The nature and impact of psychological violence on staff members' health in FET Colleges: Strategies for prevention and support

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DEDICATION

This thesis is dedicated to my husband, Carel Meyer, who offered me unconditional love and support throughout the course of this study. I also dedicate this study to my late parents, Clarence and Mannscher Combrink for their love and faith in me, but who never saw me pursue their dreams for me.

OPSOMMING

Psigologiese geweld is tans besig om op die voorgrond te tree as ’n hoof-prioriteit in alle werksplekke as gevolg van die ernstige, nadelige gevolge daarvan op die gesondheid van slagoffers. Die studie maak gebruik van ’n dwarssnee gemengde-metodologie om die aard van psigologiese geweld en die impak daarvan op die gesondheid van personeellede in VOO-(Verdere Onderwys- en Opleidings) Kolleges en hoe hulle dit hanteer, te ondersoek. Op grond van die bevindinge word voorkomende en ondersteunende strategieë aanbeveel om personeellede se ervarings van psigologiese geweld en die impak daarvan op al die kontekste van hul gesondheid aan te spreek en te verbeter.

Twee instrumente is gebruik om kwantitatiewe data in te samel naamlik ’n Psigologiese-Geweld-Skaal, wat ontwikkel is, en ’n Simptome-Kontrolelys. Die instrumente is gelyktydig versprei na die studiepopulasie van 262 akademiese en administratiewe personeellede in VOO Kolleges. Doelgerigte steekproeftrekking is gebruik en die steekproefgrootte van 174 respondente het die instrumente voltooid terugbesorg. Nege-en-twintig respondente het hul bereidwilligheid aangetoon om individueel deel te neem aan die onderhoude vir die kwalitatiewe gedeelte van die studie.

Die kwantitatiewe bevindings toon aan dat psigologiese geweld voorkom in VOO-Kolleges, wat as ernstig ervaar word en meestal veroorsaak word deur meerderes. Die mees algemene en ernstigste ervarings van psigologiese geweld van personeellede sluit in: oormatige druk om meer werk te lewer; onredelike sperdatums; onbeheerbare werkslading; meer take wat toegeken word aan ’n persoon in vergelyking met ander personeellede op dieselfde posvlak en klagtes wat op dowe ore val. Die mees algemene en ernstigste ervarings van personeellede soos bepaal deur faktor-analise sluit in: onregverdige eise en gebrek aan erkenning, werk wat uitermate gemonitor word, wanfunksionerende korporatiewe kommunikasie en outokrasie en intimidasie.

Die respondente het nuwe gesondheids-simptome ervaar sedert die aanvang van psigologiese geweld, naamlik: chroniese uitputting/moegheid, konsentrasieverlies, onderbroke slaap, prikkelbaarheid, geïrriteerdheid, skrik maklik, heeltyd op hoede, paniek, spanningshoofpyne, depressie en gewelddadige gedagtes teenoor andere.

Die kwalitatiewe bevindings toon aan dat deelnemers misbruik deur bestuur ervaar as wanfunksionerende korporatiewe kommunikasie, onregmatige verbale en nie-verbale kommunikasie, wanfunksionerende optrede, onttrekking, strukturele geweld, wanfunksionerende bestuur en onregverdige eise. Misbruik vanaf die Departement van

Onderwys is ervaar as oormatige druk, intimidasie, swak beplanning en die oneffektiewe implementering van die nuwe kurrikulum. Kollegas op dieselfde vlak misbruik deur middel van onvanpaste optrede, studente misbruik deur wanfunksionerende gedrag en ondergeskiktes misbruik deur middel van onttrekking.

Psigologiese geweld het ’n negatiewe impak op die psigologiese, biofisiese, spirituele, ekologiese en metafisiese gesondheidskontekste van personeellede gehad. Ooggetuies van psigologiese geweld (sekondêre psigologiese geweld) is ervaar as inskikking om psigologiese geweld te voorkom wat te wyte is aan vrees om die volgende slagoffer te word.

Bevindings van beide datastelle het bevestig dat personeellede in VOO-Kolleges psigologiese geweld in verskeie vorme ervaar, dat dit ’n impak op hul gesondheid het en dat hulle oor beperkte strategieë beskik om dit te hanteer. Op grond van die bevindinge, word ‘n aantal voorkomende en ondersteunende strategieë op nasionale, organisatoriese, leierskap, groep, interpersoonlike en individuele vlakke voorgestel om psigologiese geweld en die impak daarvan op personeellede se gesondheid in VOO-Kolleges doeltreffend aan te spreek en te verbeter.

Die studie lewer ‘n aansienlike bydrae tot die psigologiese geweld-literatuur in die algemeen en in besonder VOO Kolleges. Die innoverende multi-vlak voorkomende en ondersteunende strategieë voortspruitend uit die studie is noodsaaklik om psigologiese geweld in werksplekke doeltreffend aan te spreek en die impak daarvan op die gesondheid van personeellede te verbeter.

Sleutelwoorde: Psigologiese geweld, werksplek afknouery, sameswering, teistering, gesondheid impak, multivlak strategieë, voorkomende/ondersteunende strategieë, gemengde-metodologie, opvoeders, VOO-Kolleges

SUMMARY

Psychological violence is currently emerging as a priority concern in all workplaces owing to its serious negative consequences on victims' health. This study, using a cross-sectional mixed-methodology, investigates the nature and impact of psychological violence on staff members' health at FET Colleges and how they cope with it. Based on the findings, preventative and supportive strategies are proposed to address and ameliorate staff members' experiences of psychological violence and the impact thereof on all contexts of their health.

Two instruments were used to collect quantitative data, namely a Psychological Violence Scale that has been developed, and a Symptom Checklist. These instruments were distributed simultaneously to the study population of 262 academic and administration staff members at FET Colleges. Purposive sampling was used and the sample size of 174 respondents returned the completed instruments. Twenty-nine respondents indicated their willingness to be individually interviewed for the qualitative part of the study.

Quantitative findings indicated that psychological violence is prevalent in FET Colleges, which is experienced severely and originates mostly from superiors. The most prevalent and severe forms of psychological violence experienced by staff members include: excessive pressure to produce more work; being given unreasonable deadlines; being exposed to unmanageable workload; more tasks assigned to one as opposed to other staff members at similar post levels and complaints that fall on deaf ears. The most prevalent and severe experiences of staff members as determined by factor analysis include: unfair demands and lack of recognition, work excessively monitored, dysfunctional corporate communication and autocracy and intimidation.

The respondents experienced new health symptoms emerging since the onset of psychological violence, namely: feeling chronically fatigued/tired, loss of concentration, disrupted sleep, feeling edgy, irritable, easily startled, constantly on guard, panic, stress headaches, depression and thinking about being violent toward others.

Qualitative findings indicated that participants experienced managerial abuse as dysfunctional corporate communication, abusive verbal and non-verbal communication, dysfunctional conduct, disengagement, structural violence, dysfunctional management and unfair demands. Abuse experienced from the Department of Education includes; excessive pressure, intimidation, poor planning and the ineffective implementation of the new curriculum. Colleagues of equal status abused by means of inappropriate conduct, students abused through dysfunctional conduct and subordinates abused through disengagement.

Psychological violence impacted negatively on the psychological, biophysical, spiritual, ecological and metaphysical health contexts of staff members. Witnesses to psychological violence (secondary psychological violence) were perceived as conforming to avoid bullying owing to fear of becoming the next target.

Findings from both datasets confirmed that staff members at FET Colleges experience psychological violence in various forms in that it has an impact on their health and that they have limited strategies with which to cope. Based on the findings, a number of preventative and supportive strategies are recommended on national, organisational, leadership, group, interpersonal and individual levels to address psychological violence at FET Colleges and to ameliorate its impact on staff members' health.

This study contributes significantly towards the psychological violence literature in general and in particular, FET Colleges. The innovative multi-level preventative and supportive strategies forthcoming from this study are imperative to address psychological violence in workplaces and to ameliorate its impact on staff members' health.

Key words: Psychological violence, workplace bullying, mobbing, harassment, health impact, multi-level strategies, preventative/supportive strategies, mixed-methodology, educators, FET Colleges

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CHAPTER 1

ORIENTATION, MOTIVATION AND STATEMENT OF PROBLEM

1.1 INTRODUCTION

Much research has already been conducted in the field of Educational Psychology on stress that teachers and lecturers experience, inherent to the nature of their profession (Oberholzer, 2006:4). Although general stressors and causative factors have been identified, limited research and knowledge still exists on the nature and impact of psychological violence as a stressor on the health of educators in South Africa where the educational sector is currently characterised by drastic and continuous change. This applies more so in the Further Education and Training (FET) sector at present (cf par. 1.8.3.3). According to Ellis (2007), the incidence of psychological violence rises concurrently with change and transformation in organisations. Therefore, the possibility that staff members at FET Colleges are subjected to psychological violence cannot be ruled out.

Psychological violence causes severe stress to targets but organisations often tend to ignore its existence or do not give due attention to it (Blase & Blase, 2003; Namie *in* the Workplace Bullying Institute (WBI) Labor Day Surveys, 2008). However, psychological violence cannot be ignored due to its serious negative consequences to the health of the individual as well as the teaching-learning process (Anon, 2007a *in* the Teacher Support Network; Kirsten, 2007:6-8; Blase & Blase, 2008:263; United Kingdom (UK) National Workplace Bullying Advice Line, 2010a:5, 2010b:1, 2010c:2). This study will also confirm that psychological violence has negative consequences to the health of educators.

Research revealed that even when psychological violence is recognised as such, targets receive limited support, if any, from their colleagues and management (Namie *in* the WBI Labor Day Surveys, 2008). On the contrary, targets of psychological violence are often abandoned by colleagues and the system (Namie & Namie, 2009a:111; UK National Workplace Bullying Advice Line, 2010d:3, 2010e:1, 2010f:3, 2010g:10). It is therefore vital to recognise and expose psychological violence. It is also important to realise its negative effects on individual health and the organisations in which it occurs. Only then can the problem of psychological violence be appropriately addressed.

1.2 ORIENTATION, MOTIVATION & STATEMENT OF THE PROBLEM

The general aim of this study is to investigate psychological violence experienced by staff members at Further Education and Training Colleges (FET Colleges) and related to this, to propose preventative and supportive strategies to address the problem of psychological

violence at FET Colleges. If staff members experience psychological violence from their interaction with superiors, colleagues and students, it may have serious negative consequences for their health and wellness, as well as the whole teaching-learning process and the organisations in which it prevails.

Physical violence in the workplace has received the necessary attention and recognition, but the existence of psychological violence has long been underestimated (Di Martino, 2003:1). As early as 1983, the International Labour Organisation (ILO) stated in their report that psychological violence should receive the same emphasis as physical violence, owing to its severe consequences on health (ILO, 1998:3). Psychological violence is not only a serious form of violence, but evidence suggests that it is more prevalent than, and has consequences as severe as physical violence (ILO, 1998; Keashly, 2007).

Psychological violence is emerging as a priority concern in workplaces, leading to a new awareness and re-evaluation of the importance of all psychological risks at work (Di Martino, 2003:1; Wiskow, 2003:6; ILO, 2006). Psychological violence does not only cause harm to the victim's physical and psychological health, but may also negatively affect the victim's income, livelihood, mental, spiritual, moral, and social life (Steinman, 2003:3; Namie & Namie, 2009a:4).

Psychological violence, such as mobbing, bullying and harassment, affect all sectors and categories of workers (Einarsen, 1999; Steinman, 2003:1; Namie *in* the 2008 WBI Labor Day Surveys). Ellis (2007) claims that one in two United Kingdom (UK) employees have been bullied during the course of their working lives. The Bergen Bullying Research Group (2010a:1) declares that every tenth employee in Great Britain is exposed to workplace bullying. In South Africa, a high majority of 78% of employees indicated that they had been bullied or victimised at least once in their careers (Work Trauma Foundation, 2008).

While one would like to believe that the education sector with its mission of service to others would generally be safe from psychological violence, evidence suggests that the prevalence of psychological violence amongst teachers is considerably high (Ellis, 2007; Blase & Blase, 2008:295; UK National Workplace Bullying Advice Line, 2010a:1). International research indicates that teachers form one of the largest occupational groups experiencing psychological violence (Einarsen, 1999; Holmes & Page, 2003).

Psychological violence is more likely to occur in organisations where there is a threat of redundancy, organisational change and restructuring, reform or where job insecurity and excessive workloads resulting in high levels of stress is experienced (Neuman, 2000a; Ellis, 2007; Hauge, Skogstad & Einarsen, 2009:349). Given that FET Colleges in South Africa are currently in the process of transformation, reform and change - the employer changing from the

Department of Education to the College Council, the introduction of the Outcomes Based Education curriculum, the restructuring of posts and the implementation of Employment Equity and affirmative action - which may lead to staff being exposed to psychological violence at FET Colleges.

Psychological violence is costly to the individual and organisations (Ellis, 2007; Anon 2007b:1; Meyers, 2006a; Meyers, 2006b). In the United Kingdom, the estimated cost of lost working time and legal fees associated with the impact of workplace bullying was estimated at £4 billion per annum (Sheehan, 1999:60). According to Einarsen (1999) and Namie and Namie (2009a:123) many victims of psychological violence suffer from symptoms related to Post-Traumatic Stress Disorder. Field (2002) not only supports the view of the above-mentioned authors, but adds to it that psychological violence taking place over the course of years is a constant stressor that results in cumulative injury to a victim's health, reflected by Post-Traumatic Stress Disorder, and includes an elevated risk of cardiovascular disease, high blood pressure, ulcers, a compromised immune system, disability, irritability, sleep problems, excessive guilt, constant anxiety, hyper-vigilance, reactive depression and suicidal thoughts (Field, 2002; Holmes & Page, 2003; Namie *in* the Report on Abusive Workplaces, 2003:17). One of the most serious consequences of psychological violence is the incidence of suicide among victimised individuals (ILO, 1998; Neuman, 2000b; Namie & Namie, 2009a:312). According to Monaghan (2006), psychological violence is the main cause of suicide in Ireland.

In South Africa, where a high staff turnover among teachers and lecturers is prevalent, psychological violence can have a crippling effect on the education sector. According to Meyers (2006b), bullied employees may become less willing to work as hard or as efficiently. The 2007 United States (US) Workplace Bullying Survey revealed that 77% of people lost their jobs due to workplace bullying (Namie, 2007:17). In the UK, more teachers are presently leaving the profession than entering it (UK National Workplace Bullying Advice Line, 2010a:28). Moreover, employees who witness bullying behaviour may also experience health and stress-related problems and lose faith in the organisation (Ballinger, 2007; Namie & Namie, 2009a:293; Bergen Bullying Research Group, 2010a:1). Staff members who suffer from burnout and stress are negatively affected; impacting on and affecting their students and the education system as a whole (Kickbush & Jones, 1996:4). Finally, psychological violence is appropriately recapitulated by Hauge, Skogstad and Einarsen (2010:1) as a more crippling and devastating problem for employees than all other work-related stress disorders put together and may be seen as a rather severe form of social stress at the workplace.

Against the background of the above, the researcher wishes to find answers to the following research questions:

1) What is the nature of psychological violence?

2) What is the impact that psychological violence may have on the health of victims?

3) What are the prevalence, severity and sources of psychological violence experienced by staff members at FET Colleges?

4) How do staff members at FET Colleges experience psychological violence?

5) What is the impact of psychological violence on staff members' health at FET Colleges?

6) How do staff members at FET Colleges cope with psychological violence?

7) What kind of preventative and supportive strategies can be proposed to address and ameliorate psychological violence and its impact on staff members' health at FET Colleges?

1.3 REVIEW OF RELEVANT LITERATURE

Most of the research on harassment and bullying in the workplace has been undertaken internationally and particularly in the health sector (Cooper & Swanson, 2002:5; Leather, 2002:7). Workplace bullying was first studied in Sweden in the 1980's (Lutgen-Sandvik, 2006:5). Heinz Leymann is considered the pioneer in the field. Leymann's initial interest in school bullying expanded to include bullying at work, which he termed "mobbing" (Sheehan, Barker & Rayner, 1999; Namie & Namie, 2009b). A British journalist, Andrea Adams brought the issue to the public's attention in 1990 through BBC's broadcasts and the term "bullying" emerged for the first time (Lutgen-Sandvik, 2006:5). Research on the topic soon followed in Norway and Finland which stimulated further research on bullying in the United Kingdom, Australia, Austria, Bangladesh and other countries (Lutgen-Sandvik, 2006:5).

In 2001, Einarsen and Hoel developed an instrument to measure the prevalence of workplace bullying, namely the Negative Acts Questionnaire (NAQ) that was revised in 2006 to become the Revised Negative Acts Questionnaire (NAQ-R) (Einarsen & Hoel, 2001; Einarsen & Hoel, 2006). Currently, the NAQ is the most frequently used instrument to measure the prevalence of workplace bullying (Namie & Namie, 2009b). Since the development of the NAQ, international studies that measured the prevalence, frequency and intensity of workplace bullying followed, and comparative studies between countries could be conducted (Salin, 2005; Lutgen-Sandvik, 2006; Nielsen, Skogstad, Matthiesen, Glaso, Aasland, Notelaers & Einarsen, 2009:95; Bergen

Bullying Research Group, 2010b:1). The nature, causes, sources and effects of workplace bullying were also studied in various international workplaces to gain a better understanding of the phenomenon (ILO, 1998; Einarsen, 1999; Rayner, Sheehan & Barker, 1999; Namie & Namie, 2003:64; Salin, 2005:2; Lutgen-Sandvik, 2006; Ellis, 2007; Einarsen, 2007; WBI, 2008, 2009 & 2010a).

With reference to the international education sector, researchers such as Lewis (1999 & 2004) studied workplace bullying at further and higher education institutions in the United Kingdom. Blase and Blase (2003 & 2008) investigated the mistreatment of teachers at the hand of principals in the United States (US) and Canada whilst Fox and Stallworth (2010) researched the factors that moderate public school teachers' responses to violence and bullying.

By and large, the findings of the above-mentioned studies revealed that psychological violence is rife among educators, thereby confirming the findings of the ILO that educators are indeed a high-risk group experiencing the phenomenon (ILO, 1998; Holmes & Page, 2003). Moreover, international research universally pointed towards the negative and serious consequences of psychological violence on the health, well-being and job satisfaction of victims (Einarsen, Matthiesen & Skogstad, 1998; Lewis, 1999; Blase & Blase, 2003; Namie *in* the 2003 Report on Abusive Workplaces; Anon, 2007a *in* the Teacher Support Network; Einarsen & Raknes cited *in* Einarsen, 2007; Blase & Blase, 2008:263; Fox & Stallworth, 2010:5).

In South Africa, awareness about workplace violence and bullying only started in the 1990's. Since 1997, Steinman was instrumental in increasing awareness about workplace violence and bullying in South Africa through extensive research, publications, national networking and in founding the Workplace Dignity Institute (previously Work Trauma Foundation) (Steinman, 2007:3, Work Trauma Foundation, 2008; Botha, 2008:4). As a result, more South African employers are now taking steps to prevent workplace bullying and violence (Steinman, 2007:31). For example, the Gauteng Department of Health has a policy on "the prevention of workplace violence" (physical and psychological) and this was integrated with their employee wellness policy (Workplace Dignity Institute, 2012).

In 2001 and 2002, Steinman investigated workplace violence in the South African Health Sector (Steinman, 2003). The study of Steinman was sponsored by the International Labour Organisation (ILO), the World Health Organisation (WHO), Public Services International and the International Council of Nurses and published on the WHO website (Steinman, 2003). In 2007, Steinman researched the health impact of workplace violence at a South African University and Pietersen (2007) investigated workplace bullying amongst academia. Studies were also conducted in the South African industry. For example, Denton and Van Lill, (cited *in* De Wet, 2010:1450) studied bullying in the South African industry and Botha (2008) conducted an

autoethnography to relay her experiences of being bullied as an employee at a South African organisation, to mention a few. Steinman's second PhD, namely "A Draytonian Changemaker – the Story of a Social Entrepreneur", an autoethnography, about her personal experiences as change agent of workplace violence and bullying in South Africa, also contributed significantly to the psychological violence literature (Steinman, 2008a).

Although educators were identified internationally as a high-risk group experiencing psychological violence (ILO, 1998; Holmes & Page, 2003), research literature concerning psychological violence in the South African education sector is still limited. Apart from the two studies conducted at South African Universities as mentioned in the previous paragraph, Kirsten (2007), De Vos (2010) and De Wet (2010) conducted phenomenological studies in South African schools. However, the studies of these authors (Kirsten *et al.,* 2005; Kirsten, 2007; De Vos, 2010; De Wet, 2010) were all phenomenological (qualitative) of nature and at present, no studies have been conducted on psychological violence at South African FET Colleges. These are considered as gaps in the literature. Therefore, this study will focus on psychological violence at FET Colleges by means of mixed-methods research.

With the exception of Matsela (2009) who studied the impact of psychological violence on the holistic health (cf par. 1.8.3.2; par. 3.3) of teachers in Lesotho, most research primarily focuses on the impact of psychological violence on the physical, psychological or emotional well-being, work performance and social relationships of victims (Blase & Blase, 2003; Blase & Blase, 2008) and not on the impact on holistic health, as described by Kirsten (2004; Kirsten, Van der Walt & Viljoen, 2009) which consists of five interrelated contexts of human existence, namely the psychological, biophysical, spiritual, ecological and metaphysical contexts (cf par. 1.8.3.2; par. 3.3). The former is also considered as a literature gap and therefore this study will investigate the impact of psychological violence on the holistic health of victims, including the five contexts of human existence (cf par. 1.8.3.2; par. 3.3).

Research indicates that psychological violence is characterised by power disparity or dysfunctional power differential relationships (where a person may feel that he is unable to defend himself against it), and that perpetrators are mostly appointed in authoritative positions over victims (cf par. 2.4.7; Ellis, 2007; Namie *in* the US Workplace Bullying Survey, 2007:10 &12; Blase & Blase, 2003 & 2008; Namie & Namie, 2009a:303; Hoel *et al.* cited *in* Hauge *et al.*, 2009:351). As limited research currently exists with regard to the sources or perpetrators of psychological violence in the South African education sector, it needs to be investigated who these perpetrators are (for example superiors, Department of Education, colleagues of equal status - cf next paragraph) and whether psychological violence in the South African education sector, more specifically FET Colleges, is also characterised by power disparity and power abuse by superiors, where victims may feel unable to adequately defend themselves.

Although there are various sources of psychological violence (cf par. 2.5), this study will only investigate possible sources or perpetrators, in the context of South African FET Colleges namely the *Department of Education*, *Management Committee (Manco)* consisting of a Chief Executive Officer (CEO) and two deputy CEO's, *superiors at the Corporate Centre* (include Deans, senior management - Human Resources manager, Programme managers), *superiors at campuses* (Campus Manager, Heads of Divisions (HOD's), Senior Lecturers and administration managers), *students*, *parents* and the *community*.

Another identified limitation in literature is the lack of an available instrument that measures the prevalence, severity and source(s) of psychological violence (cf sources in previous paragraph). Therefore, a Psychological Violence Scale was developed to measure the prevalence, severity and possible source(s) of psychological violence at South African FET Colleges (cf Annexure D). The Psychological Violence Scale includes the possible sources applicable to FET Colleges (cf previous paragraph). In addition, other possible sources of psychological violence as indicated in the literature, such as *colleagues of equal status* (Rayner, 1997:206; Ellis, 2007; UK National Workplace Bullying Advice Line, 2010a:28) and *subordinates* (Namie *in* the US Workplace Bullying Survey, 2007:11) are also included on the Psychological Violence Scale (cf Annexure D).

Although strategies to assist the victims of psychological violence are proposed in national (Steinman, 2007; Botha, 2008), and in international literature (Sheehan *et al.*, 1999; Ferris, 2004; Anon, 2007a *in* the Teacher Support Network; Steinman, 2007; Rayner & McIvor, 2008; Salin, 2008; Namie & Namie, 2009a & 2009b; Saam, 2009), strategies to address psychological violence in the South African education sector, more specifically FET Colleges, are currently not available or non-existent. Therefore the strategies forthcoming from this study will also fill the former identified gap. However, appropriate strategies can only be proposed after the problem, in this case psychological violence at FET Colleges has been investigated which is intended with this study. All in all it is envisaged that this study will contribute to psychological violence literature in general and to literature related to psychological violence at FET Colleges in particular.

1.4. RESEARCH AIMS OF THE STUDY

1.4.1 General research aim

The general research aim of this study is to investigate psychological violence experienced by staff members at Further Education and Training Colleges (FET Colleges) and related to this, to propose preventative and supportive strategies to address the problem of psychological violence at FET Colleges.

1.4.2 Specific research aims

Related to the general research aim, the specific research aims are to:

1) Investigate through a literature study what the nature of psychological violence is.

2) Investigate through a literature study what impact psychological violence may have on the health of victims.

3) Investigate the prevalence, severity and sources of psychological violence among staff members at FET Colleges.

4) Investigate how these staff members experience psychological violence.

5) Investigate the impact of psychological violence on staff members' health at FET Colleges.

6) Investigate how these staff members at FET Colleges cope with psychological violence.

7) Propose preventative and supportive strategies to address and ameliorate psychological violence and the impact thereof on staff members' health at FET Colleges.

1.5 HYPOTHESES

1.5.1 Main hypothesis

Staff members at FET Colleges experience psychological violence and it has an impact on their health and they have limited strategies to cope with at their disposal.

