**	**4**	**5**
37.	**I enjoy devoting all my attention and energy to my work.**	**1**	**2**	**3**	**4**	**5**
38.	**I feel I treat some learners if they were impersonal objects.**	**1**	**2**	**3**	**4**	**5**

39.	**I've become more uncaring toward people since I took this job.**	**1**	**2**	**3**	**4**	**5**
40.	**I worry that this job is hardening me emotionally.**	**1**	**2**	**3**	**4**	**5**
41.	**I don't really care what happens to some learners.**	**1**	**2**	**3**	**4**	**5**
42.	**I feel learners blame me for some of their problems.**	**1**	**2**	**3**	**4**	**5**

Thank you for taking the time to answer this questionnaire. Your feedback is highly appreciated. If you have any queries please contact T. Govender on 0832909572.

APPENDIX B: Title Registration Letter

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web:
http://www.nwu.ac.za

Higher Degree Administration
Tel: 018-299 2626
Email: 21711542@nwu.ac.za

02 June 2017

Dear Mrs Govender

REGISTRATION OF TITLE

At the recent Faculty Board meeting, the faculty of **Economic and Management Sciences** approved your title as follows:

Investigating stakeholder perspectives on the sources of stress and burnout at selected secondary schools in the Vaal Triangle

The abovementioned title may under **no circumstances** be changed without consulting your supervisor/promoter and obtaining the approval from the Faculty Board.

Should you wish to submit for examination, please inform your supervisor. If you intend on not submitting, please submit the Notice of not submitting form. The form is available at the M & D department or the administrative manager of the faculty.

Dates of submission of copies for examination:

- **1 April 2017 to 30 April 2017 to qualify for the September/October 2017 graduation ceremony**
- **1 October 2017 to 31 October 2017 for the May 2018 graduation ceremony**

Should you neglect to submit by 30 October 2017, the possibility exists that you will not qualify to graduate in May 2018. You will then be required to register again for 2018 to qualify for the next graduation ceremony in September/October 2018.

Your attention is drawn to the following publications / web addresses:

- A Rules: http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7PArules2015_e_1.pdf
- Manual for Postgraduate Studies: http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-research-support/Manuals/ICRI/2016-04-06%20ICRI%20Manual%20for%20M%20and%20D%20students.pdf

We wish you a pleasant and successful period of study.

Yours sincerely

Pretorius

Ms N Pretorius
FOR CAMPUS REGISTRAR

Original details: (1051217) C:\Users\10512187\Desktop\Title registration.docm 9 March 2015

File reference: 7.1.11.1