1.5.2 Sub-hypotheses

1) Psychological violence consists of violent behaviour.

2) Psychological violence has a serious impact on the health of victims.

3) Psychological violence has a high prevalence, is severe and has various sources at FET Colleges.

4) Staff members at FET Colleges experience psychological violence negatively.

5) Psychological violence has an adverse impact on staff members' health at FET Colleges.

6) Staff members at FET Colleges have developed limited strategies to cope with the effects of psychological violence.

7) Preventative and supportive strategies can be proposed to address and ameliorate psychological violence and the impact thereof on staff members' health at FET Colleges.

1.6 METHOD OF STUDY

Research questions will be answered as follows:

1) What is the nature of psychological violence?

   A literature study will be undertaken in the fields of Education, Psychology, Educational Psychology, Social Psychology, Industrial Psychology, Sociology, Business Sociology, Economics, Business Economics and Communication Science to answer this question.

2) What is the impact that psychological violence may have on the health of victims?

   A literature study in the fields of Education, Psychology, Economics, Industrial Psychology, Sociology, Medical Science, and Physiology will be undertaken to answer this question.

3) What are the prevalence, severity and sources of psychological violence experienced by staff members at FET Colleges?

   The prevalence, severity and sources of psychological violence will be investigated through the quantitative research method. For the quantitative part of the study, a Psychological Violence Scale, designed for the purpose of this study, will be used to measure the prevalence, severity and sources of psychological violence experienced by FET College staff members. Each section will have an interval scale (Likert scale) attached to it with numbered points to measure marked responses of candidates (cf Annexure D).

4) How do staff members at FET Colleges experience psychological violence?

   This question will be answered by using the qualitative research method by means of semi-structured interviews.

5) What is the impact of psychological violence on staff members' health at FET Colleges?

The impact on staff members' health at FET Colleges will be investigated by using both quantitative and qualitative research methods (mixed-methods research). For the quantitative part of the study, a Symptom Checklist (Annexure E) will be used to indicate bio-psychological symptoms as a reflection of the impact that psychological violence has on staff members' health. For the qualitative part of the study, semi-structured interviews will be used to investigate the impact of psychological violence on staff members' health (cf health – par. 1.8.3.2).

6) How do staff members at FET Colleges cope with psychological violence?

This question will be investigated through the qualitative research method by means of semi-structured interviews.

7) What kind of preventative and supportive strategies can be proposed to address and ameliorate psychological violence and its impact on staff members' health at FET Colleges?

On the basis of the findings of the research, a literature study will be conducted to propose preventative and supportive strategies that will address and ameliorate psychological violence and its impact on staff members' health at FET Colleges.

1.7 LITERATURE STUDY

Various sources will be used to conduct the literature review. However, only literature and research that falls within the scope and research problem of this study will be used. The literature will include theories, models and definitions necessary as a foundation for this study. Applicable and recent research will be explored (cf par. 8 - Bibliography).

Relevant academic books and journal articles will be used to compile the literature study and to develop a conceptual framework (Chapters 2, 3 & 6). Current research books, including mixed-methods research, will be used to compile the literature study related to the research design and research methodology (Chapter 4) and for the empirical research as described in Chapter 5 (Neuman, 2006; Creswell & Plano Clark, 2007; Maree, 2007; Bergman, 2008; Mouton, 2008; Anderson, 2009; Creswell, 2009).

When relevant academic books cannot be obtained, the researcher will have to rely on journal articles available from the University's search engines (EBSCO Host - Academic search primer, ERIC; Emerald). Journal articles will also be used to obtain the most recent research findings related to this study and to ensure the literature review is regularly updated and stays current.

Journal articles also contain the research of the most prominent researchers in the field of study.

Although the researcher will include the most recent research and information, previous medical research (Hafen, Karren, Frandsen & Smith, 1996) and the surveys of Namie (*in* the Workplace Bullying Institute, 2000, 2003, 2007, 2008 & 2009) will be used since some of the information needed for this study is not available in later and recent surveys or information sources. The 2003 and 2009 editions of *The Bully at Work* (Namie & Namie, 2003 & 2009a) and both studies of Blase and Blase (2003 & 2008) will be used because some of the information needed for this study is not discussed in recent sources. The original book of Frankl (1998) will be used to gain a better understanding of spiritual health (cf par. 3.4.3).

The researcher will also use newspaper reports related to the research topic. Dictionaries will be used to clarify concepts and terms. Theses and dissertations that relate to this study will be used as well as papers presented at conferences since presented papers are not always available in article format.

Websites namely the Workplace Bullying Institute, the Work Trauma Foundation, the Workplace Dignity Institute, the Teacher Support Network, the UK National Workplace Bullying Advice Line and the International Association on Workplace Bullying and Harassment (IAWHB) amongst others, will be used to gain a better understanding of the research topic.

Keywords relevant to this study are: psychological violence, workplace bullying, mobbing, harassment, health impact, multi-level strategies, preventative/supportive strategies, mixed-methodology, educators, FET Colleges.

1.8 PARADIGMATIC PERSPECTIVE

1.8.1 Paradigm

The word “paradigm” is derived from Greek and refers to a pattern, stereotypical example, model, theory, perception, assumption or frame of reference within which theories are constructed in a particular research area (Kirsten, 2001:10; Colman, 2009:546). This study is an educational psychological investigation into the nature and impact of psychological violence on staff members’ health at FET Colleges. According to Kirsten (2001:10) and Oberholzer (2006:8), paradigms have a direct bearing on research and consist of the following four components:

- theories and laws to which researchers commit themselves;
- methodologies and research techniques;
- preconceptions and metaphysical assumptions;

- assumptions made by the researcher as scientist.

Data will be collected, analysed and constructed within the researcher's conceptual framework. It is therefore necessary to provide a profile of the researcher's personal frame of reference, experience and orientation as it relates to this study:

The researcher was previously employed at a FET College for twelve years as a Lecturer. During this time, the researcher was promoted to the position of Senior Lecturer (Head of Department) and later as HOD (Head of Division). After the empirical research of this study was completed, the researcher was employed as a Lecturer at North West University. The researcher is a registered as Psychometrist at the Health Professions Council of South Africa (HPCSA) and as a Chartered Human Resource Practitioner at the SABPP (South African Board for People Practitioners). The researcher is also the National Moderator of a module offered at FET Colleges, namely Public Relations N5.

Due to the nature of her work and in a professional capacity, the researcher had regular contact with staff members on all levels and at other FET Colleges in South Africa. Contact took place through discussions, workshops, meetings, examinations, local and national training. Other FET College staff members have shared their experiences of psychological violence with the researcher. The researcher also witnessed and personally experienced psychological violence as a FET College employee.

The above-mentioned enable the researcher to understand the nature and impact of psychological violence on staff members' health at FET Colleges.

1.8.2 Theoretical assumptions

The theoretical assumptions of this study can be summarised as follows:

Psychological violence consists of violent behaviour (Kirsten, 2007; cf par. 2.2.2; par. 2.2.3; par. 2.3.1 - par. 2.3.8). The prevalence of psychological violence in the workplace is high (Einarsen, 1999; ILO, 1998; Work Trauma Foundation, 2008; Keashly, 2007; Ellis, 2007) and the education sector is identified as a vulnerable workplace to experience psychological violence (ILO, 1998; Einarsen, 1999; Holmes & Page, 2003; Ellis, 2007).

Psychological violence seems to be more prevalent in organisations during organisational changes and reform and when a high level of stress is experienced (Ellis, 2007; Hauge *et al.*, 2009:349). Although psychological violence may emanate from various perpetrators such as colleagues of equal status, students or clients, research indicates that psychological violence is

more likely to emanate from superiors (cf par. 2.5; par. 2.4.7; Blase & Blase, 2003; Coleman, 2007; Blase & Blase, 2008; Namie & Namie, 2009a:36).

Psychological violence is experienced negatively and has an adverse impact on the health of victims (Blase & Blase, 2008:267; Namie & Namie, 2009a:135 & 140; De Wet, 2010:1456-1458). Typical attributes of psychological violence namely repetition and duration seem to contribute to the experienced severity of psychological violence (Lutgen-Sandvik, 2006; Keashly, 2007). Victims also seem to experience psychological violence that emanate from superiors as more severe owing to the associated feelings of being unable to control it (cf par. 2.4.7; Lutgen-Sandvik, 2006:9; Keashly, 2007).

Psychological violence and its impact on health can only be fully comprehended within a systemic framework (Steinman, 2007:7). The reason is that each action eventually impacts on the whole system. For example, the stress caused by psychological violence may also trigger other health problems such as physical illness and alcohol abuse and thus cumulative injury to a victim's health (cf par.1.2; Field, 2002; Holmes & Page, 2003; Steinman, 2007:8).

In this study, the Holistic Eco-Systemic model (based on the systems perspective and developed from the meta-approach) will serve as conceptual framework to gain a better understanding of the impact of psychological violence on health (Jordaan & Jordaan, 2000; Kirsten, 2004; Kirsten *et al.,* 2009:11). Based on the Holistic Eco-Systemic Model, human existence consists of five interdependent and inseparable contexts and a change in one context (for example stress owing to psychological violence) will simultaneously impact on other contexts for example the biophysical, amongst others (Kirsten, 2004; Kirsten *et al.,* 2009:11; cf par. 1.8.3.2; par. 3.3). For that reason, it is anticipated that the impact of psychological violence will be experienced in all contexts of staff members' health (cf par. 3.3).

Psychological violence is not only constrained to the individual, but also impacts negatively on organisations in the form of absenteeism, low productivity and high staff turnover, to mention a few (Meyers, 2006b; Ellis, 2007). Unemployment due to psychological violence will also impact negatively on a victim's family members (Sheehan *et al.*, 1999; Kirsten, 2007:7). Witnesses of psychological violence or colleagues of victims, may also experience health and stress-related problems (Steinman, 2003:41; Lutgen-Sandvik, 2006:4; Meyers, 2006b; Ballinger, 2007; Blase & Blase, 2008:1; The 2007 US Workplace Bullying Survey *in* Namie & Namie, 2009a:292).

Psychological violence can only be effectively addressed within a systemic context (Namie, 2008; WBI, 2010d; Wheeler, Halbesleben & Shanine, 2010:559). Based on the findings of this study, a multi-level approach will be followed to propose strategies to address staff members at FET Colleges' experiences of psychological violence and to ameliorate its impact on their

health. The multi-level approach is compatible with the systems perspective since it advocates the introduction of intervention strategies on various applicable levels (individual, dyad, group, leadership, organisational) from where the problem of psychological violence exists or originates (Saam, 2009:16)

1.8.3 Explanation of concepts

It is necessary to provide the definitions and explanation of concepts referred to in this study. Psychological violence will be defined first.

1.8.3.1 Psychological violence

Psychological violence is defined by Steinman (*in* Work Trauma Foundation, 2008:2) as *"intentional use of power, including threat of physical force, against another person or group, that can result in harm to family life, livelihood, physical, mental, spiritual, moral or social development."* Psychological violence includes but is not limited to structural violence, workplace aggression, abuse, harassment (sexual and racial harassment), bullying, mobbing, victimisation, intimidation and threats (cf par. 2.2.2; par. 2.2.3; par. 2.3 - par. 2.3.8 - definitions).

Psychological violence can consist of a single incident, such as verbal abuse, that may be minor by itself, but if repeated, can become a very serious form of violence (Di Martino, 2003:2). However, psychological violence often consists of repeated, unwelcome, unreciprocated and imposed action that may have a devastating effect on the health of the victim (Kirsten, 2007; cf par. 2.4.1).

1.8.3.2 Health

Traditionally, the concept "health" is viewed from a restrictive, biomedical perspective to mean the absence of disease or illness, and refers to the physical body and is defined as *"the state of being free from illness or injury"* (The New Oxford Dictionary of English, 1998:864). The Oxford Advanced Learner's Dictionary (2010:690) defines the concept "health" in a broader sense as *"the state of being physically and mentally healthy"*.

Kirsten *et al.* (2009:8) view the concept "health" from a holistic eco-systemic perspective (cf par. 3.3) that is derived from the meta-approach of Jordaan and Jordaan (2000:39). The holistic eco-systemic view is based on the following two assumptions:

- Firstly, that a human being is a totality or whole, a complete person of who certain attributes can be distinguished but never separated. Therefore the health of a person cannot be attributed to only the absence of disease in the physical body or mind.

- Secondly, that the health of a person should be approached multi-disciplinary and multi-dimensionally (Kirsten *et al.,* 2009:9).

Based on the holistic eco-systemic view, a state of health can only be reached when harmony and balance exist with respect to all the relationships within a person - between mind, body, spirit as well as between the person's physical and symbolic environments (Jordaan & Jordaan, 2000; Kirsten *et al.,* 2009:15).

In the context of this study, "health" will therefore not only refer to the absence of disease in the physical body, but will include all the different contexts or domains in the life or existence of the whole person (Jordaan & Jordaan 2000:39; Kirsten *et al.,* 2009:9; cf par. 3.3).

1.8.3.3 Further Education and Training Colleges

The following definitions taken from the Government Gazette (SA, 2006:2-8) serve the purpose to better explain the concept of FET Colleges in South Africa:

The preamble to the FET Colleges Act (SA, 2006:2) summarises the purpose of FET Colleges in South Africa - to provide for *"programme-based further education and training"* which will respond better to the human resources, economic and development needs of the Republic of South Africa and the national need for intermediate to high level skills and knowledge and to provide access to work and higher education.

The definition of "further education and training" according to the Further Education and Training Colleges (FETC) Act No. 16 of 2006 is *"all learning and training programmes leading to qualifications at levels 2 to 4 of the National Qualifications Framework of such further education and training programmes determined by South African Qualifications Authority (SAQA) and contemplated in SAQA Act 1995 (Act No.55 of 1995) which levels are above general education but below higher education"* (SA, 2006:8). The concept "public college" is defined under the same Act (SA, 2006:8) as *"any college that provides further education and training on a full-time, part-time or distance basis and which is - a) established or regarded as having been established as a public college under this Act or b) declared as a public college under this Act"*.

In the context of this study, the population of FET College staff members refers to all academic and administrative staff members employed at a multi-campus public FET College by the Department of Education or the College Council at the time of research (cf par. 4.3).

The campuses in the study population were previously independent Colleges, but were merged into one FET College. Therefore "FET Colleges" as used in the text refers to six campuses in different geographical areas. The Corporate Centre is not a campus but the administrative

headquarters of a number of campuses. Shortly after the empirical research was conducted, one campus was transferred to another FET College (cf par. 4.3).

1.8.3.4 Nature and impact

The concepts “nature” and “impact” are used in this study, in the research questions, aims of the study, specific aims, main hypothesis and sub-hypotheses. A further clarification of these concepts related to psychological violence is hence provided.

The Oxford Advanced Learner’s Dictionary (2010:977) defines the concept “nature” *as “the basic qualities of a thing”.* In the context of this study, the “nature” of psychological violence refers to the particulars of the psychological violence that are taking place (when, where, how and what). The “nature” of psychological violence will describe the experienced prevalence, severity and sources responsible for psychological violence of staff members at FET Colleges.

The “prevalence” of psychological violence refers to the extent to which the phenomenon occurs – or how wide-spread it is. It includes the frequency of exposure to psychological violence. “Severity” refers to the degree of severity of psychological violence experienced by staff members and can be measured on a Likert Scale (cf Annexure D). The “sources” of psychological violence refer to the Department of Education, Manco and superiors at the Corporate Centre, superiors at “my” campus, colleagues of equal students, parents and community who may be responsible for psychological violence of staff members at FET Colleges (cf Annexure D; cf par. 1.3).

“Impact” refers to *“the powerful effect that something has on somebody” and* the synonym for impact is “effect” (Oxford Advanced Learner’s Dictionary, 2010:746). In the context of this study, “impact” refers to the effects of psychological violence on staff members’ health. The presence of health symptoms will reflect the impact of psychological violence on respondents’ health that has been exposed to psychological violence (cf Annexure E). The impact of psychological violence will rise simultaneously with the number of health symptoms experienced by respondents (cf par. 3.2.1.1). The experienced health symptoms of participants as a result of psychological violence will also be indicative of the impact of psychological violence.

1.8.3.5 Preventative and supportive strategies

Preventative and supportive strategies will be proposed to address and ameliorate the impact of psychological violence on staff members’ health at FET Colleges. The Oxford Advanced Learner’s Dictionary (2010:1150) describes the concept “preventative” as *“intended to try to stop something that causes problems or difficulties from happening”.* The concept “strategy” is described by the same source as *“a plan that is intended to achieve a particular purpose”*

(Oxford Advanced Learner's Dictionary, 2010:1461). Thus, "preventative strategies" in the context of this study, entail the plans that will be proposed to stop psychological violence from occurring and ameliorate its impact on staff members' health at FET Colleges.

The concept "supportive" is described by the Oxford Advanced Learner's Dictionary (2010:1487) as *"giving help, encouragement or sympathy to somebody"*. In the context of this study, "supportive strategies" represent the plans that will be proposed to provide help, encouragement and sympathy to staff members who have experienced psychological violence and to ameliorate its impact on their health.

1.8.3.6 Address and ameliorate

Preventative and supportive strategies will be proposed to *address* staff members' experiences of psychological violence and to *ameliorate* the impact thereof on their health. The verb "address" is defined by the Oxford Advanced Learner's Dictionary (2010:17) as *"to think about a problem or a situation and decide how you are going to deal with it"*. This implies that the researcher will reflect on the problem of psychological violence and its impact on the health of staff members at FET Colleges as derived from the research findings, and decide accordingly on strategies that can be implemented to deal with it.

The verb "ameliorate" is defined by the Oxford Advanced Learner's Dictionary (2010:44) as *"to make something better"*. In this study, to "ameliorate" imply the strategies (plans) that will be proposed with the aim to make better (enhance) the health of staff members at FET Colleges who have experienced psychological violence and the negative effects thereof.

1.9 THE COURSE OF THE STUDY

In Chapter 2 the nature of psychological violence will be investigated. The concept psychological violence, as well as related terminology, characteristics, sources, causes and models of psychological violence will be investigated through a literature study.

In Chapter 3 the impact of psychological violence on staff members' health, including all the contexts within which a person exists will be explored through a literature study.

In Chapter 4 the mixed-method research design, including the quantitative and qualitative research methods will be discussed. Chapter 4 will also include a discussion of the procedures, design, population, sample and the instrumentation that will be used to measure the nature and impact of psychological violence on staff members' health.

In Chapter 5, the analysis, interpretation, syntheses and triangulation of quantitative and qualitative data will take place. The nature and impact of psychological violence on the health of staff members at FET Colleges will be evaluated.

In Chapter 6, preventative and supportive strategies will be proposed to address the problem of psychological violence and to ameliorate its impact on staff members' health at FET Colleges

In Chapter 7, a summary will be provided and conclusions drawn regarding the nature and impact of psychological violence on staff members' health at FET Colleges and the proposed strategies to address and ameliorate it. Limitations will be presented and findings for all the set hypotheses will be presented. Recommendations will be made for future research.

CHAPTER 2

THE NATURE OF PSYCHOLOGICAL VIOLENCE

2.1 INTRODUCTION

The increase of violence in the world is an area of major concern. Unfortunately, violence has also spread to workplaces. In 2006, the ILO reported that workplace violence, which included physical and psychological violence, was on the increase and had reached “epidemic levels” (ILO, 2006). Although physical violence attracts more media attention, the focus of this study is on psychological violence. Research indicates that the psychological forms of aggression in the workplace are more rampant than physical violence and equally, if not more, devastating to employees, their families and organisations (Keashly, 2007).

While one would like to believe that the education sector with its mission of service to others would be generally safe from psychological violence, evidence suggests that the prevalence of psychological violence amongst teachers is considerably high (ILO, 1998; Blase & Blase, 2003; Blase & Blase, 2008; Ellis, 2007; UK National Workplace Bullying Advice Line, 2010a:1). However, the assumption is that not all cases of psychological violence are reported, as educators and staff might either be ignorant of this phenomenon or too afraid of the consequences to lodge complaints (Ellis, 2007). Psychological violence is also known by other terminology. Any uncertainties that may exist regarding the nature of psychological violence will be clarified in this chapter.

This chapter commences with a discussion on the term “violence”. Different forms of workplace violence, including psychological violence will be discussed. Similar or related phenomena to psychological violence will be described and possible relationships and differences between terminologies will be identified. The nature of psychological violence will be confined to the characteristics or distinctive features in which psychological violence may be recognised.

The discussion on psychological violence will be incomplete without describing the possible sources and causes or antecedents of psychological violence. This chapter includes a discussion on the possible sources and causes of psychological violence, including the social system, the target, the perpetrator and organisational factors. A brief explanation will be provided of vulnerable workplaces, which includes the education sector. This chapter will end with a description of the models that form the basis of psychological violence.

2.2 WORKPLACE VIOLENCE

In order to understand the true meaning of psychological violence, it is necessary to establish what is meant by the term "violence". "Violence" is generally used by the media and South Africans to refer to physical violence exclusively. However, academic literature and studies indicate that the term "violence" includes both physical and psychological violence (Steinman, 2003:3). According to the definition agreed upon by the European Commission (*in* Steinman, 2003), "violence" is described as: *"incidents where persons are abused, threatened or assaulted in circumstances related to their work, involving an explicit or implicit challenge to their safety, well-being or health".*

Steinman (*in* Work Trauma Foundation, 2008) defines "workplace violence" as *"single or cumulative incidents where employee(s) are physically assaulted or attacked, are emotionally abused, pressurized, harassed or threatened (overtly, covertly, directly, indirectly) in work related circumstances with the likelihood of impacting on their right to dignity, physical or emotional safety, well-being, work performance and social development"*.

One can conclude from the above-mentioned definitions that "violence" includes physical and psychological violence. Workplace violence may appear as physical, psychological or structural violence and these may overlap (Work Trauma Foundation, 2008).

2.2.1 Physical violence

Physical violence refers to the use of physical force and may include assault or attack, beating, kicking, robbery, slapping, stabbing, strangling and shooting (ILO, 1998; Steinman, 2003:4 as adapted from the WHO). While physical violence causes immediate physical injuries to a victim, prolonged exposure to psychological violence results in psychological injuries such as anxiety, stress and Post-Traumatic Stress Disorder (Neuman, 2000b; Steinman, 2003:3). Psychological injuries are retained by individuals for a longer period compared to those suffered as a result of physical violence (Keashly, 2007).

Psychological violence may result in physical violence. Although verbal abuse does not necessarily lead to physical aggression, almost all incidents of physical aggression are preceded by non-physical aggression (Kelloway cited *in* Meyers, 2006b). Research conducted by Keashly (2007) also revealed a possible relationship between physical and psychological violence.

It may be concluded that physical violence is often preceded by incidents of psychological violence. This introduces the likelihood that psychological violence has predictive value as far as future physical violence is concerned. However, physical violence may also contribute to

psychological violence. Subsequently, physical and psychological violence often occurs at the same time.

2.2.2 Psychological violence

Psychological violence is used in this study as an umbrella term for a cluster of behaviours that can be referred to, but is not limited to and is sometimes used interchangeably as: structural violence, workplace/corporate aggression, harassment, bullying, mobbing, victimisation, abuse, intimidation and threats (cf par. 1.8.3.1; ILO, 1998; Einarsen, 1999; Ellis, 2007; Keashly, 2007; Lutgen-Sandvik, 2008; Work Trauma Foundation, 2008).

Although a single incident can suffice, the essence of psychological violence seems to lie in the repeated nature of it. It is the cumulative effect of repeated aggressive behaviour that causes most harm to the victims (Di Martino, 2003:2; Namie & Namie, 2009b:135-136).

2.2.3 Structural Violence

According to the Work Trauma Foundation (2008:2) structural violence is *"the intentional use of power and/or organisational systems and structures or laws against an individual or entity (employer, management, shareholders, employee, group of employees, client, government, unions) to carry out covert or unethical agenda, enforce change or indulge in unfair practices to the disadvantage of the affected individual or entity"*.

Behaviour characteristic of structural violence are: disrespectful handling of changes in an organisation, unrealistic redistribution of workload, manipulation and intimidation, procedures and policies, regulations and to coerce people to act in a certain way (Work Trauma Foundation, 2008).

For the purpose of this study, behaviour described as structural violence may fall within the scope of psychological violence, but then, structural violence may also contribute to psychological violence.

2.3 TERMINOLOGY RELATED TO PSYCHOLOGICAL VIOLENCE

Psychological violence is also recognised by other terminology. Several terms are used interchangeably by researchers to describe negative behaviour that constitutes psychological violence (Saunders, Huynh, Goodman-Delahunty, 2007).

The following are just some of the examples of how the terminology between researchers in different geographical areas may differ:

Some researchers in Finland prefer the term “harassment” (Bjorkqvist *et al.* cited *in* Saunders *et al.*, 2007). In Germany and France the term “mobbing” is commonly used (Saunders *et al.,* 2007; Zapf, 2008:1). “Workplace bullying” is primarily used by researchers in Australia (Sheehan, 1999), the United Kingdom (Rayner, 1997) and Northern Europe (Einarsen & Skogstad cited *in* Saunders *et al.*, 2007). In the United States, terms such as “aggression”, “incivility”, “bullying”, “emotional abuse”, “harassment” and “mistreatment”*,* (to mention but a few), are used (Davenport*,* Schwartz & Elliot, 1999; Blase & Blase, 2003; Lutgen-Sandvik, 2006; Baron & Neuman *cited in* Saunders *et al.*, 2007; Namie *in* the 2007 WBI - Zogby Research Report; Namie & Namie, 2009a:3-9). In South Africa, terminology such as “corporate aggression”, “workplace violence”, “bullying”, “mobbing”, “psychological violence”, “structural violence”, “harassment” and “threats” is being used (Steinman, 2003; Botha, 2008; Work Trauma Foundation, 2008; Kirsten, 2007:2).

Researchers also use different terminology, depending on the type of behaviour that occurs most frequently in the country where the phenomenon is investigated (Saunders *et al.*, 2007). For example, in Germany the term “mobbing” is used since the phenomenon is often perpetrated by a group or “mob” of perpetrators (Zapf *in* Saunders *et al.*, 2008). In British literature, for example, the term “bullying” is used because the single perpetrator plays a more important role (Saunders *et al.,* 2007; Zapf, 2008). In the USA the term “aggression” is used because of the prevalence of violence in the American workplace (Baron & Neuman cited *in* Saunders *et al.*, 2007).

The terms: workplace/corporate aggression, harassment (sexual and racial harassment), bullying, mobbing, victimisation, abuse, intimidation and threats are included and relates to psychological violence which will be discussed (cf par. 1.8.3.1).

2.3.1 Workplace Aggression/Corporate aggression

“Aggression” is defined as *“acts by individuals that are intended to harm other individuals or groups”* (Neuman, 2000b). Bullying is described as a host of different situations where *aggressive behaviour* is directed toward a person who is unable to defend himself/herself (Einarsen, 1999; Einarsen, 2007).

Steinman (*in* Work Trauma Foundation, 2004) describes “corporate aggression” as *“all situations where the majority of employees or any minority group feel subjected to unilateral conscious, calculated, or planned negative actions, attitudes, rules and/or policies imposed by the employer to serve the employer’s interests, in a situation where these employees feel that*

they are collectively unable to defend themselves and/or approach and/or reason with the source of aggression and/or affect any changes". Recently, the Bergen Bullying Research Group (2010a:1) defines "workplace bullying" as *"a form of interpersonal aggression that can be flagrant or subtle, but which is mainly characterised by its persistency".*

Researchers like Einarsen (1999 & 2007) and Neuman (2000b) argue that the origin of bullying is aggression. Accordingly, the basis of psychological violence is also aggression.

2.3.2 Harassment

Di Martino (2003:2) provides a comprehensive definition of "harassment" that includes sexual and racial harassment, in addition to other forms of psychological violence: *"unwanted conduct - verbal, non-verbal, visual, and even psychological and these can be based on age, disability, HIV status, domestic circumstances, sex, sexual orientation, race, colour, language, religion, political, trade union or other opinion or belief, national or social origin/association with a minority birth or other status that negatively affects the dignity of men and women. It includes sexual harassment".*

"Sexual harassment" is defined as *"any unwanted, unreciprocated and unwelcome behaviour of a sexual nature that is offensive to the person involved, and causes that person to be threatened, humiliated, degraded or embarrassed"* (Steinman *in* Work Trauma Foundation, 2008).

"Racial harassment" is defined as *"any implicit or explicit threatening conduct based on race, colour, language, national origin, religion, association with a minority, birth or other status that is unreciprocated or unwanted and which affects the dignity of women and men at work"* (Steinman *in* Work Trauma Foundation, 2008).

Psychological violence consists of harassment, including racial and sexual harassment. In contrast with bullying, harassment may consist of a single act only, for example racial harassment. In South Africa, bullying and harassment is unconstitutional if it infringes on the dignity of a person. Whilst racial and sexual harassment are prohibited by legislation, some forms of psychological violence are not prohibited explicitly in legislation (The Constitution of the Republic of South Africa, 1996).

According to Namie (*in* the 2007 WBI - Zogby Research Report), workplace bullying in the USA is four times more prevalent than harassment that is prohibited by legislation - including sexual and racial harassment. Keashly (2007) asserts that targets of sexual and racial harassment seem to experience a greater sense of control compared to targets of workplace bullying as workplace bullying is not prohibited by law in America.

2.3.3 Bullying

Bullying was generally only associated with school children and the playground. This has changed, as various publications reported bullying as an adult issue pertaining to the workplace (Rayner, 1997:199). Therefore, "workplace bullying" is often used interchangeably with "bullying" in literature when referring to adult bullying (Namie & Namie, 2009a:233).

Steinman (*in* Work Trauma Foundation 2008) describes "bullying" as *"repeated and over time offensive behaviour through vindictive, cruel or malicious attempts to humiliate, disrespect or undermine an individual or groups of employees and includes, but is not limited to psychological pressure, harassment, intimidation, threats, conspiracies, manipulation, extortion, coercion and hostile behaviour which could impact on the worth, dignity and well-being of the individual or groups"*.

The difference between psychological violence and bullying is that psychological violence may consist of one act only or repetitive behaviour, whereas bullying consists of repeated behaviour that occurs over a period of time.

2.3.4 Mobbing

The word "mob" refers to a disorderly crowd, lawless and violent behaviour, or to crowd a person (Steinman, 2007:20). "Mobbing" is described by the ILO (1998) as *"ganging up"* or *"group psychological harassment"*. Leymann (cited *in* Zapf, 2008:1) defines "mobbing" more comprehensively as *"psychological aggression that often involves a group of mobbers rather than a single person".* Although bullying and mobbing have the same behaviours in common, bullying usually refers to aggression by a single perpetrator, usually a supervisor, whereas, mobbing, refers to bullying by a group of people (Zapf, 2008:1). As such, Steinman (2007:20) also refers to mobbing as "collective bullying".

The Work Trauma Foundation (2008) defines "bullying/mobbing" interchangeably as: *"repeated and over time offensive behaviour through vindictive, cruel or malicious attempts to humiliate, disrespect or undermine an individual or groups of employees and includes, but is not limited to psychological pressure, harassment, intimidation, threats, conspiracies, manipulation, extortion, coercion and hostile behaviour which could impact on the worth, dignity and well-being of the individual or groups".*

Authors like Namie and Namie (2003:1) do not differentiate between bullying and mobbing. According to Namie and Namie (2003:1), bullying and mobbing are indistinguishable. The authors reason that, although bullying originates with a single person, it soon escalates as the bully involves others in the hatred campaign against a target (Namie & Namie, 2009a:6).

Subsequently, the difference between bullying and mobbing then disappear. For this reason, bullying and mobbing are sometimes treated as identical phenomena.

2.3.5 Victimisation

"Victimisation" is the result of an act of psychological violence rather than an act in itself. The National Centre for Injury Prevention and Control (CDC) (2007:1) defines "victimisation" as occurring when *"a person suffers direct or threatened physical, emotional, and/or financial harm and victimisation can include physical violence, sexual violence, psychological or emotional abuse and neglect"*.

Einarsen (2007) describes bullying at work as long-term aggression, directed to a person who is unable to defend himself, which leads to the victimisation of the person. Accordingly, victimisation is not an act of psychological violence but a result thereof. Both workplace bullying and psychological violence may thus result in victimisation.

2.3.6 Abuse

"Abuse" can be defined as: *"behaviour that humiliates, degrades or otherwise indicates a lack of respect for the dignity and worth of an individual"* (Steinman *in* Work Trauma Foundation, 2008). An incident of abuse, for example verbal abuse, is sufficient to constitute psychological violence (cf par. 2.4.1 for forms of abuse that psychological violence consists of).

Blase and Blase (2003:8) refer to workplace bullying as "workplace abuse". Some authors also refer to psychological violence as "emotional abuse" (ILO, 2006; Keashly, 2007).

"Emotional abuse" is defined as occurring *"when a person is threatened, terrorized, severely rejected, ignored or verbally attacked". It includes, but is not limited to verbal abuse, episodes of yelling, threats, constant criticism, or acts meant to humiliate or hurt feelings* (Nosek *et al.* & Curry *et al. in* National Centre for Injury Prevention and Control (CDC), 2007:1). "Emotional abuse" is any abuse that is emotional rather than physical in nature (Hein, 2006:2).

Hein (2006:2-4) distinguishes between the following types of emotional abuse, namely:

- Abusive expectations, for example unreasonable demands.
- Aggressive forms of abuse like name-calling, threatening, blaming or 'helping' in order to belittle, control or demean.
- Constant chaos – deliberately start arguments and constant conflict.
- Denial and withholding – deny occurrence of events and victim's perceptions of reality; refusal to listen.

- Domination – want to control all actions.
- Emotional blackmail – fear tactics.
- Minimising of the victim's emotional experience.
- Unpredictable responses like mood changes and verbal assaults (Hein, 2006:2-4).

2.3.7 Intimidation

Psychological violence includes "intimidation" (Kirsten, 2007:2; Said, 2007:1). Messina and Messina (2007:1) describe "intimidation" as *"threatening to use power or control to get others to do what you want them to do; using verbally, physically, sexually or emotionally abusive behaviours to get people to 'stay in line', the use of punishments such as firing and poor evaluations to get people to do what you want"*, among others.

Yet, the core of intimidation seems to be the issue of control. Intimidation involves the use of control strategies such as threats, power, coercion, pressure or force, and other people are made victims to fulfil the intimidator's control needs (Messina & Messina, 2007:3).

2.3.8 Threats

Psychological violence may consist of "threats" or a single threat. The Work Trauma Foundation (2008) defines "threats" as: *"any implicit or explicit use of physical force or power (i.e. psychological force, blackmail or stalking), resulting in fear of physical, sexual, psychological harm or other negative consequences to the targeted individuals or groups"*.

From the above-mentioned discussions, it can be concluded that psychological violence consists of aggressive or violent behaviour. If experienced continuously, these behaviours may cause severe physical, social and economical health damage for the victim (Namie & Namie, 2009a:136-138).

In the text that follows, the researcher will use the term "psychological violence" but will also abide by the terminology used by the authors when referring to psychological violence.

2.4 THE CHARACTERISTICS OF PSYCHOLOGICAL VIOLENCE

The characteristics refer to the distinctive features by which psychological violence can be recognised. Some researchers also refer to these characteristics as the key components, behaviours, bullying tactics, incidents, forms or qualities of psychological violence (Namie *in* the Report on Abusive Workplaces, 2003; Lutgen-Sandvik, 2006, Anon, 2007a *in* the Teacher Support Network, Namie *in* the US Workplace Bullying Survey, 2007; Work Trauma Foundation,

2008). Although “characteristics” is used for the purpose of this study, the terminology of different researchers will be adhered to in the text.

Lutgen-Sandvik (2006:8) identifies workplace bullying at the hand of four specific features, namely: intensity, repetition, and duration and power disparity. Rayner *et al.* (1999), on the other hand argue that definitional parameters that only include frequency, longevity, reaction to behaviours and power differences exclude the process-orientated nature of psychological violence.

The following serves as an integrated list of the characteristics of psychological violence, taken from various studies and research:

2.4.1 Verbal and non-verbal behaviours or negative acts (excluding physical contact)

Workplace bullying implies a number of negative acts or several forms of abuse (Namie & Namie, 2009b). Researchers often estimate the subsistence of bullying by counting these acts (Lutgen-Sandvik, 2006:8). Initially, Leymann (cited *in* Einarsen, 1999) described bullying as exposure to one out of forty-five negative acts. Most researchers agree that a minimum of two negative acts is considered to constitute workplace bullying (Lutgen-Sandvik, 2006:9; Nielsen *et al.,* 2009:83).

In contrast to bullying that consists of more than one act, psychological violence may consist of one act only for example verbal abuse, amongst others. The following acts or behaviours are included in psychological violence:

- **Verbal behaviours**

Verbal behaviours such as screaming, shouting, false accusations for errors not made, criticising one, name-calling, interrupting others while speaking or working, belittling comments or belittling one’s opinion, discounting a person’s thoughts or feelings for example “oh that’s silly” in meetings, threatening individuals or groups of people, threatening with dismissal, using other people’s information to criticise one, fabricating complaints of parents about bullied teachers, gossiping or talking behind one’s back, spreading stories and half-truths, undermining one’s reputation, starting or failing to stop destructive rumours about one, lie about one or lie to one, making verbal put-downs or insults based on gender, race, religion, accent, language or disability (Rayner, 1997; ILO, 1998; Einarsen, 1999; Namie *in* The WBI Report on Abusive Workplaces, 2003; Blase & Blase, 2003; Namie & Namie, 2003; Steinman, 2003; Lutgen-Sandvik, 2006; Namie *in* the 2007 WBI - Zogby Research Report, 2007:12; Pietersen 2007; Anon, 2007a *in* the Teacher Support Network; Ellis, 2007; Einarsen, 2007; Kirsten, 2007;

Pietersen, 2007; Steinman, 2007; Blase & Blase, 2008; Work Trauma Foundation, 2008; Namie & Namie, 2009a; De Wet, 2010; UK National Workplace Bullying Advice Line, 2010a).

- **Non-verbal behaviours**

Non-verbal behaviours include aggressive and intimidating posturing, sending signals of disrespect through over-confident body language – sitting at desk with feet up, talking to target through feet, grooming hair/nails while ignoring target, ignoring someone, failing to respond, attempting to intimidate someone, attempting to control target's interactions with colleagues, displaying insensitivity to personal matters, flaunting status of authority, looking "over you", avoiding eye contact or negative eye contact, the "silent treatment" in order to "ice out", separating from others, isolating one, exhibiting presumably uncontrollable mood swings in front of others, mistreating students of targeted teacher, retaliating against a person for example after a complaint was filed, displaying racist behaviour, sexual harassment and gender prejudice (Blase & Blase, 2003; Namie & Namie, 2003; Namie *in* the 2007 WBI - Zogby Research Report, 2007; Pietersen, 2007; Blase & Blase, 2008; Work Trauma Foundation, 2008; Namie & Namie, 2009a:33).

- **Withholding information, expected behaviour and resources needed by an employee in order to get the job done or acts of omission**

Acts of omission may involve: excluding people from meetings or from important e-mail, lack of empathy, failing to respond to memoranda or to return phone calls, ensuring the failure of a person's project by not performing required tasks for example sign-offs or not taking calls, failure to praise one for achievements, not providing one with due recognition, not supporting one, withholding feedback, denying approval, being undervalued, reducing income and denying benefits. (Blase & Blase, 2003:37; Meyers, 2006a & 2006b; Work Trauma Foundation, 2008; Namie *in* the US Workplace Bullying Survey, 2007:12; Pietersen, 2007:63; Blase & Blase, 2008:279; De Wet, 2010:1453; Namie & Namie, 2009a:1; Lutgen-Sandvik, 2006:23; UK National Workplace Bullying Advice Line, 2010a:11).

- **Excessive monitoring and micromanaging, unreasonable supervision**

This includes excessive control and scrutiny of work, nit-picking, fault-finding, nit-picking about time, unjust/constant/unwarranted reprimands (Rayner cited *in* Meyers, 2006a; Anon, 2007a *in* the Teacher Support Network; Nash, 2007:1; Blase & Blase, 2008:279; UK National Workplace Bullying Advice Line,2010a:18).

- **Different rules for different people**

For example refusing a person's rights or privileges, favouritism, holiday requests denied more often than those of other people, assigning the most disruptive students to a teacher, giving the most difficult timetable to a teacher, principal's wife carries more favour in the assignment of workload, make up own rules that even the perpetrator cannot follow (O'Morain, 2006:2; Anon, 2007a *in* the Teacher Support Network; Kirsten, 2007:6; Pietersen, 2007:63; Work Trauma Foundation, 2008; Blase & Blase, 2008:279; De Wet, 2010:1453; UK National Workplace Bullying Advice Line, 2010a:18).

- **Unrealistic expectations, unreasonable demands and work overload**

These include undue pressure to produce work, overloading a person with work, assigning work as a form of punishment, assigning excessive workloads and long working hours, constantly changing priorities or deadlines, imposing impractical or unreasonable time limits (without consultation), singling out one in terms of undoable duties, workload and deadlines (Blase & Blase, 2003:31; Namie *in* the Report on Abusive Workplaces, 2003:6; O'Morain, 2006:2; Anon, 2007a *in* the Teacher Support Network; Pietersen, 2007:63; Steinman, 2007:22; Blase & Blase, 2008:279; Work Trauma Foundation, 2008; Namie & Namie, 2009a:32; UK National Workplace Bullying Advice Line, 2010g:3).

- **Obstructing career progression through abuse of authority**

For instance undermining actions of employee, undermining and obstructing one's efforts to become involved in or to initiate own professional development, preventing access to training, ensuring failure or setting one up for failure, "stealing" subordinates work, taking credit for accomplishments or work done by others/subordinates, abusing the evaluation process by lying about one's performance, providing a poor performance review or unfair/undeserved evaluations, denying advancement, destroying or removing teachers' instructional aides, sabotaging a person's contribution to a team goal, rewarding or requesting other people to undermine target's efforts at work (Blase & Blase, 2003:31; Anon, 2007a *in* the Teacher Support Network; Namie *in* the US Workplace Bullying Survey, 2007:12; Pietersen, 2007:63; Blase & Blase, 2008:279; Work Trauma Foundation, 2008:1; De Wet, 2010:1453).

- **Encourage others to turn against tormented person**

This may include the launching of a baseless campaign to oust the person, that is not being stopped by the employer (Namie *in* the Report on Abusive Workplaces, 2003:17; Pietersen, 2007:63; Blase & Blase, 2008:279; Namie *in* the WBI 2009 Labor Day Survey).

- **Destruction of workplace relationships**

Relationships with colleagues, superiors or customers are often destructed (Namie *in* the US Workplace Bullying Survey, 2007:12).

- **Fired or demoted, involuntary transfer, terminated employment without cause**

For example - attempting to force target out of job or preventing target to change jobs (Namie *in* the US Workplace Bullying Survey, 2007:12; Blase & Blase, 2008:279; De Wet, 2010:1453).

One may conclude from the above-mentioned, that negative behaviour includes acts of *commission* (what is done, e.g. verbal abuse) and *omission* (what is not done, e.g. not listening) (Namie *in* the Report on Abusive Workplaces, 2003:1). Negative acts may also be *overt* (open, obvious) for example shouting or *covert* (hidden, clandestine), for example withholding of information.

2.4.2 Repetitive, persistent behaviours

Even though one incident is enough to constitute psychological violence, a central feature of *workplace bullying* is the repetitive, persistent nature of enduring behaviours (Steinman, 2007:20; Bergen Bullying Research Group, 2010a:1). Psychological violence should however not be confused with the odd confrontation, single incidents or isolated shows of anger and pressure or stress-related irritability, unless persistent (Steinman, 2007:19).

Most authors agree that, to constitute workplace bullying, negative behaviour or acts must occur frequently, usually once a week, or more often (Einarsen, 1999; Rayner, 1997:205; Lutgen-Sandvik, 2006:8; Work Trauma Foundation, 2008). Although psychological violence may be once-off, it is often characterised by repetitive behaviour.

2.4.3 Duration

Another prominent feature of workplace bullying is that the acts should occur over a period or duration of time (Namie & Namie, 2009b; Bergen Bullying Research Group, 2010a:1). Workplace bullying is thus considered to be continuous. Most researchers agree on a time period of at least six months as a measure in order for it to be classified as workplace bullying (Einarsen, 1999; Lutgen-Sandvik 2006:9, Work Trauma Foundation, 2008; Zapf, 2008:4; Nielsen *et al.*, 2009:83). In contrast to bullying, psychological violence is not always continuous because it may consist of a single act (cf par. 2.2.2).

2.4.4 Subjective perceptions

This refers to the subjective perceptions that targets attach to experiences levelled against them. Einarsen (1999) distinguished between subjective and objective harassment. Subjective harassment ensues when the victim recognises the psychological violence as such, whilst objective harassment is verified by evidence, for example through statements of co-workers (Einarsen, 1999; Einarsen, Hoel, Zapf & Cooper, 2003). Still, not all individuals will classify exactly the same behaviour as psychological violence.

If a victim perceives the perpetrator's intentions as negative or harmful, it may cause as much misery and suffering as the actual conduct itself (Keashly, 2007). Even if a victim does not recognise being bullied, the bullying behaviour is still harmful to the victim (Hoel cited *in* Meyers, 2006a). Nevertheless, psychological violence is based on the perception of the victim, irrespective of objective or external perceptions.

2.4.5 Intent

Intent refers to the aim or purpose of an act of psychological violence. Authors such as Einarsen (1999) and Neuman (2000b) are of the opinion that intent is a prerequisite for behaviour to be classified as workplace bullying. They reason that the core of bullying is aggression and therefore, the intention to harm. Steinman (2007:40) agrees with the above-mentioned authors but adds that workplace bullying is a persistent pattern of behaviour with the intent to harm a victim who is unable to defend himself/herself.

Rayner (cited *in* Meyers, 2006a), on the other hand, argues that intent is not a prerequisite for behaviour to be classified as bullying, as some perpetrators do not realise they are bullies yet their behaviour still hurts victims. The argument of Rayner (cited *in* Meyers, 2006a) is supported by Namie and Namie (2009a:270) who allege that all harassment is bullying, whether intended or not, provided that it hurts the target.

Thus, one may conclude that although the definition of psychological violence specifies "intent" as a pre-requisite for behaviour to be classified as psychological violence "unintended behaviour" is also classified as psychological violence, if it hurts the victim.

2.4.6 Public humiliation

Workplace bullying often takes place in public, in front of an audience, in order to humiliate victims (Namie *in* the US Workplace Bullying Survey, 2007:12; Namie & Namie, 2009a:296). These publicly displayed behaviours are "gross" and undignified - for example yelling,

screaming and criticising - but not illegal (Namie *in* the Report on Abusive Workplaces, 2003:6; Anon, 2007a *in* the Teacher Support Network; Work Trauma Foundation, 2008).

Steinman (2007:21) attributes the significance of an audience as an effective means to enhance the reputation that the perpetrator is powerful. Although psychological violence takes place in public, it is not always the case, for example sexual harassment, amongst other.

2.4.7 Power disparity

Psychological violence is characterised by power disparity or dysfunctional power differential relationships. Power disparity is related to the victim's inability to defend him or herself (Hoel *et al.* cited in Meyers, 2006a).

Power may be formal or informal. Formal power may be based on one's hierarchical position in an organisation, for example a superior who persecutes subordinates. On the other hand, informal power may be obtained through one's contacts, experience, organisational standing and knowledge of a victim's vulnerabilities (Rayner & Keashly, 2005). An example of informal power is when the CEO's secretary withholds needed information. All perpetrators, whether subordinate, superior or colleagues of equal status use power over their victims to undermine them for their own ends.

The relationship between the employer and employee is referred to as "monopsony" power. It means that an employee is "stuck" with an employer and has little or no control over the situation (Coleman, 2007). This power difference, whether perceived or real, makes a victim vulnerable as the victim realises that he or she has a reduced amount of control to stop or prevent the bullying (Einarsen, 1999; Lutgen-Sandvik, 2006:9; Keashly, 2007).

The higher the rank of the perpetrator, the more formal organisational power the perpetrator has to follow through on threats, leaving targets with reduced resources to control it (Keashly, 2007). This argument is supported by the research findings of Blase and Blase (2003:30 & 2008:276) who found that most teachers who experienced psychological violence that emanated from principals simultaneously experienced strong feelings of powerlessness.

Research also indicates that the prevalence of workplace bullying is higher in countries where larger power differences between employees exist such as France, the United Kingdom and the United States, compared to Scandinavian countries where the power differential is less (Nielsen *et al.*, 2009:95).

2.5 THE SOURCES OF PSYCHOLOGICAL VIOLENCE

Anyone can become a perpetrator of psychological violence for example superiors, colleagues of equal status, customers, clients and subordinates. These perpetrators or sources of psychological violence will be discussed.

2.5.1 Superior against subordinate

Evidence suggests that perpetrators of psychological violence are often superiors (Hoel *et al.* cited *in* Hauge *et al.,* 2009:349; Namie & Namie, 2009a:303). Between 70% and 80% of employees in Germany, Austria and England are bullied by superiors (Einarsen, 1999). Most perpetrators (72%) in the US are also superiors (Namie *in* the U.S. Workplace Bullying Survey, 2007:10). Studies conducted in the education sector similarly revealed that workplace bullying and psychological violence emanate mostly from superiors, more specifically principals (Kirsten, 2007; Blase & Blase, 2003 & 2008; De Wet, 2010:1453).

Namie and Namie (2009a:36) point out that employees who are not appointed as superiors are ones most likely to get bullied, as workplace bullying is usually top-down. However, psychological violence cascades from one level to the other and therefore the perpetrator who is a superior may also be a victim of for example bullying by higher-ups. Thus, anyone can become a victim of psychological violence, even “superiors” because they also have “superiors”.

2.5.2 Colleagues of equal status

In Scandinavia, one is more likely to be bullied by one’s peers than by superiors. The reason for the lower incidence of bullying by superiors in Scandinavian countries may be twofold. Firstly, it may be attributed to the laws that are imposed on employers with regard to workplace bullying (Rayner, 1997:206; Ellis, 2007) and secondly, the power differential is less between employees in Scandinavian countries (Nielsen *et al.*, 2009:95).

Although the occurrence of bullying by superiors is higher in the UK (cf par. 2.5.1), the UK National Workplace Bullying Advice Line (2010a:28) reports that teachers are also bullied by colleagues of equal status. In the United States of America (USA), more specifically in the health sector, co-workers were mostly responsible for psychological violence, followed by clients and then superiors (Keashly, 2007).

Although employees are bullied by peers, the occurrence of bullying by colleagues of equal status seems lower than bullying by superiors (Namie *in* the US Workplace Bullying Survey, 2007:10; UK National Workplace Bullying Advice Line, 2010h:2).

2.5.3 Customer to employee

Employees working in the health sector are likely to be bullied by clients or patients (Steinman, 2003:27; Keashly, 2007). Targets perceived bullying, that emanates from clients or patients as less stressful and easier to deal with than bullying by co-workers. The reason is that victims who are bullied by clients or patients are able to draw on the support of colleagues and the organisation, which is not the case when one is bullied by superiors or colleagues (Keashly, 2007). When one is bullied by superiors, colleagues and upper management usually side with the perpetrator, leaving the target without any support (Namie, 2008; Salin, 2008; D'Cruz & Noronha, 2010:524; WBI, 2010d).

2.5.4 Subordinate against superior

Superiors may be bullied by their subordinates. In Scandinavian countries, for example, subordinates and superiors are more or less equally responsible for workplace bullying (Zapf, Einarsen, Hoel, & Vartia cited *in* Hauge *et al.,* 2009:351). Steinman (2007:111) adds that a senior will not be bullied by subordinates unless the subordinates have the support of the senior's superior or some of the superior's peers. Subordinates may also bully if they have the informal power to do so (cf par. 2.4.7).

Bottom-up bullying may transpire as conspiracies levelled against senior managers. These conspiracies may consist of two or more people who attempt to get rid of a person by means of social isolation, moving of deadlines and/or character assassination with the aim to get the senior person fired. Furthermore, subordinates may create a "reputation" for the superior, gossip about the superior and undermine him/her whenever possible (Steinman, 2007:22).

The US Workplace Bullying Survey, 2007 revealed that merely 9% of psychological violence in the workplace originates from the bottom up (Namie, 2007:10) whilst the UK National Workplace Bullying Advice Line (2010:2) estimates the incidence of bullying by subordinates at a minimum of 2%.

One may conclude that, although superiors may be bullied by subordinates, they are not likely to be the targets of psychological violence by subordinates. On the other hand, superiors who are bullied by subordinates may not always report it because it might be too embarrassing.

It may be inferred from the above-mentioned discussion that, although anyone may be a perpetrator of psychological violence in workplaces, superiors are most often the perpetrators, especially in the case where dysfunctional and large power disparities exist between employees. In general, studies conducted in the education sector point towards principals as the main perpetrators of psychological violence, followed by colleagues of equal status. Some

studies also point towards colleagues of equal status as the main perpetrators of psychological violence, especially those conducted in the Scandinavian countries where power differential is less. One is more likely to get bullied by patients when working in the health sector. Subordinates may also bully superiors, but subordinates are likely to bully superiors when they have the support of other superiors or the informal power to do so (cf par. 2.4.7). Still, subordinates are less likely to be the perpetrators of psychological violence in workplaces.

In addition to the above-mentioned, psychological violence may originate from other sources like corporate, client, serial, residual, secondary, gang, explicit, regulation, third party or cyber. Discussion on these sources follows:

- **Corporate**: It takes place in the workplace where employers are the perpetrators of psychological violence. It is the result of insufficient laws or policies to address psychological violence in workplaces and because employers realise that employment opportunities are limited (Steinman, 2007:12; Namie & Namie, 2009a:22).

- **Client**: It refers to abuse that originates from clients. Educators may be abused by superiors, parents or learners/students. In the health sector, patients may abuse health-care staff (Keashly, 2007). This is also referred to as psychological violence from customer to employee (cf par. 2.5.3).

- **Serial**: There is one perpetrator ("serial perpetrator") in an organisation who may bully employees successively (cf par. 2.6.3.5).

- **Residual**: From a system's perspective, bullies also trigger other organisational and psychological problems (Steinman, 2007:9). Therefore, the effect of psychological violence continues even after the perpetrator has left the organisation.

- **Secondary**: This happens when there is a serial bully in the workplace and others unwittingly notice it (Namie & Namie, 2009a:85). Witnesses of psychological violence are also referred to as "secondary targets" (Lutgen-Sandvik, 2006:14).

- **Gang**: This is also known as "mobbing" (Leymann cited *in* Zapf, 2008:1), "group psychological harassment" (ILO, 1998) or "collective bullying" (Steinman, 2007:20) (cf par. 2.3.4).

- **Explicit**: This refers to psychological violence that is the result of two parties that had been encouraged towards conflict (Zapf, 2008:13).

- **Regulation**: This occurs when the perpetrator forces the target to abide by procedures, rules and regulations, in spite of necessity, applicability or appropriateness. Regulation may include unrealistic expectations (Anon, 2007a *in* the Teacher Support Network).

- **Third party**: The perpetrator attacks a third party that is seen as the closest to the target; the reason is that the perpetrator is unable to attack the target directly (Graves cited *in* Kirsten & Matsela, 2008).

- **Cyber**: Electronic media is used, for example offensive or insulting e-mails or electronic texts are sent to the target in order to invade his/her privacy (Ballinger, 2007:1). Coyne and Best (2010:11) found that females and senior managers are most often the perpetrators involved in cyber-bullying.

The above-mentioned may overlap with the perpetrators previously mentioned (cf par. 2.5 - 2.5.1 to 2.5.4). Victims may be abused by a single source, more than one source or a combination of sources.

2.6 THE CAUSES OF PSYCHOLOGICAL VIOLENCE

Psychological violence in workplaces may have different causes. Some authors refer to these causes as the antecedents of psychological violence (Einarsen, 1999). The social system, the target or victim, the bully or perpetrator and the organisational factors are all possible identified causes of psychological violence in workplaces (Einarsen, 1999; Zapf 2008:6). A discussion on these identified causes of psychological violence follows.

2.6.1 The social system as cause of psychological violence

This theory refers to the dynamics of the social work group, as well as the processes of social exclusion as possible causes of psychological violence. According to this theory, targets of psychological violence do not only have lower social skills compared to co-workers, but are also deficient in social behaviour (Zapf, 2008). As a result, targets have an increased likelihood of being bullied.

Research conducted by Zapf (2008:10) revealed that victims of psychological violence lack the ability to build stable social networks, because they are reluctant to integrate in the work group. They are furthermore described as insensitive to conflict. Victims try to avoid conflict as far as possible and if confronted with conflict, they would exhibit unassertive behaviour (Zapf, 2008:13). In spite of these, Zapf (2008:8) also states that the above-mentioned features are not characteristic of all victims of psychological violence.

As such, it is difficult to establish whether the cause of psychological violence in workplaces is to be found in the victim or the social group, as the work group might exclude a person who is perceived as being different. A decrease in social climate and support may also result from psychological violence in workplaces (Zapf, 2008:3).

2.6.2 The target as cause of psychological violence

2.6.2.1 Description of the term "target"

A "target" also refers to a "victim" of psychological violence. Both terms are used in literature but some authors prefer to use one term instead of the other (Namie & Namie, 2009a:7; Steinman, 2007:25). In this study, both terms are used but the term used by the author will be abided by in the text. To facilitate clarity and understanding, definitions of each term is provided.

The United Nations defines a "victim" more comprehensively as *"a person who, individually or collectively, has suffered harm, including physical or mental injury, emotional suffering, economic loss or substantial impairment of their rights, through acts or omissions that are violations of national criminal laws or internationally recognized norms relating to human rights"* (UNISA, 2003 cited *in* Steinman, 2007:41). According to Namie and Namie (2009a:7), a "target" is considered as the recipient of *"unrelenting verbal and tactical assaults"* at work.

2.6.2.2 Personality of the target

Although a 2009 study revealed that personality factors play a limited role in explaining differences between perpetrators and targets (Lind, Glaso, Pallesen & Einarsen, 2009), other studies revealed that targets may have some characteristics in common.

2.6.2.3 Personal characteristics of targets

The negative characteristics of targets followed by the positive characteristics will be discussed.

Negative characteristics:

- **Non-confrontational & low self-esteem**

Earlier studies suggested that a victim, typically has personal characteristics such as being conscientious, having a low self-esteem, and is literally minded and somewhat unsophisticated (Einarsen, 1999). More recently, low self-esteem, submissiveness and being non-confrontational were also found amongst targeted teachers (De Wet, 2010:1453).

- **Overachievers with an unrealistic self-view**

Victims were also described as overachievers with an unrealistic view of themselves (Brodsky cited *in* Einarsen, 1999). As targets are considered as overachievers who view themselves as more accurate, honest and punctual compared to their colleagues, others might experience them as patronising thus explaining the resultant aggressive behaviour from other people (ILO, 1998; Einarsen, 2007).

- **Possible personality defects**

The anxiety levels and prevalence of depression seem to be higher in victims compared to other employees in their work group. Studies revealed that anxious and depressive behaviour often produce negative reactions from others, which may result in mobbing (Hauge, Skogstad & Einarsen, 2007:240; Sacco *et al*. cited *in* Zapf, 2008:3).

A pilot study conducted by Girardi, Monaco, Prestigiacomo, Talomo, Roberto and Tatarelu (2007) revealed that targets may have some personality defects. The researchers administered the Minnesota Multiphase Personality Inventory 2 (MMPI-2) on targets of workplace bullying. Findings revealed that targets presented with depression, indecisiveness, discomfort about change, passive-aggressive traits and a need for recognition and attention. However, it could not be determined whether targets had these traits before the onset of bullying or as a result thereof. The researchers also acknowledged that it was a pilot study and that a longitudinal study is needed to determine personality characteristics of targets (Girardi *et al*., 2007).

- **Refusal to being subservient or controlled**

Targets are considered to be highly proficient and independent but they are ignorant to office politics (rather naïve). Some authors also found that targets often refused to be controlled or subservient (Blase and Blase, 2008:294; Namie & Namie, 2009a: 59 & 127). This might be the reason why targets are perceived by others as reluctant to integrate into the work group (Zapf, 2008:10).

- **Counter-aggression**

A study conducted by Lee and Brotheridge (2006) indicated that targets react to bullying through counter-aggression. This may be an attempt of targets to gain the control they lost whilst being bullied or as a result of the target's anger or an imitation of behaviour learned from perpetrators (Lee & Brotheridge, 2006).

Some authors however argue that the above-mentioned studies were conducted on already traumatised victims and therefore the "negative characteristics" are the result of psychological violence (Einarsen, 2007; Steinman, 2007:25).

Positive characteristics:

Targets' positive characteristics are not only indicative of self-starters and the ideal employee but their positive characteristics are also considered the main reasons why they are bullied (Workplace Trauma & Bullying Institute, 2003; Namie & Namie, 2009a:56-60; De Wet, 2010:1456):

- **Independent, skilled and bright people**

Targets are bright, creative and self-assured (Namie & Namie, 2009a:57). According to Zapf (2008:11) victims are most often high achievers. Targets are perceived as a threat by bullies and this might explain why targets are undermined by bullies (Namie *in* the 2003 Report on Abusive Workplaces, 2003:11; Blase & Blase, 2008:294; Namie & Namie, 2009a:57; De Wet, 2010:1454).

- **Superior competence and skill**

Perpetrators seem to envy the technical competence of their targets (Einarsen, 1999; Namie & Namie, 2003:40; De Wet, 2010:1454). In contradiction to earlier studies, that described victims as unsophisticated, uneducated or unskilled, those with more formal education are more likely to get bullied (cf par. 2.6.2.2; WBI, 2010a; Namie cited *in* Reyes, 2010:2). As education leads to greater skill, ethicality, passion or commitment to work, it will render a person more vulnerable to experience workplace abuse (Namie *in* the US Hostile Workplace Survey, 2000:4).

- **Co-operative and socially skilled**

Targets are usually decent people with a desire to co-operate and an over-optimistic view that goodwill will naturally prevail (Namie & Namie, 2009a:58 & 79). Therefore, perpetrators envy the social skills, positive attitudes and popularity of targets (Namie & Namie, 2003:40; Steinman, 2007:11; Blase & Blase, 2008:294).

- **Ethical, just and fair people**

Targets have integrity, value equity and justice and believe that rewards should be proportional to talent (Blase & Blase, 2008:294; Namie & Namie, 2009a:60 & 126). Targets expect from their employers to act in accordance with higher moral standards, and when disappointed, they demonstrate whistle-blower type behaviour (Namie & Namie, 2009a: 59 & 127). According to

Steinman (2007:14 & 130), there is a relationship between fraud and bullying and bullying is often used as a social control measure to sustain unhealthy practices and to prevent whistle-blowing.

2.6.2.4 Characteristics of vulnerable people

Research indicates that certain attributes may make a person more vulnerable to become a victim of psychological violence (Namie & Namie, 2009a:6; Zapf, 2008:10; Steinman, 2007:24). Since perpetrators are on the look-out for easy targets or vulnerable colleagues they may intentionally select those who put up the least resistance (Namie & Namie, 2009a:61; Steinman, 2007:24). Thus, those that look and sound non-threatening and/or non-confrontational are more likely to be persecuted.

Targets may also send a message of being non-threatening through either their words (self-defeating statements) or their non-verbal behaviour (Namie & Namie, 2009a:61):

- **Self- defeating statements**

Self-defeating statements may include statements like: *"I owe my success to those around me"* or *"I never was good at this sort of thing"*. The tone of voice (timid), rate of speech (too slow or fast) or tolerance to be interrupted by the bully can provide non-verbal clues that indicate a lack of confidence to the perpetrator (Namie & Namie, 2009a:61).

- **Non-verbal behaviour**

Fear of intimidation is often signalled through non-verbal behaviour like a hesitant walking pace, short stride or walking backwards to attend to the perpetrator. Absence of gestures might also convey a message to the bully of a quiet, non-expressive person who will not fight back when attacked (Namie & Namie, 2009a:62).

- **Use of personal space**

If people tolerate the invasion of their personal space, a message of submission is sent to the perpetrator. It is known that perpetrators use personal space to their advantage through standing too close, touching targets or hovering over the shoulders of their targets (Namie & Namie, 2009a:63).

- **Previously traumatised**

People who were previously traumatised are more susceptible to experience psychological violence (Einarsen, 1999; Namie & Namie, 2009a:63; Ballinger, 2007:2; Steinman, 2007:57).

The reason is that perpetrators are ingenious at identifying vulnerabilities or weaknesses in potential targets (Steinman, 2007:114).

The previous trauma might have occurred as a result of parental divorce, childhood sexual abuse, death or some kind of loss, amongst others (Namie & Namie, 2009a:64). Perpetrators often take advantage of traumatic situations of vulnerable colleagues in order to further their own agendas (Steinman, 2007:24).

2.6.2.5 General characteristics of targets

Women are not only more likely to become targets of psychological violence in workplaces, but are also at greater risk to be bullied by other women (Brunner & Costello, 2003; Namie *in* the US Workplace Bullying Survey, 2007:7; Steinman, 2007:22; WBI, 2010a:2). Targets in the US are predominately in their forties and have prior experience (Namie, *in* the Report on Abusive Workplaces, 2003:3). Physically, both women and men targets were found to be slightly more attractive than non-targets. Minority groups, in addition to those that do not belong to a "protected status group" are also more likely to become targets of psychological violence (Namie, *in* the US Workplace Bullying Survey, 2007:9; Steinman, 2007:113).

What emerged from the studies is that targets are mainly targeted for their positive traits that are envied and considered as threats by perpetrators. Therefore perpetrators would look for and use any vulnerability to persecute targets. When the focus is on a target's weaknesses, it may also make the perpetrator look and feel better.

2.6.3 The perpetrator as cause of psychological violence

2.6.3.1 Description of the term "perpetrator"

"Perpetrators" are described as "*women and men who torment women and men of all races and ages, regardless of size or type of business"* (Namie & Namie, 2009a:5). The perpetrator of psychological violence is also referred to as the "bully" or "workplace bully" (Namie & Namie, 2009a:3; Lutgen-Sandvik, 2006; Ellis, 2007). The term "perpetrator" is preferred in this study but the researcher will also adhere to the terminology used by the authors.

2.6.3.2 Personality of the perpetrator

Research revealed that most victims blamed the personality of the perpetrator as a cause of psychological violence (Einarsen, 1999; Namie *in* the 2007 US Workplace Bullying Survey). Some victims claim that workplace bullying was preceded by a change in position which

rendered the perpetrator more powerful (Rayner, 1997; Einarsen, 1999; Hoel & Cooper cited *in* Beswick, Gore & Palferman, 2006:23).

2.6.3.3 Personal characteristics of perpetrators

According to Namie and Namie (2009a:69 & 76), the central underlying theme of bullying is control. Perpetrators are generally described negatively as unpredictable, angry, intense, jealous, critical, sullen, manipulative, evil, hypocritical, persistent and explosive. Perpetrators display low or little developed empathy, insufficient emotional control, low frustration tolerance, lack or integrity, less ethical behaviour, superiority at organisational politics and committed to career advancement (Namie *in* the Report on Abusive Workplaces 2003:1; Bach, 2007:1; Namie & Namie, 2009a:46 & 76; De Wet, 2010:1453).

Perpetrators display "positive" characteristics such as being talented, articulated, systematic and manipulative and "knows how to play the power game" (De Wet, 2010:1453). Perpetrators persecute to obtain more "resources", for example financial stability, a positive working environment, matching one's skills to the required job skills and good relationships with superiors and colleagues (Wheeler *et al.,* 2010:555-557).

The Work Trauma Foundation (2008:1) reports that the minority (2 to 4%) of perpetrators are sociopaths, but owing to their personality traits, they influence a much larger percentage of people. Some researchers are of the opinion that perpetrators may have characteristics congruent to Narcissistic Personality Disorder (Kirsten *et al.,* 2005; De Wet, 2010) and Antisocial Personality Disorder (Field cited *in* Freeman, 2001:1). Although perpetrators with personality disorders may be in the minority, the characteristics related to Narcissistic Personality Disorder and Antisocial Personality Disorder might also explain psychological violence.

- **Antisocial Personality Disorder**

Babiak and Hare (2007) point out that the changing nature of organisations, which include the shedding of bureaucratic policies and structures for flatter, free-form, faster paced organisations may contribute to the hiring of psychopaths (people with Antisocial Personality Disorder).The core personality traits of psychopaths such as manipulation, domination and coercion, which are also classic features of "management", are mistaken by organisations as "leadership", taking charge, making decisions and getting others to produce (Babiak & Hare, 2007:XI; Namie & Namie, 2009a:46).

People with Antisocial Personality Disorder seem to be normal, even charming and ingratiating (Sadock & Sadock, 2003:807). However, the clinical features of people with Antisocial

Personality Disorder include extreme manipulation, not telling the truth and they cannot be trusted to carry out any task or adhere to any conventional standard of morality. They do not experience any anxiety or depression that seems incongruous with their situations. They notably lack remorse for their actions and appear to have no conscience (Sadock & Sadock, 2003:807; American Psychiatric Association *in* the DSM-IV-TR, 2000:706).

Although psychopaths are often successful by standard measures of career success, they have a detrimental effect on businesses. They tend to take advantage of communication weaknesses, organisational systems and processes and interpersonal conflicts, and abuse co-workers, cause low morale, stir up conflict and may steal and defraud (Babiak & Hare, 2007:XIV). Except for the financial harm to companies and shareholders, psychopaths shatter the careers of those subjected to them through emotional and/or physical abuse (Babiak & Hare, 2007:XIII).

- **Narcissistic Personality Disorder**

A research study conducted by Kirsten (2007:5) among teachers subjected to psychological violence by an abusive principal revealed that the perpetrator reflected behaviours similar to the clinical features and the diagnostic criteria of a person with Narcissistic Personality Disorder. The research finding of Kirsten is recently confirmed by De Wet (2010:1453), who found that perpetrating principals exhibit destructive narcissism. Padilla *et al.* (2007:182) similarly claim that destructive leaders share common characteristics such as narcissism in addition to charisma, personalised needs for power, negative life history and an ideology of hate.

People with Narcissistic Personality Disorder have a grandiose sense of self-importance and think they are special and unique (Sadock & Sadock, 2003:811-812; American Psychiatric Association *in* the DSM-IV-R, 2000:717). As a result they also expect special treatment. Their sense of entitlement is striking. Narcissists are interpersonally exploitive; they take advantage of others and are unable to show empathy. They purposefully feign sympathy to achieve their own ends. Their behaviour leads to interpersonal difficulties, occupational problems, rejection and loss as a result of their narcissistic behaviour (Sadock & Sadock, 2003:812; DSM-IV-R, 2000:717).

Although not all perpetrators have Narcissistic Personality Disorder, they often use narcissistic, immature and neurotic ego defences to survive office politics (Steinman, 2007:37). It is however important to note that anyone can become a perpetrator, even former targets (cf par. 2.6.2.3; Lee & Brotheridge, 2006; Hauge *et al.,* 2009:355). Therefore, characteristics ascribed to perpetrators should not be generalised. For example, a study by Lee and Brotheridge (2006) found that targets may imitate the aggressive behaviours of perpetrators in order to cope with

psychological violence. Traumatised targets may also use similar “negative characteristics” as perpetrators to survive in a hostile organisational culture.

Research furthermore indicates that perpetrators share some general characteristics with regard to gender, size and recognisable bullying patterns. A discussion of these general characteristics of perpetrators follows.

2.6.3.4 General characteristics of perpetrators

Both men and women could be perpetrators but some studies reveal that the majority of perpetrators are men. The majority (62%) of perpetrators in the US are men (WBI, 2010a:2) and the majority of perpetrators in the Scandinavian countries are male (Hauge *et al.,* 2009:351). A study conducted by Ellis (2007) in the UK revealed that most perpetrators are male managers. Ellis (2007) acknowledged that the former study was conducted in a male-dominated retail industry where more male managers than female managers were employed.

On the other hand, the UK National Workplace Bullying Advice Line (2010g:2) indicates that more than half of the perpetrators are female. This is attributed to a higher percentage of female managers employed in the caring professions such as teaching; nursing and social work (cf par. 2.6.4.2).

In addition, an increase in female perpetrators may be attributed to organisations where male stereotypes still reign (Brunner & Costello, 2003; Monaghan, 2006). Women who want to advance their careers realise that they have to demonstrate male characteristics or bullying behaviours like aggressiveness, competitiveness and autonomy because it is rewarded. Instead of being nurturing, communal and concerned about others, women join men in bullying their own gender (Brunner & Costello, 2003; Steinman, 2007:50). When there is a perceived lack of rewards for females in the corporate structure, the competition for power amongst women may be intensified (Brunner & Costello, 2003; Steinman, 2007:50). Whether a perpetrator is male or female, it appears as if perpetrators would rather persecute their own gender (WBI, 2010a:2).

In the US, perpetrators of women targets are often larger in physical size than their targets, but men targets are usually taller than their perpetrators. Men who persecute women seem to be taller than their women targets (Namie *in* the Report on Abusive Workplaces, 2003:11). Although most perpetrators bully alone on the outset, female perpetrators are more likely to recruit others to “gang up” against the target (Namie *in* the US Workplace Bullying Survey, 2007:8).

Most perpetrators seem to enlist the help of others, and the target's co-workers often become the perpetrators' collaborators (Steinman, 2007:20; Namie cited *in* Reyes, 2010:2). The reason for this is that perpetrators prefer the security and power of a group and group members often cede their personal accountability for the privilege of belonging (Steinman, 2007:72).

What becomes clear from the literature is that both men and women may be perpetrators of psychological violence but, either way, that perpetrators would rather persecute their own gender (WBI, 2010a:2). It is also typical of the nature of workplace bullying that it starts with a single perpetrator, but evolves to involve others to assist in the bullying (cf par. 2.3.4) so that the difference between bullying and mobbing eventually disappears.

Perpetrators are furthermore classified according to the reasons why they become perpetrators and the tactics that they use. This discussion will follow.

2.6.3.5 Types of perpetrators

Literature indicates that there are several "types" of perpetrators (Steinman, 2007; Namie & Namie, 2009a:45-50). However, only the perpetrators that have relevance to this study will be discussed.

- **"Serial Perpetrator"**

The "serial perpetrator" is more often than not a "schoolyard bully" who was never stopped bullying (Ellis, 2007). The "serial perpetrator" is described as the most malevolent, mean-spirited and nasty person at work (Namie & Namie, 2009a:46). They are control freaks and exploiters who display no mercy (Steinman, 2007:24). These perpetrators have a "Jekyll and Hyde" character and outsiders often perceive them as polite and friendly. "Jekyll" is charming and convincing to deceive everyone, including a court of law, while "Hyde" is evil (Field cited *in* Costas, 2002:1; Kirsten, 2007:6). "Hyde" is the real person, while "Jekyll" is an act. This perpetrator targets one individual at a time and is vicious and vindictive in private, but innocent and charming in front of witnesses (Field cited *in* Costas, 2002:1).

The "serial perpetrator" is the one most likely to have an Antisocial or Narcissistic Personality disorder as previously discussed (cf par. 2.6.3.3; Kirsten *et al.*, 2005:2; The UK National Workplace Bullying Advice Line, 2010f:10).

- **"Opportunistic perpetrator"**

This perpetrator is the one most likely to be found in organisations. This perpetrator is a master at reading cues in the workplace and can be charming and supportive as well. However, when

the opportunity presents to advance, this perpetrator will step over a target or someone who might block the road to success (Namie & Namie, 2009a:47-48). Power, money, changes, opportunities and threats usually play an important role in the nature of this perpetrator (Steinman, 2007:24). This perpetrator realises that, although organisations talk about teamwork and co-operation, that in reality, it is not actually rewarded (Namie & Namie, 2009a:49). This perpetrator may also result from a hostile organisational culture (cf par. 2.6.4.1).

2.6.4 Organisational factors as cause of psychological violence

Several studies point to the work environment itself as causing psychological violence (Strandmark *et al.,* 2007:1; Hauge *et al.,* 2007:239). There are certain identified factors in organisations that elicit psychological violence. Recent research indicates that organisational factors (such as a hostile organisational culture) play a greater role in predicting who would become perpetrators than personality factors (Lind, Glaso, Pallesen & Einarsen, 2009; Wheeler *et al.,* 2010:554).

2.6.4.1 Organisational factors

Leymann (cited *in* Einarsen, 1999) initially identified four factors in organisations that elicit psychological violence, namely *deficiencies in work design, deficiencies in leadership behaviour, socially exposed position of the victim* and a *low moral standard in the department*. However, the following list of organisational factors including more recent research, are considered the root of psychological violence in the workplace:

- **Stressful work conditions**

Stressful work conditions are one of the most frequent causes of psychological violence (Zapf, 2008:6; Hauge *et al.,* 2007; Hauge *et al.*, 2009:349). It includes stressors such as poor work design, a lack of job control and employee autonomy and organisational changes (Salin cited *in* Wheeler *et al.,* 2010:554; Wheeler *et al.,* 2010:556).

Factors such as restructuring, job insecurity, reform and excessive workloads may also propagate stress in organisations (Ellis, 2007). Stressful work conditions are characterised by employee uncertainty, time pressure and a high probability of conflict due to existing problems in organisations. A high rate of escalating conflict in an organisation is also linked to an increased rate of psychological violence (Einarsen *et al.,* 1994; Hauge *et al.,* 2007; Zapf, 2008:10).

- **A corporate culture that permits and rewards hostile behaviour**

This is also known as a “dog-eat-dog” environment where a mentality of “survival of the fittest” reigns and staff is encouraged to compete against each other, instead of working as a team (Monaghan, 2006:1; Steinman, 2007:16). Hostile, cut-throat and anti-social behaviour are often encouraged and considered to be part of managerial practice and leadership (Ballinger, 2007:2; Namie, 2008; Work Trauma Foundation, 2008:2; Namie & Namie, 2009a:22).

An abusive workplace or hostile organisational culture is established when organisations act in a cut-throat manner, thereby providing opportunities for perpetrators to persecute. Bullying behaviour is often misinterpreted as “leadership” and by promoting perpetrators, negative behaviour is rewarded. Perpetrators who are not addressed also view it as authorisation to continue with their negative behaviour (Brunner & Costello, 2003; Salin, 2006; Ballinger, 2007:2; Work Trauma Foundation, 2008:2; Namie, 2008; Namie & Namie, 2009a:22 & 2009b).

Employers and HR (Human Resources) divisions also contribute to workplace bullying when they defend exposed perpetrators and ignore or do nothing about the bullying situation (Namie, 2008; WBI, 2010d). As a result, perpetrators face a low risk of being held accountable and continue with negative behaviour, because they are able to get away with it (Namie & Namie, 2009a:24).

A recent study by D’Cruz and Noronha (2010) confirmed that HR is not likely to assist targets or to resolve workplace bullying. On the contrary, HR protected the employer’s interest and scapegoat targets. As a result the bullying situation worsened for targets and affected their ability to cope adversely (D’Cruz and Noronha, 2010: 520-525).

Psychological violence seems to be more prevalent in bureaucratic and rule-orientated organisations with hierarchical grievance procedures and where the interests of stakeholders such as learners and parents are considered to be more important than those of employees (Ferris, 2004; De Wet, 2010:1453).

- **Perceived loss of resources**

When employees perceive that they might lose “resources” such as objects or conditions that are needed to meet the demands of the employee’s life, they may resort to bullying behaviour to retain their resources (Wheeler *et al.,* 2010:557-558). “Resources” may include physical objects needed to perform one’s job or financial stability. When other employees perceive that a perpetrator claims all resources for him/her it may cause bullying behaviour amongst group members in pursue of resources (Wheeler *et al.,* 2010:557).

- **Absence of policies to address psychological violence in the workplace**

Psychological violence seems to thrive in the absence of applicable and strong policies (Salin cited *in* Wheeler *et al.,* 2010:554; Work Trauma Foundation, 2008:2). The reason is that perpetrators who suffer no consequences for their negative behaviour view it as indirect approval to engage in more and similar behaviours (Wheeler *et al.,* 2010:557).

The prevalence of workplace bullying seems to be lower in organisations with an anti-bullying policy (Baillen, Neyens, De Witte & Vanoirbeck cited *in* Salin, 2008). It may be deduced from the above-mentioned that a psychological violence policy and the implementation thereof is a prerequisite to ensure that workplace perpetrators are addressed, thereby reducing the incidence of psychological violence.

- **Organisational changes**

Changes like restructuring, looming retrenchments and mergers may lead to workplace bullying in a normally peaceful environment (Lewis, 1999; Steinman, 2007:14; Work Trauma Foundation, 2008:2). Organisational changes may evoke fear among employees, for example a fear for redundancy or a fear of losing one's position (Ellis, 2007). Organisational changes do not only result in job insecurity but also propagate workplace bullying (Hoel & Salin cited *in* Hauge *et al.,* 2007:222).

During restructuring the demand for information by employees increase while managers' ability to provide accurate information decrease concurrently (Sheehan, 1999). It may elicit even more conflict, authoritarian behaviour, vindictiveness, as well as workplace bullying (Sheehan, 1999; Monaghan, 2006:1; Steinman, 2007:17 & 128). Organisational changes that are handled ineffectively also result in higher stress levels among employees (Anon, 2007b).

- **Lack of friendly and supportive atmosphere**

This refers to an unsupportive social and competitive environment (Wheeler *et al.,* 2010:554). It is characterised by a lack of support by superiors (Pietersen, 2007:63; Blase & Blase, 2008:279; De Wet, 2010:1453) and includes an organisational environment where ridicule, teasing and sarcasm are allowed (Namie & Namie, 2003:34).

- **Communication deficiencies** (Namie & Namie, 2003:34; the Work Trauma Foundation, 2008:2; De Wet, 2010:1453; Salin cited *in* Wheeler *et al.*, 2010:554):

Organisations in which psychological violence prevail are usually characterised by a breakdown in communication (Steinman, 2007:13). It includes lack of information flow, inappropriate and

inadequate communication and conscious miscommunication, which in itself is a bullying strategy (Zapf, 2008:10). The following are examples of communication deficiencies related to psychological violence (Namie & Namie, 2003:34):

- **Indirect communication**: Not talking directly to employees but through others, or behind their backs.
- **Abundant, but ineffective communication**: Many memos or messages without substantiation.
- **Secretive**: It refers to secret meetings and lack of transparency. People who speak out are silenced (Steinman, 2007:128). Information regarding salaries and promotions, amongst others, are not shared with staff for 'their own good' (Namie & Namie, 2003:34).
- **Skilled incompetence**: Constant planning and meetings without any action and nothing gets done.
- **Preference for a logical rational dualistic communication style**: The organisation supposedly only provides facts that are black-on-white (Namie & Namie, 2003:34).

- **Low moral standard**

Low moral standard is encouraged by organisational norms like dishonesty due to the belief that one cannot succeed if honest. It also refers to habits like lying, cheating and stealing, among others in organisations (Namie & Namie, 2003:34; Monaghan, 2006:1).

- **Lack of strong/efficient leadership**

This refers to poor supervisors, weak leadership, lack of constructive leadership and destructive leadership styles (Einarsen, Raknes & Matthiesen, 1994; Hauge *et al.*, 2007:239; Harvey *et al.* cited *in* Kelloway & Barling, 2010:263). It also includes a lack of goals or conflicting goals amongst leaders (Steinman, 2007:17). Managers who have exceeded their skill level and competency may also resort to bullying behaviours (Sheehan, 1999; De Wet, 2010:1453).

Psychological violence is specifically linked to two leadership styles, namely an *active, autocratic* or *task-orientated leadership style* (Monaghan, 2006:1; Kirsten, 2007:6; De Wet, 2010:1453; Hoel *et al.,* 2010:461) and a *passive (laissez-faire) leadership style* (Hauge *et al.,* 2007:239).

With reference to *autocratic leadership style*, it was found that workplace bullying prevails in working environments where employees are not involved in the decision-making processes or are too afraid to express their opinions and where conflict is handled in an authoritarian way. Autocratic or authoritative leaders are known to be directive and they apply force to achieve organisational goals (Hoel *et al.,* 2010:456).

Abdication of leadership *(passive) or laissez-faire management styles* also lead to psychological violence because passive managers do not intervene and/or ignore psychological violence amongst their subordinates (Hauge *et al.,* 2007:228; Hoel *et al.,* 2010:461). The passiveness of a laissez-faire manager could actually encourage group conflict and peer bullying (Einarsen *et al.,* 1994; Hoel *et al.,* 2010:457).

Unpredictable and unfair behaviour of leaders are also linked to workplace bullying (Hoel *et al.,* 2010:462). Hoel *et al.* (2010:462) caution against the view of Hersey and Blanchard that advised leaders to be flexible and adapt to changing needs with different leadership styles, as unpredictability and punishment delivered in a non-contingent manner (delivered on leader's own terms and independent of subordinates' behaviour) might be experienced by subordinates as psychological violence.

- **Deficiencies in work design**

Deficiencies in work design include aspects such as role ambiguity and role conflict, vague job descriptions, excessive workloads, impossible deadlines, lack of possibilities to monitor and control one's work and unchallenging work. Excessive workloads and impossible deadlines also increase the pressure on employees. The discussion on aspects related to work design deficiencies, namely excessive pressure to produce work, role ambiguity and role conflict, low and unchallenging work and a lack of possibilities to monitor and control one's own work will follow.

- **Excessive pressure to produce work**

  This refers to *excessive workloads* and *impossible deadlines*, which are also considered as bullying tactics (Lewis, 1999; Ellis, 2007; Steinman, 2007:19; Blase & Blase, 2008:279). The manner in which restructuring is undertaken in organisations including workload also constitutes structural violence (Steinman, 2007:19). A crisis-orientated organisation culture also leads to work overload as it distracts employees from doing routine work and results in exhausted employees (Namie & Namie, 2003:35).

  Lewis (1999), who conducted research in higher and further educational institutions in Wales, revealed that the increasing pressure on public sector organisations creates more pressure on management, which in turn is passed onto employees. Lecturers however felt that management used increased pressure and financial control as excuses to hide management's undertakings.

- **Role ambiguity and role conflict**

  Leaders who set incompatible demands around roles, tasks and responsibilities may contribute to psychological violence in the workplace (Einarsen *et al.,* 1994; Hauge *et al.,* 2007:228; Work Trauma Foundation, 2008:2; Zapf, 2008). Vague or open job descriptions also contribute to role ambiguity and may be used against employees (Steinman, 2007:129).

  Role ambiguity and unclear goals do not only lead to psychological violence, but may also result in uncertainty amongst employees. Employees who are uncertain about their tasks commit errors that may in turn be used as ammunition against them (Zapf, 2008:10).

- **Low and unchallenging work**

  This refers to work that is below a person's skill or competence level, which in itself is a bullying strategy (Einarsen *et al.,* 1994: Steinman, 2007:17). Anon (2007b) asserts that demands placed on employees should be in relation to their skills and abilities.

- **Lack of possibilities to monitor and control one's own work**

  Workplace bullying is associated with work environments where employees are not involved in the decision-making process (Vartia cited *in* Hoel *et al.,* 2010:455)

  Lack of control to monitor and control one's own work refers to a lack of participation in goal setting and tasks and includes insufficient opportunities to influence matters concerning the self (Einarsen *et al.,* 1994; Hauge *et al.,* 2007:234). Managers who experience lack of control from their superiors tend to treat their subordinates in exactly the same way (Stambor, 2006).

- **Denial of problems**

Organisations may deny problems and only focus on outward appearance. Companies that deny the existence of problems do not address problems (Namie & Namie, 2003:33). Fraud is ignored or the person is not dismissed when it is reported (Steinman, 2007:130). Organisations may also downplay problems by describing them as minor (Namie & Namie, 2003:33).

In a workplace, characterised by the above-mentioned factors, psychological violence is expected to prosper. Moreover, organisations where these factors prevail become the perpetrator's collaborator. Therefore, employers do not only play a vital role in sustaining, but

may also indirectly contribute to psychological violence (Steinman, 2007:16; Namie, 2008; Namie, 2010).

Research indicated that certain workplaces and occupations are more vulnerable than others in experiencing psychological violence. This section on the organisational factors as cause of psychological violence will end with a discussion on vulnerable workplaces.

2.6.4.2 Vulnerable workplaces

Although psychological violence transcends the boundaries of one specific occupational group, the health and education sectors are considered to be especially vulnerable to psychological violence. Research indicates that employees in these two sectors are more likely to become victims of psychological violence (ILO, 1998; Ellis, 2007; Coleman, 2007; Steinman, 2007:30; Blase & Blase, 2008:295; UK National Workplace Bullying Advice Line, 2010h:2).

Research conducted by the Workplace Bullying Institute revealed that employees from both the private and public sectors are bullied (Namie & Namie, 2003:30). However, it seems as if the incidence of psychological violence is higher in the public sector (Coleman, 2007; Steinman, 2007:42; UK National Workplace Bullying Advice Line. 2010g:2).

Namie and Namie (2009a:23) attributes the fact that workplaces such as government and the education sectors are more prone to workplace bullying, to a lack of promotion and pay possibilities. On the one hand, public sector employees are better protected from psychological violence by means of their trade unions but, on the other hand, it is more difficult to terminate the employment of a perpetrator in the public sector (Coleman, 2007).

2.7 PSYCHOLOGICAL VIOLENCE MODELS

Most models describe psychological violence as a gradual evolving process. In the beginning, aggressive behaviour is indirect, more discreet and difficult to pinpoint. Later, aggressive behaviour becomes more direct when victims are isolated, avoided and humiliated in public (Einarsen, 2007). The following models are related to psychological violence in this study:

2.7.1 **Leymann Model** (Leymann cited *in* Einarsen, 1999; Einarsen *et al.*, 2003:13)

The Leymann model was the first to describe psychological violence as a process that takes place in phases or stages (Leymann cited *in* Einarsen 1999, Rayner *et al.*, 1999).

The following four phases also resemble the model of Allport on the acting out of prejudices Einarsen, 1999):

- **Phase 1**: Allport (cited *in* Einarsen, 1999) refers to this phase as *anti-location*. During this phase the incidents or bullying behaviours are more subtle, but directed towards one or more persons in a work group. Prejudicial talk against the victim starts, but is restricted to small circles of the "in group" and takes place behind the victim's back.

- **Phase 2**: At this phase, bullying behaviours become more *open, direct and frequent*. The victim will have difficulty defending him/her owing to existing social and psychological factors. The social and psychological factors may have been caused by the bullying itself. Other employees will also start to avoid the victim.

- **Phase 3**: This phase is characterised by *social stigmatisation*. The victim is openly and directly harassed and discriminated against by means of exclusion and alienation. Bullying behaviours focus on the personal inadequacies or weaknesses of the victim. The victim is subjected to offensive jokes and remarks by others. A social stigma is placed on the victim.

- **Phase 4**: The final stage entails the *elimination of the victim* and is characterised by severe trauma. The mental and physical health of the victim is affected, and some victims may commit suicide. Third parties such as upper-level management, unions and personnel administration usually side with the bully and treat the victim as the problem. This may lead to expulsion from work or, alternatively the victim is driven out of the organisation.

The model of Leymann may be seen as transactional in nature. It includes the target as part of a dynamic process, rather than a passive recipient. It also provides clues on how to tread the process path of psychological violence (Rayner *et al.*, 1999).

2.7.2 Psychological violence according to levels

Psychological violence may take place on different levels. According to this model, psychological violence may take place on the following levels, namely, individual, dyadic, social group and organisational level (Blase & Blase, 2008:266; Saam, 2009).

- **Individual level**: At this level the personalities of either the victim or abuser is seen as causes for psychological violence. The victim's perception of being abused is taken into account. Individual factors, for example lack of coping resources and reactions to maltreatment, amongst others, may contribute to psychological violence (Zapf, 2008:9).

- **Dyadic level**: This level refers to the relationship between the perpetrator and the victim or the interpersonal level. It includes power disparity, personality differences and personality disorders that might exist in either the victim or the perpetrator. Conflict may escalate at this level (Zapf, 2008:13).

- **Social group level**: This level refers to the "scapegoating" process that takes place within groups and organisations by which groups replace their frustrations and anger to a less powerful group member (Einarsen, 1999).

- **Organisational level**: It often results from a hostile organisation culture. Structural violence emanates from the organisational level (Steinman, 2007:19). It includes factors that are intrinsic to the organisation like organisational practices and procedures that are perceived by victims to be humiliating and demeaning (Einarsen *et al.,* 2003:13).

The above-mentioned model describes psychological violence from a societal and organisational perspective. It also provides information on the interpersonal nature of psychological violence (Rayner *et al.,* 1999). Though, factors prevalent in the described levels may also sustain and provoke psychological violence.

2.7.3 Predatory model

According to the predatory model, the victim is innocent and does nothing to elicit psychological violence (Einarsen *et al.*, 2003:14; Einarsen, 2007). The victim finds him/her accidentally in a position where the perpetrator is trying to demonstrate power. The victim may be attacked either because the victim is part of an "out group" or the victim may be seen as an easy target for the acting out of stress and frustration by the perpetrator.

Examples of predatory psychological violence are aggressive and authoritarian leadership, acting out, prejudice and "scapegoating" processes. Predatory psychological violence may also be caused by a hostile or aggressive social climate or organisational culture in which psychological violence is tolerated, permitted and awarded (Einarsen, 2007; cf par. 2.6.4.1).

2.7.4 Dispute-related model

Dispute-related psychological violence develops as a result of interpersonal conflicts such as grievances or perceived wrongdoings. It is thus triggered by a work-related conflict. There are three kinds of dispute-related psychological violence, namely aggressive behaviour that is used as a struggle tactic, malingering and resentment to perceived wrongdoing or unfair treatment by one's opponent (Einarsen *et al.*, 2003; Einarsen, 2007).

The conflict may escalate into personal conflict where the destruction of the opponent is seen as the ultimate goal. If a party should acquire a disadvantaged position, that party will become the victim of psychological violence (Bjorkvist *et al.* cited *in* Einarsen, 1999; Einarsen, 2007). The situation may become very complex when both parties claim to be the victim. Aggressive behaviours may also originate from both parties.

2.8 SUMMARY

Psychological violence is becoming a major concern and transcends countries, occupations, gender and race. Although psychological violence has existed for many years in workplaces, educators or employees may have been unaware that the abuse to which they were subjected was indeed psychological violence.

It was aimed in Chapter 2 to provide an understanding of the nature of psychological violence. Psychological violence as a form of workplace violence was described. Terminology related to psychological violence was discussed and possible relationships and differences between terminologies have been identified. The typical characteristics by which psychological violence may be recognised were identified.

It is evident from the discussions thus far, that educators may be subjected to psychological violence from various sources. Different causes of psychological violence were identified, including the social system, the victim, the perpetrator, as well as organisational factors. The education sector was identified as a vulnerable workplace where psychological violence is most likely to thrive. Finally, the models related to psychological violence were identified and described. In the next chapter, the impact of psychological violence on the health of victims will be discussed.

CHAPTER 3

THE IMPACT OF PSYCHOLOGICAL VIOLENCE ON HEALTH

3.1 INTRODUCTION

Several studies indicate that psychological violence impacts negatively on the health of victims (Blase & Blase, 2003; Keashly, 2007; Kirsten, 2007; Blase & Blase, 2008; Namie & Namie, 2009a:136; De Wet, 2010). A critical defining characteristic of psychological violence per se is the resultant harm inflicted on the health of victims (Namie & Namie, 2003:3). It is also this health-endangering feature that distinguishes psychological violence from justifiable reprimands, isolated incidents of anger, difference in opinion, the odd confrontation or pressure and stress-related irritability, unless if persistent (Steinman, 2007:19).

This chapter will commence with a discussion on the severity of the impact of psychological violence on health. The impact of psychological violence is as severe as, or sometimes even more severe than the damage caused by physical violence (Keashly, 2007; Steinman, 2007:42). However, some of the typical characteristics of psychological violence such as repetition, duration, individual perception and power disparity may actually contribute to the severity of psychological violence (Gardner, 2005; Keashly, 2007)

The impact of psychological violence on health can only be fully comprehended within a systemic framework given that each action eventually impacts on the whole system (Steinman, 2007:7). Therefore, the Holistic Eco-Systemic Model as presented by Kirsten (2004) (cited *in* Kirsten *et al.,* 2009:8), that includes all the contexts of a person's life will serve as theoretical foundation for this chapter. The impact of psychological violence will be discussed under separate headings or contexts, namely the psychological (e.g. stress), biophysical (e.g. physical disease), spiritual (e.g. meaning in life), ecological (economic and social) and metaphysical contexts (e.g. unformalised personal views).

Although discussed separately, contexts are indistinguishable, and overlapping between contexts may occur in the discussions. It is furthermore anticipated that the impact of psychological violence will be wider than may be contained within a given context as a change in one context simultaneously affects all the other contexts. Consequently it will also impact on the holistic health of victims (Jordaan & Jordaan, 2000:39; Kirsten, 2001).

3.2 THE SEVERITY OF THE IMPACT OF PSYCHOLOGICAL VIOLENCE

Psychological violence is severe enough to harm the health of victims. Comparative studies indicate that, whether physically assaulted, sexually harassed or bullied, victims seem to

experience similar physical, emotional and organisational effects (Rogers cited *in* Keashly, 2007; Steinman, 2007:42).

The severity of harm inflicted by psychological violence may be conceptualised on a continuum (Lutgen-Sandvik, 2006:29). As such, low levels of psychological violence are compared to first-degree burns, for example sunburns. Although it causes damage over time, it also heals faster.

More intensive, frequent and persistent levels of psychological violence are similar to second-degree burns, as it is more painful and requires professional treatment and intervention strategies in order to heal (Lutgen-Sandvik, 2006:29). Extremely escalated cases of psychological violence, however, are compared to third-degree burns, as it results in permanent psychological damage and causes Post-Traumatic Stress Disorder, increased risk of heart disease and even suicide, amongst other (Kivimaki *et al.* cited *in* Lutgen-Sandvik, 2007:29).

3.2.1 Factors that may contribute to the severity of impact

Although repetition, duration, power disparity or an inability to defend against control and individual perception are typical characteristics of some forms of psychological violence, these factors may actually contribute to the severity of the impact of psychological violence (cf par. 2.4.2 & par. 2.4.3).

3.2.1.1 Repetition (persistence) and severity of impact

Psychological violence often consists of repetitive acts and single episodes that are not considered to be harsh enough to harm the target. However, the damage results from the cumulative effect of these acts (Namie & Namie, 2009a:144).

Studies conducted in the United States revealed that workers who were persistently exposed to aggression presented more signs of injury than those who were occasionally exposed to it, whilst those exposed to five or more negative acts suffered greater damage than those exposed to less than five acts of psychological violence (Keashly & Neuman cited *in* Lutgen-Sandvik, 2006:14). The impact of psychological violence on health is thus increased and also experienced as more severe, when negative acts occur persistently.

3.2.1.2 Duration and severity of impact

As previously mentioned, the duration, usually long-term is a prominent feature of psychological violence (cf par. 2.3.4). The 2007 US Workplace Bullying Survey, for example, found that the average duration of psychological violence is more than twelve months (Namie, 2007:15).

Research findings revealed that workers who were exposed to chronic abuse for at least two years, showed deeper and more far-ranging effects, in particular more distal outcomes, like substance abuse (Richmond *et al.* cited *in* Lutgen-Sandvik, 2006:31). Thus, the severity of psychological violence is also increased with prolonged exposure, in addition to persistent acts.

3.2.1.3 Perception and severity of impact

Individual perceptions may also contribute to the severity of harm experienced by a target (Namie & Namie, 2009a:134). Keashly (2007) is of the opinion that an individual who perceives psychological violence as stressful will suffer more severe short and long-term effects as a result.

The above-mentioned argument is also supported by Gardner (2005), who reports that employees have lower blood pressure on days that they work with a supervisor whom they perceive as more fair. Research reveals that employees who perceive a high level of justice at work are at a 30% lower risk of incidents related to coronary heart disease than those who report a low or intermediate level of justice (Gardner, 2005). On the other hand, research conducted amongst 5000 people in the United Kingdom revealed that, while victims do not realise that they are being bullied, their mental health is still affected adversely (Meyers, 2006a).

3.2.1.4 Power disparity and the severity of impact

Another defining feature of psychological violence, namely an inability to defend against control or power disparity, may also contribute to the severity of psychological violence (cf par. 2.4.7; Hoel cited *in* Meyers, 2006a). According to Basoglu (2007), suffering is magnified by a sense of helplessness and uncontrollability.

The perceived stressfulness of psychological violence and severity of its impact also seem to increase when a victim perceives an event as important or meaningful, central, difficult to control and accompanied with associated barriers in an organisation that prevents the victim from dealing with psychological violence (Keashly, 2007). Therefore, psychological violence at the hand of superiors, followed by co-workers, is experienced as more stressful and severe, as it is perceived as more meaningful, more difficult to control and with the most associated barriers (Keashly, 2007).

It can be concluded from the preceding discussion that psychological violence impacts negatively on health. In addition, persistent and prolonged incidents of psychological violence simultaneously increase the severity or impact on the health of victims. Psychological violence at the hand of superiors and thereafter colleagues may also impact more severely on health,

especially if a victim perceives an event as unfair, meaningful and difficult to control and accompanied by associated barriers.

3.3 THE HOLISTIC ECO-SYSTEMIC MODEL

For the purpose of this study, the impact of psychological violence will be discussed within the framework of the Holistic Eco-Systemic Model. The Holistic Eco-Systemic Model of health is based on the *Meta approach* of Jordaan and Jordaan (2000:39), but was further developed by Kirsten (Kirsten, 2004; Kirsten *et al.*, 2009:8). The Holistic Eco-Systemic Model describes the following five intra and interactive contexts of human existence (Kirsten, 2004; Kirsten *et al.,* 2009:8):

- **Psychological context**: refers to experiential-processes. It includes perceptual, cognitive, emotive, dispositional, self-image/self-concept and subconscious processes.
- **Biological context**: refers to biophysical-processes. It includes genetic and constitutional processes, such as a person's skeleton and muscles, as well as general appearance. The following systems are involved, namely endocrine glands, circulatory, respiratory, gastro-intestinal, metabolic, excretory, and reproductive and immune systems, amongst other.
- **Spiritual context**: refers to existential processes. It includes a person's interpretation of ultimate reality: metaphysical yearning or what lies beyond all of existence. It also includes meaning in life, inner peace, moral values, personal belief in deity, altered or higher states of consciousness (also referred to as transcending experiences), as well as ethics and moral values which are related to a person's own well-being and compassion for others.
- **Ecological context**: refers to the living and non-living physical environment. It includes social community or society such as political, economic, health, educational, security and juridical contexts, amongst other. The ecological context also includes the natural and man-made environment.
- **Metaphysical context**: refers to the symbolic abstract environment. It includes the philosophical, religious, cultural, aesthetical environments and unformalised or personal views held by people regarding their realities.

Although five sets of contexts are distinguished, contexts are inseparable and holistically involved in the life of a human being. Thus, a change in one context will also affect all other contexts (Kirsten, 2004; Kirsten *et al.*, 2009:11).

The Holistic Eco-Systemic Model is further based on the following three principles (Jordaan & Jordaan, 2000:39; Kirsten, 2001):

- **Open hierarchy**: all contexts are of equal importance, the boundaries between these contexts are open and there is mutual interaction and influence between contexts.
- **Interdependence and recurring patterns**: an occurrence or change in one context will influence events and situations in the other contexts. The other affected contexts will again influence the context in which the situation occurred in the first place, through feedback, thereby creating recurrent feedback loops within and amongst contexts (Kirsten, 2001).
- **Contextual analysis and synthesis**: experiences, phenomena, behaviour and problems may occur in more than one context and may be described in different, but equally valid ways (Jordaan & Jordaan, 2000:39).

From the Holistic Eco-Systemic Model, it becomes clear that the psychological violence will negatively impact on all the different contexts within the individual's existence. Although the impact on health will be described within different contexts, the impact on the system as a whole should be borne in mind.

3.4 THE IMPACT OF PSYCHOLOGICAL VIOLENCE

The impact of psychological violence on the victim's health will be discussed under five contexts as identified by the Holistic Eco-Systemic Model (Kirsten, 2004; Kirsten *et al.,* 2009:11), namely the psychological, biophysical, spiritual, ecological and metaphysical contexts.

3.4.1 The psychological impact of psychological violence

Psychological violence impacts negatively on a victim's psychological health. Research conducted by Einarsen and Raknes (cited *in* Einarsen, 2007) revealed that among 500 male industrial workers, a significant negative association was found between the experience of workplace bullying and psychological health and well-being. A strong correlation was also found between bullying and psychological complaints (Einarsen, 2007).

Psychological injury attributable to psychological violence includes: *Work trauma* (Namie *in* The WBI Report on Abusive Workplaces, 2003; Steinman *in* Work Trauma Foundation, 2008), *stress* (Einarsen, 1999; Field, 2002; Basoglu, 2007; Ellis, 2007; Namie *in* the US Workplace Bullying Survey, 2007:13; Blase & Blase, 2008:276; De Wet, 2010:1456) *anxiety*, *fear* and *panic attacks* (Kirsten, 2007:6; Blase & Blase, 2008:276-277; Namie & Namie; 2009a:135).

Psychological violence often contributes to the development of psychological disorders, serious enough to be classified by the American Psychiatric Association *in* the DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders) 2000 as mental disorders. These include *Post-Traumatic Stress Disorder* (PTSD) (Einarsen, 1999; Richards, 2003:7; Steinman, 2003:6; Lutgen-Sandvik, 2006:4; Meyers, 2006b; Blase & Blase, 2008:277; Namie & Namie, 2009a:123); *Acute Stress Disorder* (Richards, 2003:7); *Generalized Anxiety Disorder* (Namie *in* the Report on Abusive Workplaces 2003:13; Anon, 2007a *in* the Teacher Support Network), and *Depression* (Leymann, 1990:122; Namie *in* the WBI Survey of Abusive Workplaces, 2003; Richardson, 2003:7; Meyers, 2006b; Anon, 2007a *in* the Teacher Support Network; Blase & Blase, 2008:276; De Wet, 2010:1456).

3.4.1.1 Work trauma

Prolonged and repeated exposure to incessant stressors or cumulative events as experienced through workplace bullying often results in work trauma (Namie & Namie, 2009a:145). "Work trauma" is described by Steinman (*in* Work Trauma Foundation, 2004) as the adverse effects and impact on the employee's emotional and/or physical wellness, health and safety as a result of emotional violence experienced in the workplace.

There also seems to be a positive correlation between education and the experience of trauma. Namie and Namie (2009a:144) report that the number of trauma symptoms seem to increase significantly and simultaneously with a person's educational level. According to Namie and Namie (2009a:144), this may partly be the result of a violation of one's expectations and idealistic assumptions which are shattered by psychological violence. Education also leads to greater skill and commitment at work, which may threaten perpetrators and therefore the intensity of psychological violence is increased (cf par. 2.6.2.3; Namie & Namie, 2009a:144).

Already traumatised individuals seem to experience more trauma than those with no prior experience of trauma (Namie & Namie, 2009a:63). As a result of the previous trauma, already traumatised individuals often experience deep feelings of resentment, abandonment and/or loss and the memories are imprinted in their minds. If bullied in the workplace, these individuals experience re-traumatisation and therefore take longer to recover from workplace bullying (Namie & Namie, 2003:47).

Aspects such as disbelieving colleagues, doubting family, dull lawyers, belittling and interfering physicians and defamatory references that are forwarded to the next employer often prolong work trauma (Namie & Namie, 2009a:148). The typical symptoms of work trauma include stress, stress-related illnesses and Post-Traumatic Stress Disorder (Steinman *in* Work Trauma Foundation, 2008).

3.4.1.2 Stress

One of the most significant symptoms of psychological violence is stress and its associated physical and mental effects (Ellis, 2007). Einarsen (cited *in* Meyers, 2006b) found that bullying-related stress in employees is the leading cause of employee absence and is considered to be more detrimental to health than overwork, long hours or being unemployed. The 2007 US Workplace Bullying Survey revealed that 45% targets suffered from psychological and physical stress-related health complaints (Namie, 2007:15).

"Stress" is defined by the Internet-based Academic Press Dictionary of Science Technology (cited *in* the Work Trauma Foundation, 2008:3) as *"an unusual environmental condition that causes physiological, emotional, behavioural, or cognitive changes in an individual and the changes or effects resulting from such environmental demands".*

Stress consists of the following three stages (Insel & Roth, 2008:39; Selye cited *in* Barlow & Durand, 2009:312):

- **Alarm** – the body's defence mechanisms are turned on, which enables the "flight or fight" response when exposed to physical or psychological danger. In the case of psychological violence, the perpetrator is the stressor or source of the target's stress (Selye cited *in* Namie & Namie, 2009a:138).
- **Resistance** – the body stays in an alert stage that stops after the alarm. This reaction is needed in order for the body to return to normal functioning. According to Basoglu (2007), stress could be reduced if the person has the ability to become aggressive with tormentors. In the workplace, where psychological violence mostly originates from superiors, the target is prevented to respond aggressively. The resistance to the perpetrator is often continuous, which leads to a depletion of the body's defences. If the stage of resistance continuous over a period of time, there is a rebounding effect and damage occurs even though the stressor has disappeared (Namie & Namie, 2009a:138).
- **Exhaustion** – a full system breakdown - mental as well as physical - is experienced (Barlow & Durand, 2009:312). If the stressor is not removed, it will claim the life of the victim. This stage happens owing to the person ignoring all the warning signs of the body (Selye cited *in* Namie & Namie, 2009a:139).

According to Ellis (2007) a third to a half of all stress-related illnesses are directly attributable to workplace bullying. The following physical and psychological effects of psychological violence are directly attributed to stress:

- The body secretes more stress hormones when emotional difficulties such as psychological violence are experienced, which affects the immune system negatively (Hafen *et al.*, 1996:13; Epel, 2004).
- Stress speeds up the aging process at the most basic cellular level, thereby increasing the risk of developing cardiovascular disease (Epel, 2004; Insel & Roth, 2008:41-42).
- Workplace stress more than doubles the risk of death from heart disease, stroke and other cardiovascular conditions (Gardner, 2005).
- There is a link between stress and asthma and allergies, cancer, chronic disease flare-ups, colds, infections, alcoholism, mental breakdowns, job dissatisfaction, absence from work, suicide, accidents and family problems (Ellis, 2007; Insel & Roth, 2008:41).
- Psychological violence causes the following stress-related psychological symptoms amongst victims namely anxiety, fear, guilt, feeling lost and abandoned, anger, shock, grief, depression, sadness, wanting to hide, numbness, mood swings and shame (Namie & Namie, 2009a:141).

3.4.1.3 Acute Stress Disorder

Owing to psychological violence, victims may develop Acute Stress Disorder (Richards, 2003:7). This is an acute form of Post-Traumatic Stress Disorder (PTSD) and occurs within one month after experiencing trauma. The different name emphasises the severity of the reaction as a result of the trauma (Barlow & Durand, 2009:154).

The essential symptoms mirror those of PTSD (cf par. 3.4.1.4), but over a shorter period of time and may be considered as a "normal reaction" (Richards, 2003:7). In addition to PTSD symptoms, people may also experience dissociative symptoms, such as amnesia, emotional numbing, detachment or absence of emotional responsiveness, reduced awareness of their surroundings and derealisation, or feelings of unreality (depersonalisation) (American Psychiatric Association *in* the DSM-IV-TR, 2000:471; Barlow & Durand, 2009:155).

A person who experienced strong arousal and emotional numbing as part of Acute Stress Disorder is also more likely to develop chronic PTSD (Barlow & Durand, 2009:155). Then again, bullied targets often respond too intensely or not at all (Namie & Namie, 2009a:143).

According to Namie and Namie (2009a:142) the likelihood that a person may suffer from PTSD is increased when stress is experienced as humiliating, sudden, severe, prolonged and repetitive and if it results in a destruction of the person's support system. These experiences are also typical of psychological violence, thereby increasing the likelihood that targets may develop PTSD (Namie & Namie, 2009a:142).

3.4.1.4 Post-Traumatic Stress Disorder (PTSD)

Research indicates that psychological violence often results in Post-Traumatic Stress Disorder amongst victims (Einarsen, 1999; Richards, 2003:7; Steinman, 2003:6; Lutgen-Sandvik, 2006:4; Steinman, 2007:41; Blase & Blase, 2008:277; Namie & Namie, 2009a:144). The term "Post-Traumatic Stress Disorder" originated from the Latin word "post" meaning "after" and the Greek word "trauma" meaning a "wound" (Colman, 2009:591). PTSD is classified as an anxiety disorder that results after witnessing or experiencing a traumatic event (Colman, 2009:591).

The characteristics of PTSD include intense fear, helplessness or horror that last for more than four weeks. The traumatic event is persistently re-experienced through recurrent and intrusive recollections of the event, including thoughts and images or perceptions, recurrent dreams, reliving or sensations, acting or feeling as if the event is recurring, including flashbacks and/or hallucinations of the traumatic event, intense psychological distress at exposure to internal or external cues that symbolise or resemble an aspect of the traumatic event, as well as psychological reactivity on exposure.

The responses of a person who suffers from PTSD are numbed and they avoid stimuli associated with the experience as indicated by three of the following – efforts to avoid thoughts, feelings or conversations associated with the trauma; efforts to avoid places or people associated with the trauma; detachment or estrangement from others, unable to have loving feelings and a sense of a foreshortened future. Heightened arousal that manifests as insomnia, irritability, a difficulty to concentrate, and hyper-vigilance or exaggerated startled response is also experienced. PTSD also leads to impairment in social, occupational, or other areas of functioning (American Association of Psychiatry *in* DSM-IV-TR, 2000:467-468; Insel & Roth, 2008:77-78; Work Trauma Foundation, 2008:3; Colman, 2009:591).

Similar symptoms or effects characteristic to PTSD are also experienced by victims of psychological violence, namely shock and disorientation (Blase & Blase, 2003:96 & 2008:276), helplessness (Blase & Blase, 2003:96), obsessive thinking (Blase & Blase, 2003:95 & 2008:276; Namie & Namie, 2009a:135), nightmares and flashbacks (Blase & Blase, 2003:136 & 2008:276; Namie & Namie, 2009a:135), hyper-arousal (Meyers, 2006b), hyper-vigilance (Namie & Namie, 2009a:135) and a difficulty to concentrate (Anon, 2007a *in* the Teacher Support Network; Blase & Blase, 2008:276).

Norwegian studies revealed that victims of bullying have higher levels of PTSD than those subjected to natural disasters (Einarsen *et al.* cited *in* Steinman; 2003:40). Comparative studies indicated that employees who were bullied for more than two years presented with higher levels of psychiatric distress as well as higher post-traumatic scores than those who went through

stressful events like divorce or medical school. Moreover, research indicated that bullied employees even presented with higher post-traumatic stress scores than UN (United Nations) personnel who returned from a war zone (Einarsen & Matthiesen cited *in* Meyers, 2006b).

It becomes clear from the discussion so far that psychological violence is a major stressor, which causes higher levels of stress in victims than stress as a result of major life events, natural disasters or being exposed to life-threatening combat. Keashly (2007) and Steinman (2007:42) declare accordingly that the stress caused by psychological violence is sometimes more severe than the stress caused by physical violence.

3.4.1.5 Generalized Anxiety Disorder

The WBI Survey on Abusive Workplaces revealed that bullied workers suffer from symptoms that are classified as Generalized Anxiety Disorder (Namie, 2003:13). "Generalized anxiety disorder" is described as excessive anxiety and worry that lasts for at least six months by the American Psychiatric Association (*in* the DSM-IV-TR, 2000:476; Sadock & Sadock, 2003:633). The worrying is difficult to control or to turn off and it becomes difficult to focus the attention, since the mind switches from crisis to crisis. It is also characterised by muscle tension, mental agitation, and susceptibility to fatigue, irritability and difficulty in sleeping (Barlow & Durand, 2009:129).

Victims of psychological violence report similar symptoms, including loss of sleep and fatigue (Keashly, 2007; Kirsten, 2007:6; Namie & Namie, 2009a:135), muscular tension and pains (Richards, 2003:7; Ellis, 2007; Kirsten, 2007:7) and irritability (Namie *in* the WBI Report on Abusive Workplaces, 2003:55; Namie & Namie, 2009a:135). The symptoms associated with Generalized Anxiety Disorder cause impairment in important functional areas such as the occupational and social areas of sufferers (American Psychiatric Association *in* the DSM-IV-TR, 2000:476; Barlow & Durand, 2009:128).

3.4.1.6 Anxiety, Fear and Panic attacks

Victims of psychological violence often suffer from anxiety, fear and panic attacks (WHO publication on psychological harassment at work cited *in* Meyers, 2006b; Anon, 2007a cited *in* the Teacher Support Network; Blase & Blase, 2003:114; Kirsten, 2007:6; Blase & Blase, 2008:276-277; Namie & Namie; 2009a:135). According to Meyers (2006b), bullied workers experience nearly constant levels of anxiety. The WBI 2003 Report on Abusive Workplaces revealed that targets reported severe anxiety as the most frequent health consequence of workplace bullying (Namie, 2003:17).

"Anxiety" is described by Barlow and Durand (2009:122) as *"a negative mood state characterized by bodily symptoms of physical tension and apprehension about the future"*. Feelings that one cannot predict or control future events are distinguishing features of anxiety. Although severe anxiety seems to be the universal symptom of all anxiety disorders, anxiety may also present itself in other forms such as fear and panic attacks (Barlow & Durand, 2009:122).

"Fear" is described by Barlow and Durand (2009:122) as an immediate and intense emotional alarm that is accompanied by a surge of energy in the automatic nervous system that motivates a person to flee from danger. Accordingly, teachers in the US reported that they live in terror and fear, including fear of retaliation by abusive principals (Blase & Blase, 2003:95).

"Panic attack" is described by the American Psychiatric Association (DSM-IV-TR:2000:432) as a period of intense fear or discomfort which consists of at least four of the following symptoms which develop abruptly and reach a peak in ten minutes, namely palpitations, pounding heart or accelerated heart rate, sweating, trembling or shaking, shortness of breath or smothering, feelings of choking, chest pain/discomfort, nausea/abdominal distress, dizziness/unsteadiness/ light-headedness or wanting to faint, derealisation, fear of losing control or going crazy, fear of dying, numbness or tingling sensations and chills or hot flushes. The symptoms develop abruptly and reach a peak within ten minutes (DSM-IV-TR cited *in* Barlow & Durand, 2009:122). The 2003 WBI Survey of Abusive Workplaces indicated that 77% of victims suffered from panic attacks owing to workplace bullying (Namie, 2003:14).

Anxiety, fear and panic attacks may also impact negatively on the physical health of victims. Medical research revealed a significant positive relationship between anxiety disorders and physical conditions such as thyroid disease, respiratory disease, gastro-intestinal disease, arthritis, migraine headaches and allergies (Barlow & Durand, 2009:127). A similar relationship was also found to exist between panic disorders and cardiovascular disease (Insel & Roth, 2008:454; Barlow & Durand, 2009:127).

3.4.1.7 Depression

Several studies revealed that bullied employees are at increased risk of developing depression (Leymann, 1990:122; Namie *in* the WBI Survey on Abusive Workplaces, 2003:13; Richards, 2003:7; Meyers, 2006b; Anon, 2007a *in* the Teacher Support Network; Kirsten, 2007:6; De Wet, 2010:1456). The most commonly diagnosed form of depression is a Major Depressive Episode (Barlow & Durand, 2009:208).

A Major Depressive Episode must last at least two weeks, and a person diagnosed with Major Depression experiences at least four of a list of symptoms that includes changes in sleep and

activity, changes in appetite and weight, a lack of energy or a notable loss of energy to the point that even the slightest activity or movement requires overwhelming effort, feelings of guilt, problem thinking or making decisions and recurring thoughts of death and suicide (American Psychiatric Association *in* DSM- IV-TR, 2000:356, Sadock & Sadock, 2003:534).

Studies conducted in the education sector indicated that bullied teachers showed signs of depression (Anon, 2007a), experienced depression (Kirsten, 2007:6; De Wet, 2010:1456) or were chronically depressed whilst being bullied (Blase & Blase, 2003:124). Teachers who have suffered previously from Depression or Obsessive Compulsive Disorder prior to bullying also reported a return of these disorders as a result of bullying (Anon, 2007a cited *in* the Teacher Support Network). The 2003 WBI Survey of Hostile Workplaces furthermore indicated that 41% of women targets and 37% of men targets were diagnosed by a mental health professional with Clinical Depression as a result of bullying (Namie *in* WBI Report on Abusive Workplaces, 2003:13).

Depression may also result in severe physical health damage such as shortened life span, a compromised immune system, cardiovascular disease and cancer and the severity of any disease and the likelihood that it will cause death are substantially increased in an already depressed patient (Hafen *et al.*, 1996:226-234; Insel & Roth, 2008:454). Depression also causes impairment in social, occupational and other important areas of function (American Psychiatric Association *in* the DSM-IV-TR, 2000:356). One may conclude that depression as a result of psychological violence may also impact negatively on the other contexts of a victim's health.

3.4.1.8 Other effects related to psychological impact

The following psychological effects were found to be common amongst victims of psychological violence. Although some of these effects are characteristic of psychological injury and coded disorders as discussed, some may also appear independent as an effect of psychological violence. It includes:

- **Crying**: Studies conducted by Blase and Blase (2003:129 & 2008:276) indicated that teachers cried a lot owing to workplace bullying. Teachers' crying was associated with fear, anger and depression and they would cry for several hours (Blase & Blase, 2003:129).

- **Shock, disorientation and helplessness**: Shock, disorientation and feeling "helpless" were experienced as initial responses by bullied teachers in the USA (Blase & Blase, 2003:96 & 2008:276). Steinman (2007:136) attributes feelings of helplessness,

desperation and confusion to a mourning process experienced by victims of psychological violence in a "relationship" that went wrong.

- **Feelings of humiliation, shame and embarrassment** are often experienced by victims of psychological violence (Keashly, 2007; Lewis, 2004; Kirsten, 2007:8; Blase & Blase, 2003:97 & 2008:276; De Wet, 2010:1456). Victims may feel ashamed of their own helplessness to end the bullying (Namie & Namie, 2003:63). Namie (*in* the WBI Survey of Abusive Workplaces, 2003:12) points out that the shame and embarrassment experienced by targets result in dramatic lifestyle changes.

- **Shattered faith in self-competence, injured or decreased self-confidence and feelings of worthlessness** (Namie & Namie, 2009a:135): As a person's identity is related to who he/she is and what he/she does in the workplace, their sense of self-worth will be affected when losing their jobs or being demoted as a result of workplace bullying (Steinman, 2007:27). An injured self-esteem and diminished self-confidence were reported simultaneously by novice as well as veteran teachers due to mistreatment by principals (Blase & Blase, 2003:94-96).

- **Self-doubt and self-blame**: Victims of psychological violence experience self-doubt and tend to blame themselves wrongly for negative experiences (Kirsten, 2007:76; Steinman, 2007:136; Blase & Blase, 2008:276; Namie & Namie, 2009a:145; De Wet, 2010:1456). Targets may also blame themselves for being weak or for lacking the courage to defend against the bullying (Namie & Namie, 2009a:145).

- **Emotional flatness**: It includes avoidance of feelings, thoughts and situations that reminds one of the trauma associated with the bullying and emotional blunting (Namie *in* the WBI Survey of Abusive Workplaces, 2003:12; Kirsten, 2007:6).

- **Anhedonia, apathy or lack of concern**: Victims of psychological violence may experience apathy, general anhedonia or lose interest in professional activities (Kirsten, 2007:6; De Wet, 2010:1457).

- **Altered personality**: Friends and family may notice personality changes in the target and describe the target as "unrecognisable" (Namie & Namie, 2003:55).

- **Negative cognitive effects**: These include concentration problems (Richards 2003:7) for example loss of concentration (Namie *in* the 2003 WBI Report on Abusive Workplaces), difficulty with cognitive control (Kirsten, 2007:6), inability to concentrate (Anon, 2007 cited *in* Teacher Support Network; Blase & Blase, 2008:276), poor concentration and forgetfulness (Namie & Namie, 2009a:135), intrusive thoughts and an

inability to make decisions (World Health Organisation publication on psychological harassment at work, 2003 cited *in* Meyers, 2006b).

- **Obsessive thinking and recurrent thought patterns**: Victims often experience obsessive thinking or recurrent thought patterns concerning the perpetrators or detail at work and thoughts seem to linger, even while at home (Namie *in* the 2003 WBI Survey of Abusive Workplaces, 2003:12; Blase & Blase, 2003:135; Kirsten, 2007:6; Blase & Blase, 2008:276).

- **Anger**: Victims often experience anger because of psychological violence (Blase & Blase, 2003:120 & 2008:276; Namie & Namie, 2009a:217-219). According to Namie and Namie (2009a:217-219) anger may serve as a cover for other emotions experienced by targets, such as sadness, feelings of loss, hurt, disappointment, jealousy, fear, shame, frustration or guilt. Experiences of anger may also postpone a target's healing (Namie & Namie, 2009a:218) and increase his/her risk of developing heart disease (Insel & Roth, 2008:454).

- **Fantasies of violence directed towards the perpetrator**: are often experienced by victims (Namie *in* the 2003 WBI Survey on Abusive Workplaces; Kirsten, 2007:9). In rare instances, an abused person's frustration may build up to a point of explosion and supervisors or human resources may become victim to this violence (Namie *in* the U.S. Hostile Workplace Survey, 2000:6; Namie & Namie, 2009a:17).

  However, Namie (*in* the U.S. Hostile Workplace Survey, 2000:7) is of the opinion that victims are non-confronting, introverted and non-violent and that violence in victims should rather be attributed to the downward emotional spiral of victims ranging from anxiety, depression and prolonged PTSD. According to Namie and Namie (2009a:18), targets of workplace bullying would rather turn their feelings of violence inward by committing suicide.

- **Suicide ideation** (Leymann, 1990:122; Monaghan, 2006:1; Kirsten, 2007:8; Namie & Namie, 2009a:135): In 2000, the number of bullied targets who thought about suicide was already estimated on 22% (Namie *in* the US Hostile Workplace Survey 2000:7). Steinman (2007:28) postulates that the incidence of suicide ideation is much higher than generally estimated. A federal agency union representative reported that nine suicides in one specific year were directly attributable to workplace bullying (*in* Namie & Namie, 2009a:18).

- **Substance abuse and self-destructive habits**: psychological violence may result in self-destructive habits such as substance abuse (start smoking or smoking more,

consuming more alcohol or food and taking illegal drugs) and workaholism amongst victims (Kirsten, 2007:8; Steinman, 2007:8; Blase & Blase, 2008:277; Namie & Namie, 2009a:135).

- **Feeling "trapped"**: Blase and Blase (2003:94 & 2008:276) found that bullied teachers experienced feelings of being "trapped" because they had no choice but to submit to abusive principals, as they are dependent upon an income or health insurance, which prevents them from resigning. Feelings of being trapped were exacerbated by teachers' need for reference letters in order to seek alternative employment and because principals manipulated transfer policies (Blase & Blase, 2003:95).

- **Irritability**: Several researchers reported irritability as a negative effect of psychological violence (Namie & Namie, 2009a:135; WHO publication on psychological harassment at work 2003 cited *in* Meyers, 2006b; Anon, 2007a *in* the Teacher Support Network; Kirsten, 2007:7).

- **Nightmares and/or flashbacks** are often experienced by victims of psychological violence (Blase & Blase, 2003:136; Kirsten, 2007:8; Blase & Blase, 2008:276; Namie & Namie, 2009a:135).

- **Hyper-arousal and hyper-vigilance (suspicion)**: Hyper-arousal is reported as a negative effect of psychological violence by the WHO publication on psychological harassment at work 2003 (cited *in* Meyers, 2006b). Targets may also experience hyper-vigilance in anticipation of the next bully attack (Namie & Namie, 2009a:135).

- **Compulsive behaviours**: Victims of psychological violence may develop compulsive behaviours as a result (Namie *in t*he 2003 WBI Survey of Abusive Workplaces; Kirsten, 2007:8).

It may be concluded from the discussion that psychological violence impacts negatively on the psychological health context of victims. The discussion of the impact of psychological violence on the biophysical health of victims follows.

3.4.2 The biophysical impact of psychological violence

Psychological violence and its related negative psychological effects impact negatively on the biophysical health of victims. This is a result of the interrelationship that exists between the psychological and biophysical contexts of a person (Jordaan & Jordaan, 2000:39; Kirsten *et al.* 2009:11). This argument is further supported by medical research findings, which will be discussed in the subsequent paragraphs.

3.4.2.1 The link between psychological violence and physical diseases

The link between psychological violence and physical diseases may be explained as PNI (Psycho-neuro immunology) (Insel & Roth, 2008:40). According to Weinberg (1998:8), a South African neurosurgeon, there is a link (unification) between the body and mind through the immune system, also known as PNI (psycho-neuro immunology). This implies that the brain transmits psychological input from higher cortical areas to the immune system (Weinberg, 1998:66). Processes of consciousness are interrelated to immune system function and affect the endocrine system (hormones, immunity, metabolism and growth), muscles, organs and several glands in the human body (Weinberg, 1998:45; Insel & Roth, 2008:40). This theory also explains why psychological attitudes have a direct influence on the development of infectious and neoplastic conditions (Weinberg, 1998:66).

The role of emotions in the development of physical diseases is also confirmed by medical research (Hafen *et al.,* 1996:3; Insel & Roth, 2008:41). Emotional upsets are related to physical illnesses such as ulcers, hypertension, diabetes, kidney problems, nervous system malfunctions and circulatory system problems (Hafen *et al.*, 1996:3). The inability to express emotions and suppression of anger and other negative emotions also increase one's risk of developing heart disease (Hafen *et al.*, 1996:3; Insel & Roth, 2008:454).

However, victims of psychological violence often experience feelings of helplessness, as they are unable to react to bullying (cf par. 3.4.1). It implies an inability to express emotions and could thus increase the probability that victims may also develop physical health diseases. One study revealed that the incidence of disease is 26% higher amongst bullied hospital workers (Richards, 2003:7). Several studies indicated that certain physical symptoms and physical diseases are directly related to psychological violence (Blase & Blase, 2003:130; Kirsten, 2007; Blase & Blase, 2008:276-277; Namie & Namie, 2009a:136; De Wet, 2010:1456). These will be elaborated upon under physical symptoms and diseases related to psychological violence.

3.4.2.2 Physical symptoms and diseases related to psychological violence

Research amongst bullied teachers, revealed that physical symptoms commenced with the onset of bullying (Blase & Blase, 2003:130). Thereafter, physical symptoms became chronic and only ceased once the bullying had stopped. Yet, in a number of bullied teachers, physical effects prevailed for several months or years afterwards and were related to the longevity of bullied teachers (Blase & Blase, 2003:131).

The following is a list of negative physical symptoms as experienced by victims of psychological violence in workplaces:

- **Suppressed immune system and reduced immunity to infection** (Namie & Namie, 2009a:136; Services SETA cited *in* Steinman, 2007:105): Victims of psychological violence suffer from more colds and flu incidents, laryngitis and bronchitis and these symptoms seem to last (Blase & Blase, 2003:131).
- **Stress headaches/headaches**: Victims of psychological violence often report stress headaches and headaches as a result (Blase & Blase, 2003:131; Keashly, 2007; Kirsten, 2007:8; Namie *in* the 2003 WBI Report on Abusive Workplaces; De Wet, 2010:1456).
- **Migraine headaches**: Victims of psychological violence may experience migraine headaches as a result (Blase & Blase, 2003:132; Meyers; 2006b; Ellis, 2007; Kirsten, 2007:8; Services SETA cited *in* Steinman, 2007:105; Namie & Namie, 2009a:136).
- **Hair loss (Alopecia areata)** is a negative effect of workplace bullying (Namie & Namie, 2009a:136). Medical research revealed that 87.5% of people who suffered from hair loss had experienced an emotionally stressful experience during the six months prior to their hair loss (Hafen *et al.*, 1996:14).
- **Sleep deprivation, disrupted sleep, insomnia and nightmares** are often reported as effects of psychological violence (Blase & Blase, 2003:276; Meyers, 2006b; Keashly, 2007; Kirsten, 2007:6-7; Blase & Blase, 2008:276; Namie & Namie, 2009a:135; De Wet, 2010:1456). Obsessive thinking about bullying events also disrupts victims' sleep (Blase & Blase, 2003:131). According to Hafen *et al.* (1996:15) stress causes an increased body temperature and skin resistance, narrows blood vessels and causes more bodily movements which make sleeping uncomfortable and difficult.
- **Tiredness, fatigue, chronic fatigue and exhaustion**: Victims often complain about fatigue (Namie & Namie, 2009a:135), chronic fatigue or tiredness (Blase & Blase, 2003:131; Ellis, 2007; Kirsten, 2007:8; Blase & Blase, 2008:276; Namie & Namie, 2009a:136). Stressful workplaces are directly linked to the outbreak of Chronic Fatigue Syndrome (Oberholzer cited *in* Steinman, 2007:29).

  Burnout: Victims of psychological violence reported burnout as a negative effect (Einarsen, 1998 cited *in* Sheehan *et al.,* 1999; Anon, 2010a:8; De Wet, 2010:1456).

  Burnout is caused by prolonged exposure to stress (Wilson - Kirsten, 2001:39). A person suffering from burnout will become exhausted, suffer from depression and have a mental

breakdown. These people become cynical and irritable. In spite of the extreme exhaustion, they will continue working at whatever is causing their stress. This results in sufferers eventually having no mental or physical resources left (Wilson – Kirsten, 2001:40).

- **Nausea and vomiting** are reported by victims as a consequence of psychological violence (Blase & Blase, 2003:132; Richards, 2003:7; Keashly, 2007). According to Ellis (2007), victims may vomit at the mere thought of going to work.

- **Abdominal pains**: Abdominal pains and stomach aches are frequent complaints amongst victims of psychological violence (Blase & Blase, 2003:131; Ellis, 2007).

- **Irritable bowel syndrome, colitis, indigestion**: Several studies indicated that victims reported indigestion, colitis, irritable bowel syndrome, chronic diarrhoea and stomach upset as a result of psychological violence (Richards, 2003:7; Kirsten, 2007:8; Services SETA cited *in* Steinman, 2007:105; Namie & Namie, 2009a:136).

- **Weight swings**: Victims reported weight loss or gain as negative physical effects of psychological violence (Keashly, 2007; Blase & Blase, 2008:277; Namie & Namie, 2009a:136). For example, one teacher gained 50 pounds owing to principal mistreatment (Blase & Blase, 2003:131).

- **Peptic ulcers or stomach ulcers** are also recorded as negative effects amongst bullied employees (Meyers, 2006b; Services SETA cited *in* Steinman, 2007:105; Blase & Blase, 2008:277): According to Hafen *et al.* (1996:14) emotional distress and certain emotions, especially hostility, resentment, guilt and frustration - that are also experienced by bullied employees (cf par. 3.4.1.8; par. 3.4.3) - are associated with increased stomach acid, which may cause stomach ulcers.

- **Diabetes mellitus**: Psychological violence may also cause diabetes mellitus (Namie & Namie, 2009a:136; Services SETA cited *in* Steinman, 2007:105).

- **Skin disorders**: These include skin dryness, itching, rashes, hives, vertigo, acne and shingles as reported by victims of psychological violence (Blase & Blase, 2003:131; Namie *in* the WBI Survey of Abusive Workplaces 2003:12; Ellis, 2007).

- **Increased allergies, asthma and respiratory problems** are also reported as negative effects by victims of psychological violence (Blase & Blase, 2003:132; Ellis, 2007; Services SETA cited *in* Steinman, 2007:105; Blase & Blase, 2008:276; Namie & Namie, 2009a:136): According to Hafen *et al.* (1996:7 & 208) emotions such as frustration, conflict and worrying are known to trigger asthma attacks.

- **Muscular tension and pains; bodily pains** (Richards, 2003:7; Ellis, 2007; Kirsten, 2007:7-8; Blase & Blase, 2008:277). Einarsen and Raknes (cited *in* Einarsen, 2007) found a significant relationship between psychosomatic and muscle-skeletal health complaints amongst bullied Union members.

- **Neck and back pain**: Bullied teachers often complain about neck and upper back pains (Blase & Blase, 2003:131). According to Root (cited *in* Hafen *et al.*, 1996:9) people develop back pains as a defence mechanism in situations with which they find difficult to cope. Apparently, 95% of all backaches are triggered by the psyche and not by physical injuries or abnormalities (Hafen *et al.*, 1996:9).

- **Rheumatoid arthritis, fibromyalgia**: Targets reported rheumatoid arthritis as a result of workplace bullying (Namie & Namie, 2009a:136) and victimised teachers indicated that their fibromyalgia became worse at the onset of psychological violence (Kirsten, 2007:8).

  Fatham (cited *in* Hafen *et al.,* 1996:9) found that rheumatoid arthritis sufferers often experience inner turmoil and have characteristics such as being excessively conscientious, fearful of criticism, frequently depressed, have a poor self image and repress their anger. Some of these attributes are also typical of victims of psychological violence thereby rendering them susceptible to developing arthritis (cf par. 2.6.2; par. 2.6.2.3; par. 3.4.1.8).

- **High blood pressure or Hypertension**: Research also revealed that victims of psychological violence developed hypertension as a result (Blase & Blase, 2003:132; Meyers, 2006b; Ellis, 2007; Kirsten, 2007:8; Services SETA cited *in* Steinman, 2007:105). In turn, hypertension also caused erratic heartbeats and blurred vision (Blase & Blase, 2003:132). Typical emotions as experienced by victims such as anger and associated guilt or the inability to protest against an unjustified attack are positively linked with hypertension (cf par. 3.4.1.8; Hafen *et al.*, 1996:178).

- **Heart palpitations and chest pains**: (Blase & Blase, 2003:132; Namie *in* the 2003 WBI Report on Abusive Workplaces; Namie & Namie, 2003:56; Meyers, 2006b; Ellis, 2007; Kirsten, 2007:7; Blase & Blase, 2008:277). According to Hafen *et al.* (1996:8), extreme emotional stress in people with otherwise structurally normal hearts may lead to disturbances in heart rhythm that may trigger an angina attack.

- **Heart attack and cardiovascular disease**: Several authors claim that psychological violence may result in cardiovascular disease and heart attack (Epel, 2004; Lutgen-Sandvik, 2006:4; Namie & Namie, 2009a:136). A 2003 study amongst Finnish hospital

employees confirmed that prolonged bullying is associated with an elevated risk amongst targets to develop cardiovascular heart disease (Meyers, 2006b).

According to Gardner (2005), the risk of dying from a heart attack, stroke and other cardiovascular conditions doubles as a result of workplace stress caused by workplace bullying. Apparently, injustice at work increases heart disease risk by 30% (Gardner, 2005). This increased risk is independent of cholesterol levels, body mass index, hypertension, smoking, alcohol consumption and physical activity levels (Gardner, 2005).

- **Cancer**: Medical research revealed that cancer-prone individuals often deny or repress unpleasant emotions, especially anger, hostility and depression and that the loss of a central relationship such as a person or valued job and associated depression predated cancer by six to eighteen months (Hafen *et al.*, 1996:12). The negative emotions and experiences as described above are often experienced by victims of psychological violence (cf par. 3.4.1; par. 3.4.3; par. 3.4.4) that may suggest a possible risk to develop cancer.

- **Hyperthyroidism – overactive thyroid gland** (Namie & Namie, 2009a:136):This physical condition is not only related to psychological violence but is also life-threatening and eventually results in extreme weight loss and psychosis (Namie & Namie, 2003:56).

- **Gum disease** (Blase & Blase, 2003:132). Medical research revealed that gum disease is also related to negative unsettling life events that occurred in the preceding year (Hafen *et al.*, 1996:13).

- **TMJ (jaw tightening or teeth grinding)** was also reported as a negative effect by victims (Namie *in* WBI 2003 Report on Abusive Workplaces; Kirsten, 2007:8; Blase & Blase, 2008:277).

- **Sexual problems** (Services SETA cited *in* Steinman, 2007:105). Depression, stress and fatigue may also result in sexual problems (Hafen *et al.*, 1996:16).

- **Menstrual difficulties** are also a negative physical effect of workplace bullying (Namie & Namie, 2009a:135).

- **Auditory impairment** was reported as a negative effect amongst bullied teachers by Blase and Blase (2003:132).

- **A re-appearance of pre-existing medical conditions**: Abused teachers indicate that pre-existing medical conditions are exacerbated by psychological violence (Blase & Blase, 2003:133 & 2008:276).

Physical ailments may occur simultaneously. Blase and Blase (2003:134), found that individual teachers, on average, experienced at least four physical and psychological ailments, simultaneously. This may result in an **increased use of medication** (Kirsten, 2007:7) and a combination of medication is often prescribed to treat the different psychological and physical ailments experienced by victims of psychological violence (Blase & Blase, 2003:132). Furthermore, one condition such as hypertension may lead to another medical ailment, for example heart disease.

It may be concluded from the discussion that despite physical symptoms, victims of psychological violence may have an increased risk to develop serious and often fatal diseases such as diabetes mellitus, rheumatoid arthritis, hyperthyroidism, hypertension, cancer or suffer a heart attack as a result of psychological violence. Ellis (2007) aptly states that, if medical consequences as a result of workplace bullying continue unabated, employees will either leave or die prematurely.

3.4.3 The spiritual impact of psychological violence

The spiritual context of a person's life consists of existential processes such as meaning in life, interpretation of ultimate reality or metaphysical yearning expressed as the question of what lies beyond all existence, personal belief in deity, altered/higher states of consciousness/ transcending experiences, inner peace and moral values related to own well-being and compassion for other (Kirsten, 2004; Kirsten *et al.*, 2009:11). According to Hafen *et al.* (1996:380), the spiritual dimension of health, acts as a unifying force as it integrates all other dimensions, such as the physical, mental, emotional and social dimensions

"Spiritual health" is defined by Lee (cited *in* Hafen *et al.*, 1996:379) as:

- A state of well-being and not just absence of disease
- Quality of existence – including peace with self and harmony with the environment
- Sense of empowerment and personal control, including feeling heard and valued, control over one's responses; a connectedness to one's deepest self and to other people and to all, regarded as good.
- Sense of meaning and purpose – to give of oneself for a purpose of value, having a sense of mission, finding meaning and wisdom in difficulties, enjoying process of growth and a vision of one's potential.

- Hope and positive expectations.

Psychological violence may violate the following aspects of victims' spiritual health in the following ways:

- **A state of well-being and not just absence of disease**

  Psychological violence violates victims' health and their state of well-being. According to Namie and Namie (2003:57) bullying eventually ruins the life of targets as it impacts negatively on them emotionally, economically and physically. In addition, research conducted by the Teacher Support Network amongst teachers and lecturers in the UK revealed that workplace bullying causes a decline in emotional and physical well-being (Nash, 2007:1).

- **Personal belief in deity**

Victims of psychological violence often report feeling betrayed by God, colleagues and employers (Blase & Blase, 2003:120; O'Morain, 2006:1; Steinman, 2007:27 & 136). Targets may also experience feelings such as being abandoned and lost (Namie & Namie, 2009a:141).

Medical research revealed that personal belief and faith increases the ability to resist stress and that it strengthens the body against physical changes associated with stress. Both spirituality and faith are positively linked with good health (Insel & Roth, 2008:473).

On the other hand, negative expectations or lack of faith may have detrimental effects on recovery rates of even non-serious medical conditions, despite sufficient medical care (Hafen *et al.,* 1996:420). Psychological violence would not only impact negatively on victims' belief in deity or their faith, but also on their physical health. Consequently, lack of belief and faith may render people non-resilient in experiencing psychological violence.

- **Quality of existence - peace with self and harmony with the environment**

Victims of psychological violence often view the world as unfair (Steinman, 2007:136; Namie & Namie, 2009a:141). Victims experience the unfairness as too much of a burden and that nobody cares (Steinman, 2007:136).

Owing to unjust treatment, victims often experience bitterness, revenge and feelings of retaliation (Blase & Blase, 2003:120 & 121; O'Morain, 2006:1; Blase & Blase, 2008:276). Abused teachers reported feelings of disdain and cynicism towards school district administrators and education boards because they did not intervene to protect teachers from mistreatment (Blase and Blase, 2003:122).

- **Sense of empowerment and personal control, including feeling heard and valued, control over one's responses**

Victims of psychological violence often experience feelings of being out of control or having diminished control (Namie & Namie, 2009a:135; Keashly, 2007; cf par. 2.4.7). Leymann (1990:121) also indicated that most of the time, victims are not allowed to express themselves.

- **Ethics and moral values related to a person's own well-being**

Research revealed that abusive principals intimidate teachers into submission and silence, thus forcing teachers to make professional and ethical compromises (Blase & Blase, 2003:94 & 2008:276). These ethical compromises include being forced by perpetrating principals to change a student's grade; being forced to violate district policy and remain silent about it; ignore the needs of students with disabilities and engage in deceptive and dishonest misconduct (Blase & Blase, 2003:94-95). As teachers had to violate their own moral values, they report feeling corrupt and guilty (Blase & Blase, 2008:277).

- **Connectedness to one's deepest self**

According to Steinman (2007:25) all victims with whom she interacted, indicated that their dignity had been violated through psychological violence. Abused teachers indicated that they internalised principals' negative views of themselves, even for several years (Blase & Blase, 2003:100).

- **Connectedness to others and all that is good; compassion for others**

Hafen *et al*. (1996:381) are of the opinion that the key to spiritual health lies in the individual's relationship with others and in shared or mutual experiences such as encouragement, forgiveness and putting others before self. Psychological violence does not only impact negatively on a victim's relationship with others (cf par. 3.4.4.2), but may also result in lack of compassion to others.

Owing to psychological violence, victims may violate politeness norms, become unpredictable and experience reduced patience (Blase & Blase, 2003:106), mistrust others, become cynical (Blase & Blase, 2008:276), demonstrate less helping behaviour and decreased organisational citizenship behaviour and exhibit increased aggression (Neuman, 2000b). Psychological violence results in an attitude amongst victims that employers cannot be trusted and that one's first loyalty must be toward oneself (Steinman, 2007:27).

- **Meaning in life; hope and positive expectations**

The spiritual dimension is related to a person's meaning in life (Hafen *et al.,* 1996:380). Meaning in life is related to a specific vocation, mission, or concrete assignment, which demands fulfilment, and those who lack the awareness of meaning worth living for, experience an inner emptiness or void within the self (Frankl, 1988:107 & 110).

Psychological violence often results in feelings of total desperation, helplessness, and confusion (Leymann, 1990:122; Steinman, 2007:136) and victims often feel that there is no future (Namie & Namie, 2003:63). Thus, psychological violence does not only negatively affect the meaning of life in victims, but the associated feelings may impact negatively on a victim's hope in life, including positive expectations, which, according to Hafen *et al.* (1996:379) is considered an element of spiritual health.

Without some meaning in life a person loses his or her will to live (Hafen *et al.,* 1996:380). According to Frankl (1988:109) depression, alcoholism and suicide may be traced back to the experienced emptiness in a person's being who has lost his/her meaning in life. The above-mentioned are also experienced by victims of psychological violence in the psychological context of their health (cf par. 3.4.1.8). Steinman (2007:27) aptly comments that being bullied or losing one's job is a traumatising and crushing experience that could easily break the spirit of a person.

It may be concluded that psychological violence in any one context will also cause a decline in the spiritual health of victims. The spiritual impact of psychological violence cannot be underestimated, given that a person may lose all hope and meaning in life to such an extent that he/she may eventually "give up" and commit suicide.

3.4.4 The ecological impact of psychological violence

The ecological context refers to the living and non-living physical environment (natural or man-made) of human existence. The ecological context includes sub-contexts such as social, community or society, political, economic, health, educational, security and juridical contexts, amongst others (Kirsten, 2004; Kirsten *et al.,* 2009:11).

The ecological impact of psychological violence will be discussed under two separate headings, namely economical impact and social impact. Although theoretically distinguished, the workplace and social ecosystems function interdependently (Steinman, 2007:9). Consequently, what happens in the workplace will also impact on society and vice versa.

3.4.4.1 The economic impact of psychological violence

Psychological violence is becoming a major concern in all workplaces, internationally and nationally (cf par. 1.2). Half of all Americans indicated that they have direct experience of workplace bullying (WBI, 2010a:2) and a survey published in 2003 revealed that one in three UK employees have been bullied at work during the course of one year (UK National Workplace Bullying Advice Line, 2010f:1).

In South Africa, 78% of employees experienced some form of psychological violence whilst bullying and mobbing in the workplace is estimated at around 25% during a twelve month period (Steinman, 2012b). In the light of these findings, the economic costs associated with psychological violence may be staggering, as is discussed in the following paragraphs.

- **Direct and indirect costs of psychological violence**

Psychological violence amounts in short-term costs for the victim, perpetrator, organisation, insurance companies and the government (Richards, 2003:7; UK National Workplace Bullying Advice Line, 2010g). These costs include time-off, temporary staff cover, fees for legal action, medical treatment and counselling and occupational health services, amongst others.

Stress and workplace violence cost South Africa 3.5% of its Gross Domestic Product (GDP) and amounts to an estimated R63 billion annually (Steinman, 2007:28). In Scandinavian countries the costs to overcome workplace bullying have been conservatively estimated at US$30 000 – $100 000 (Leymann, 1999 cited *in* Sheehan *et al.,* 1999). In the UK, the cost of lost working time and legal fees associated with the impact of workplace bullying has been estimated at £4 billion per annum (Cooper *in* Whitehead cited *in* Sheehan *et al.*, 1999). The cost of workplace bullying to Australian employers is very high and estimated at approximately $36 billion per year (Sheehan cited *in* the National Workplace Bullying Advice Line, 2010g:4).

- **Cost of litigation**

The cost of litigation may be staggering and are often carried by industry and taxpayers (UK National Workplace Bullying Advice Line, 2008:8a). The following are examples of cases where persons were compensated after judgement by courts (UK National Workplace Bullying Advice Line cited *in* Kirsten *et al.*, 2005:15; Workplace Bullying Institute, 2006; UK National Workplace Bullying Advice Line, 2008a:9):

  - *Walker v Northumberland County Council* [1995] IRLR35 (High Court). John Walker, a social worker dealt with child abuse cases and suffered from stress breakdown caused by work overload. Although he recovered and returned to work, his employer, in spite of

being informed, did not take any steps to reduce Walker's workload. As a result Walker suffered from a second stress breakdown and the court made an award on account of his second breakdown.

- In the case *Yebohav v London Borough Hackney* [1998], Samuel Yebohav, who was a former chief personnel officer, was awarded £750,000 compensation for years of discrimination by the former director of housing, Bernard Croftin (UK National Workplace Bullying Advice Line, 2010g:8).
- In 1999, Beverly Lancaster, who suffered from severe stress won her case against Birmingham City Council.
- In the case of *Waters v London Metropolitan Police,* the UK House of Lords judged that an employee has the right to sue for negligence if bullying and harassment, which the employer knew about but failed to address, resulted in psychiatric injury.
- Long, in the case of *Long v Mercury Mobile Communications Services,* was the target of bullying and won his case based on a first stress breakdown. It became the new precedent in the United Kingdom.
- In 2006 a British Worker, Helen Green, was awarded £800,000 (US$1.5 million) in damages from Deutsche Bank in a landmark workplace bullying case. She was subjected to bullying behaviour, colleagues ignored and excluded her, her personal and professional authority was undermined and her workload increased to unreasonable levels. Green also developed a major depressive disorder. The largest part of the award of $640,000 was awarded to Green for future loss of earnings and pension. For pain and suffering and loss of past and future earnings, she was awarded $1.5 million. The employer was also ordered to pay her legal costs, which started with an interim payment of $650,000 (Workplace Bullying Institute, 2006).
- In the case *Piliso v Old Mutual Life Insurance (Pty) Ltd*, Piliso found anonymous crude and offensive notes pinned to her workstation and brought it to the management's attention. The court granted Piliso a claim for damages based on her infringement of constitutional right to fair labour practices, as the court held that Old Mutual's response was not sufficient or reasonable once it had been brought to their attention (Stelzner, 2007:1)

Owing to mutual influence of local, international and foreign laws, these judgements may in due course also find resonance in all courts, including South African courts, (Kirsten *et al.,* 2005:15). Hence, the case of *Grobler v Naspers* (Anon, 2005:2 *in* Sunday Times) indicated a similar move in judgement by South African courts as in British and Australian courts. The court ruled that it was the employer's duty to take reasonable care of employees' safety, the judge stated that it was not only about physical harm from physical hazards, but that it was also the duty of the

employer to protect employees from psychological harm caused by, for example, sexual harassment by colleagues (Kirsten, 2007:6).

- **Increased health care costs**

Owing to the impact of psychological violence on health, the health care costs of bullied employees increase significantly (Namie, cited *in* Said, 2007:3). According to Steinman (2012b) 30% of overall health costs may be attributed to stress and violence. The UK National Workplace Bullying Advice Line (2008a:9) estimated that half of all stress-related illnesses was caused by workplace bullying. Meyers (2006b) claims that anxiety and cardiovascular disease in particular, are driving increased health-care costs and it disadvantages both employers and the bottom lines of organisations.

- **Diminished professionalism**

Bullied teachers reported that the stress that they suffered from as a result of principal mistreatment also affected their professionalism (Blase & Blase, 2003:96 & 2008:276). Consequently bullied teachers did the minimum; simplified and fragmented instruction; diminished lesson complexity and replaced important instructional elements with student behaviour control (Blase & Blase, 2003:96).

- **Diminished creativity and innovation**

Psychological violence also results in diminished creativity and innovation (Neuman, 2000b). Bullied and abused teachers in the US and in South Africa reported reduced innovation, decreased creativity and the suppression of creativity as a result of their negative experiences (Blase & Blase, 2003:96 & 2008:276; De Wet, 2010:1457).

- **Low morale and decreased job satisfaction**

Victims of psychological violence often report decreased organisation commitment, low morale, decreased job satisfaction and a decline in self-motivation or lack of motivation (Keashly, 2007; Hauge *et al.,* 2007:230; Blase & Blase, 2008:276; De Wet, 2010:1457). According to the UK National Workplace Bullying Advice Line (2008a:4) low morale accounts for an estimated 17% of lost working days during the course of a year in British businesses.

- **Sick leave and absenteeism**

Both absenteeism and sick leave increase significantly amongst victimised employees, including bullied teachers (Anon, 2007a; Lutgen-Sandvik, 2006:4; Kirsten, 2007:7; Blase & Blase,

2008:277). A Finnish study revealed that victims of bullying presented with a 50% higher certified sickness absenteeism (Kivimaki cited *in* Steinman, 2007:44).

A survey conducted in South Africa from January to June 2009, revealed that 3,4% of all sick leave from doctor-issued certificates were due to psychological illness including stress, anxiety and depression (Johnson, 2012a). In 2009, the indirect costs attributed to employee absenteeism in South Africa were already estimated at R40-billion (Johnson, 2012b). (Indirect costs include replacing absent employee, overtime payments to replacing employees, effect of absenteeism on workforce and production, medical costs, group life and disability payments).

- **Loss of productivity**

Several authors claim that workplace bullying results in loss of productivity (Hoel, cited *in* Steinman, 2003:41; Monaghan, 2006:1; Said, 2007:3; UK National Workplace Bullying Advice Line, 2010g:2). In a study amongst Norwegian Union members, 27% claimed that workplace bullying has negatively influenced the production in their organisation (Einarsen, 2007).

According to Steinman (2007:30) when psychological violence is prevalent in organisations, victims and witnesses lose an average of 4,5 hours per week annually. Loss of productivity may be attributed, amongst others, to victims and witnesses who worry about psychological violence; they seek advice from others, attend hearings, take stress-related sick leave and write memos in order to protect themselves (Steinman, 2007:30). An estimated 52% of time at work is wasted by victims defending themselves (Steinman, 2012b).

- **Increased intentions to leave job**

Bullied employees often consider leaving their jobs (Blase & Blase, 2003:134; Lutgen-Sandvik, 2006:4; Keashly, 2007; Blase & Blase, 2008:276; UK National Workplace Bullying Advice Line, 2010g:5). According to Anon (2007a *in* the Teacher Support Network), bullying causes more experienced teachers to think about leaving the profession, while those who have just entered the profession have doubts that they made the right decision.

- **Staff turnover, termination of employment and resignation**

Psychological violence also affects the staff turnover rates in organisations negatively (Steinman, 2003:40; Bach, 2007:1; Ellis, 2007). In the US, the total turnover attributed to workplace bullying is estimated to be 28 million American workers (Namie *in* the U.S. Workplace Bullying Survey, 2007:16). The employment of victims is often terminated or they have resign to make the psychological violence stop (Meyers, 2006b; Said, 2007; Namie *in* the 2007 US Workplace Bullying Survey).

However, victims who do not resign are often subjected to unfair reassignment, forced transfers and their teaching locations or professional responsibilities might be changed (Blase & Blase, 2003:86). Bullied employees, who oppose bullying, often face retaliation that may include termination of employment, demotion, involuntary transfers and poor performance reviews, especially when the perpetrator holds a position of power (Meyers, 2006b). An estimated 70% of bullied employees leave their jobs rather than face more mistreatment (Monaghan, 2006).

- **Limited chances to obtain alternative employment**

Poor performance reviews for victims and perpetrators who refuse to provide a reference or intentionally provide a bad reference may also limit victims' chances of obtaining alternative employment (Meyers, 2006a; UK National Workplace Bullying Advice Line, 2008a:9). Owing to psychological violence, victims often experience a lack of confidence that makes it difficult to be interviewed or to apply for alternative employment (O'Morain, 2006:1). Victims may be so traumatised that they are unable to work again, even in a different occupation (Sheehan *et al.*, 1999: Meyers, 2006a), or may do so only after intensive rehabilitation therapy (Lutgen-Sandvik, 2006:4).

- **Loss of income for the victim**

Unemployment results in loss of income (Namie *in* the US Hostile Workplace Survey, 2000:1). Loss of income causes a ripple effect such as depleted personal savings, renegotiation of payment structures with creditors and the target's house and property might be sold (Namie & Namie, 2003:57). Unemployment does not only result in a loss of income for the victim, but will also impact negatively on the victim's family members (Sheehan *et al.*, 1999; Kirsten, 2007:7; Blase & Blase, 2008:276; UK National Workplace Bullying Advice Line, 2010g:9).

- **Skills shortages**

High labour turnover eventually leads to skills shortages (Ellis, 2007). As mentioned previously, targets are mostly highly skilled and are targeted because perpetrators envy their technical competence (Namie *in* the 2000 US Hostile Workplace Survey, 2000:4; cf par. 2.6.2.3). As most experienced employees are usually targeted, they often resign (Namie cited *in* Said, 2007:3).

The employer may also gain a bad reputation as a hostile workplace, which will make recruitment more difficult and result in more skills shortages in organisations (Ellis, 2007). Whilst the UK National Workplace Bullying Advice Line (2010a:5) reported that teacher shortages are *"the worst in 36 years"*, a similar situation could develop in South Africa if psychological violence is not effectively addressed and eradicated.

From a system's perspective, the economic impact of psychological violence is wider than discussed above because skills shortages, unemployment, an unproductive workforce and loss of income also impacts negatively on the economic systems of countries. A discussion on the social impact of psychological violence will follow.

3.4.4.2 The social impact of psychological violence

Psychological violence is a dynamic process that results in a ripple effect that impacts on everyone in the work group (Lutgen-Sandvik, 2006:14). One negative group member or perpetrator may lead to the downward spiral of a whole work group. This is compared to one "bad apple" that rots the whole barrel, since the positive group members are unable to turn the negative effect that this single person has on the group around.

The above-mentioned argument is supported by Blase and Blase (2003:95), who state that the demonstrated negative behaviour of abusive principals results in harmful collateral effects. According to these authors, teachers mentioned how a principal's single act of bullying caused a host of dysfunctional behaviours in others and eventually corrupted other teachers and the students in a given school. For example, students and teachers were forced to comply with the unethical commands of principals. Students were also coached by principals to make false statements against bullied teachers (Blase & Blase, 2003:95).

Additionally, other employees often side with the perpetrator against a target. Research revealed that bullied employees who confronted a perpetrator were frequently harassed by co-workers (Meyers, 2006b). The reason why other people who witness bullying remain silent about it and side with the perpetrator, may be explained by social group dynamics, in particular *groupthink, cognitive dissonance* and the *Abilene Paradox* (Namie & Namie, 2009a:86). On the other hand, the *Fundamental Attribution error*, taken from social psychology, explains why observers place all the responsibility of the bullying on one person (Namie & Namie, 2000).

3.4.4.2.1 Social group dynamics and social psychology that contribute to the impact of psychological violence

Groupthink is a group dynamic that inhibits witnesses of bullying to intervene or help targets (Namie & Namie, 2009a:88). Because group members feel connected and cohesive, they prefer to only see one side of an issue even if it is wrong. After taking sides, colleagues will exaggerate the positive aspects of the side chosen (the perpetrator) and the negative aspects of the side not chosen (target). This is accomplished by colleagues in order to reduce *cognitive dissonance* (Namie & Namie, 2009a:89). Therefore, silent colleagues will curtail their social support of the target and join the perpetrator in the mistreatment of the target (Namie & Namie, 2003:6).

On the other hand, co-worker isolation often results from personal fear that one may be next in line (Blase & Blase, 2003:98; Steinman, 2007:112; Blase & Blase, 2008:276; Namie & Namie, 2009a:137). Research indicated that bullied teachers were ignored or excluded by individuals or groups of teachers because they feared retaliation by the abusive principal for association with the victim (Blase & Blase, 2003:98). Other teachers would soon demonstrate the negative behaviour of the group and even become the principal's "pet" in order to avoid similar mistreatment (Blase & Blase, 2003:98).

Another reason why colleagues do not intervene when a victim is bullied may be explained by a group dynamic called the *Abilene Paradox* (Namie & Namie, 2009a:86). The Abilene paradox describes a group in agreement. Privately and individually they acknowledge the true state of affairs; however they do not communicate it to each other. But in public, all members deny the agreement. Therefore, all colleagues are fully aware of what is happening and if interviewed alone and free from retaliation, they will acknowledge the bullying. However, when together in group settings, even with the bully present, they will ignore the mistreatment and thus refrain from voicing their feelings publicly (Namie & Namie, 2009a:86-88).

According to Namie and Namie (2000) the *Fundamental Attribution Error* is an erroneous over-attribution that discounts the key role situations play. The Fundamental Attribution Error is committed by all those who are in the roles of witnesses or observers if they deliberately prefer to place all the responsibility on one person (the victim). This error is often committed by colleagues, Human Resources and superiors of perpetrators (Namie & Namie, 2000).

The above-mentioned theories may offer an explanation why everyone eventually withdraws their support from the target, leaving a target isolated (Namie & Namie, 2009a:88). It will also impact negatively on the social context of a victim's health. The negative impact of psychological violence on the victim's family and social relationships will be discussed in the following paragraphs.

3.4.4.2.2 The effect of psychological violence on family and social relationships

Psychological violence impacts negatively on social relations, interpersonal relations and family functioning (Lugen-Sandvik, 2006:4; Steinman, 2007:44; Namie & Namie, 2009a:137). The former argument is supported by research conducted in the educational sector which indicated that workplace bullying impacts negatively on bullied teachers' relationships at home and at work (Anon, 2007a *in* the Teacher Support Network; Blase & Blase, 2008:276-277).

In particular, psychological violence may impact on a victim's family and social relationships as follows:

- **Reduced social support**

According to Einarsen (2007) victims who have sufficient social support suffer reduced harm in terms of health than those without social support. Hafen *et al.* (1996:264) are also of the opinion that social support enhances health and well-being, regardless of the stress a person might experience. Social support also acts as a protective shield against stress and the diseases caused by stress (Hafen *et al.*, 1996:264). Still, psychological violence often leads to diminished social support as well as social isolation (Leymann, 1990:122).

Psychological violence results in reduced support from family members and friends (Blase & Blase, 2003:136; Namie & Namie, 2009a:137). Family members seem to justify their lack of support due to the victim's negative behaviours, such as persistent crying (Blase & Blase, 2003:136). A spouse's inability to provide the necessary support results in increased frustration and depression in victims (Blase & Blase, 2003:136).

- **Social isolation**

Social isolation is sometimes used to "punish" the victim. At first the victim is isolated by the perpetrator, but it soon escalates to the rest of the work group who will also isolate the victim (Steinman, 2007:112). Bullied teachers often react to bullying through withdrawal from discretional involvements such as school projects, committee work and staff development (Blase & Blase, 2003:101 & 2008:276; De Wet, 2010:1457). Consequently the latter behaviour of victims, results in more social isolation.

The victim may experience isolation at home. The reason is that targets are usually irritable and socially withdrawn owing to their negative experiences, which may in turn contribute to family conflict and thus increased feelings of isolation (Meyers, 2006b). According to Steinman (2007:112) social isolation experienced by victims may eventually result in psychosomatic illness or cause the victim to resign from work.

- **Disruption of family/home life**

Victims of psychological violence often suffer from depression and anxiety (cf par. 3.4.1). Depressed and anxious people in general report that their depression and anxiety also impacts negatively on their relationships with friends and family (Steinman, 2007:44). Victims are unable to compartmentalise their experiences of psychological violence and these are often projected

at home, which create social distance between them and their family members (Blase & Blase, 2003:135; Steinman, 2007:109).

Perpetrators often expect from employees to work over-time, at the expense of their personal lives (Steinman, 2007:109). Loved ones often respond in anger at the thought of a partner being abused at work, which may cause additional stress and problems in the relationship or marriage (Steinman, 2007:109). Spouses may also start to question the target's role in the bullying and family members may also suggest that the target reach a compromise with the perpetrator, which may cause conflict at home (Namie & Namie, 2009a:137). Thus the possibility of any relief at home is further reduced (Blase & Blase, 2003:136).

Ultimately, the strain of psychological violence on a victims' personal and family relationships may lead to separation or divorce because the pressure is even beyond the strongest person's ability to cope (Anon, 2008:9; Namie & Namie, 2009a:137; UK National Workplace Bullying Advice Line, 2010g:9). Consequently, partners and children of the victim become the unseen victims of bullying (UK National Workplace Bullying Advice Line 2010g:9).

- **Co-worker resentment and attempts to silence the target**

As witnesses usually take part in the bullying or mobbing, they are more than willing to testify against the target (Steinman, 2007:27). Namie and Namie (2009a:137) add that targets are most often betrayed and abandoned by their colleagues. Furthermore, targets are socially stigmatised by colleagues, which may cause social maladjustment (Leymann, 1990:122). As many coping resources are linked to social situations, the target eventually loses all coping resources, which may ultimately result in a coping system breakdown (Leymann, 1990:122).

- **Relationships with students**

Psychological violence also impacts on teachers' relationships with their students. Bullied teachers report that they are often forced by abusive principals to use authoritarian, control-orientated, impersonal methods of classroom teaching, which adversely affect their social relationships with students. Consequently, bullied teachers claim to experience a reduction in caring, patience, tolerance and humour towards their students (Blase & Blase, 2003:106 & 2008:276). Bullied targets also withdraw from students and started to treat them negatively due to principal mistreatment (Blase & Blase, 2003:106).

- **Witness effect**

Psychological violence impacts negatively on others who are witness to it. Apart from living in fear of being the next target, witnesses of psychological violence also report higher stress levels

than non-targets and often experience similar health or stress-related problems as victims or lose faith in the organisation (Lutgen-Sandvik, 2006:4; Meyers, 2006b; Anon, 2008:2).

Research revealed that witnesses of workplace bullying experienced higher levels of negativity, job dissatisfaction, low morale and are more likely to report poor health than those who work in a bully-free environment (Lutgen-Sandvik, 2006:28; Anon, 2008:2). Psychological violence may also cause other staff members to resign, call in sick and be less productive, or to become perpetrators themselves (Ballinger, 2007). Steinman (2003:41) reports that 26,4% of employees who witnessed psychological violence considered resigning.

Thus, the negative impact of psychological violence is not only confined to the perpetrator and the victim, as it also impacts on workgroups and organisations and on all exposed to it, whether primarily or secondarily (Barling cited *in* Lutgen-Sandvik, 2006:29).

From a system's perspective, it becomes clear that a person's relationships with colleagues, superiors, subordinates, the public and the community, amongst others all suffer, as these are interrelated (Steinman, 2007:8). Psychological violence also impacts negatively on victims' students and family members. Consequently, students and family members of victims become the "unseen victims" of psychological violence. The discussion on the metaphysical impact of psychological violence will follow.

3.4.5 The metaphysical impact of psychological violence

The metaphysical context refers to symbolic, philosophical, religious, cultural, and aesthetical and unformalised personal views or sub contexts (Kirsten *et al.,* 2009:11). These subcontexts also play a role in psychological violence and simultaneously influence all other contexts as is evident in the following paragraphs:

- **Unformalised personal views**

Unformalised personal views refer to the way in which the world is viewed by an individual or victim of psychological violence. Employees who believe or perceive that they have been treated unfairly, especially by superiors, may attempt to "even the score". For instance, Neuman (2000b) claims that injustice at work often results in acts of revenge, sabotage, obstructionism, theft, vandalism, withholding behaviours (withholding effort), turnover, spreading gossip, grievances, cynicism and mistrust.

Steinman (2007:27) is of the opinion that the increase in white-collar crimes and sabotage in the workplace may be attributed to the changing attitudes of disgruntled workers in the workplace. Then again, white-collar crimes and sabotage will impact negatively on the economic context, amongst others.

- **Unformalised views of employers**

Employers may, however, also promote a culture in which psychological violence is sustained, through their own personalised views and because they do not recognise psychological violence as such. On the contrary, negative behaviour such as yelling and verbal abuse may be viewed as "tough management"; ostracism may be seen as a "personality conflict", whilst micro-management is attributed to employees who do not meet the required expectations (Meyers, 2006a). Victims are often viewed as the problem and employers are inclined to withdraw their support from victims and protect perpetrators (Namie *in* the 2007 U.S Workplace Bullying Survey; D'Cruz & Noronha, 2010; cf par. 2.6.4.1).

In organisations such as the military and fire-brigade services, where traditions and hierarchical structure are maintained, bullying is perceived as *"we have always done it like this"* (Archer, 1999:99). According to Archer (1999:99) traditions and hierarchical structure is not only difficult to change, but may inevitably encourage anti-social behaviour.

Organisations may also deliberately employ "office bullies" with the view of removing people without paying retrenchment packages (Steinman, 2007:28). However, from a system's perspective, this would trigger other organisational and psychosocial problems not anticipated by employers at the outset (Steinman, 2007:9).

- **Women, culture and religion**

Psychological violence may be inherent to people's belief systems or culture (Steinman 2007:50). For example, men may use culture as an excuse for not wanting to work under a woman's supervision or to sexually harass women. In addition, most religions still expect from women to be subordinate to men and to refrain from "speaking up" thus making women more vulnerable to become victims of psychological violence (Steinman, 2007:50-51). Research evidence confirms that women are more likely, than men, to become targets of psychological violence in the workplace (Brunner & Costello, 2003; Namie *in* the US Workplace Bullying Survey, 2007:7; Steinman, 2007:22; WBI, 2010a:2; cf par. 2.6.2.5).

- **Metaphysical philosophy**

The society and government may set examples that may encourage lack of dignity and respect amongst people. For example, a country or person subjected to psychological violence may view the adverse behaviour of the perpetrator as a role model for survival (Steinman, 2007:49). On the other hand, personal experience breeds tolerance and workplace bullying is recognised as such by those who have been subjected to it, or knows someone who has experienced it (Namie & Namie, 2003:53).

"Apartheid" was an example of a metaphysical philosophy with associated symbols. "Apartheid", as a bullying policy did not only affect the workplace with regulations such as work reservation, but also holistically impacted on all other aspects of people's lives and the country as a whole (Steinman, 2007:113). For this reason, the South African government has now implemented policies and measures to ensure that previously disadvantaged individuals (black majority) would have access to resources (Steinman, 2007:114).

However, the policies to ensure that the previously disadvantaged (black majority) in South Africa have access to resources, may not only result in minority discrimination (White, Indian and Coloured people), but also increase the possibility that minorities will be more susceptible to become victims of psychological violence (cf next par. minority discrimination).

- **Minority discrimination**

Minority discrimination is a worldwide trend (Steinman, 2007:113). A Fire Brigade equal opportunities officer stated accordingly that *"anyone can be a victim of bullying – but if you are a minority either gender or race – the likehood is dramatically increased"* (Archer, 1999:99).

Research conducted in the South African health sector confirmed that minorities (irrespective of race or colour) are at increased risk to become victims of psychological violence, in particular racial discrimination (Steinman, 2007:113). The 2007 US Workplace Bullying Survey revealed that bullies or perpetrators often enjoy legal protection because they are members of a "protected status group" in 31% of cases, compared to targets that belong to a "protected status group" in 20% of the cases (Namie, 2007:9).

Steinman (2007:114) aptly suggests that a delicate balance should be maintained between the rights of minorities and the previously disadvantaged majority and that officials and politicians should be prevented to promote an abusive form of "fair" discrimination (also cf metaphysical philosophy; The Employment Equity Act 55 of 1998 - affirmative action).

- **Workplace bullying compared to sexual and racial harassment**

Although a lot of attention is given to sexual and racial harassment, bullying is four times more prevalent than harassment prevented by legislation including sexual and racial harassment (Namie *in* the US Workplace Survey, 2007:9). The UK National Workplace Bullying Advice Line (2008a:1) reported that the majority (38%) of the calls to a Bad Boss Hotline in 1997 involved workplace bullying related complaints, whilst only 4% involved racial harassment and racial discrimination complaints and a mere 3% of the calls were sexual harassment and sexual discrimination related.

Although some forms of psychological violence is more prevalent than sexual and racial harassment and harms the health of victims, it emerges from the above-mentioned discussions that victims of sexual and racial harassment enjoy more legal protection than victims of other forms of psychological violence (cf next par.).

- **Attitudes, awareness and advocacy regarding psychological violence**

Meyers (2006a) postulates that workplace bullying might be so common that many people do not realise its harmful effects on health. Therefore, all stakeholders, including employers, employees, policy-makers and the government, must be made aware of the negative impact of psychological violence on health to facilitate the necessary attitude changes (Steinman, 2007:31) and the adoption of legislation that explicitly describes and addresses psychological violence in workplaces.

Hirschfield (2007) claims that employees will increasingly demand protection from employers and the court. Employers, who do not take measures to protect their employees from psychological violence, may be held liable for employee suffering (Namie & Namie, 2003:99; Steinman, 2007:45; Namie & Namie, 2009a:261). Employers have a duty to prevent psychological violence in the workplace through policies, as counselling services and not taking responsibility for staff conduct is insufficient (Steinman, 2007:45).

The current international trend is to adopt legislation to deal with psychological violence in workplaces (Steinman, 2007:32). According to Namie and Namie (2009a:11) employers are more likely to respond when applicable employment laws exist that prohibit workplace bullying.

In South Africa, the South African Constitution, 1996, provides for “human dignity” (Section 10) and the right to an environment that is not harmful to employees’ health and well-being (Section 24a), the Bill of Rights and Labour Relations Act (66/1995) promotes “the right to fair labour practices” (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006:84; Kirsten, 2011) and the Occupational Health and Safety Act (85/1993) specifies that *“every employer shall provide and*

maintain, as far as it is reasonably practicable, a working environment that is safe and without the risk to the health of his employees".

However, some forms of psychological violence (for example bullying) in South Africa are still not acknowledged in the same serious light by policy-makers as racial discrimination and sexual discrimination or harassment. Discrimination on the grounds of sex and race is specifically prohibited in the Bill of Rights Section 9 (3) and 9 (4) and the Labour Relations Act (66/1995), whilst sexual harassment is also addressed in the Code of Good Practice as an Appendix to the Labour Relations Act (66 of 1995) (Grobler *et al.,* 2006:84; also cf par. Workplace bullying compared to sexual and racial harassment).

Even though Health and Safety legislation has been extended to address Post-Traumatic Stress Disorder (PTSD) as a result of emotional abuse (Steinman, 2007:45), research indicates that the impact of psychological violence is more complex and extensive than PTSD alone (cf Chapter 3).

According to Namie and Namie (2009a:133) certain disgraceful habits, once accepted as *"the way things are done"* such as sexual harassment, domestic violence and child abuse, amongst others, were exposed and are no longer tolerated. Therefore psychological violence needs to be addressed openly.

Steinman (2007:35) concludes that attitudes towards psychological violence are changing and that in due course psychological violence will become unacceptable in all workplaces. This study is imperative to increase awareness about psychological violence and its harmful impact on health to facilitate the necessary attitude changes.

From the above-mentioned discussion it became clear that the metaphysical impact of psychological violence cannot be underestimated due to its negative effect on all the other health contexts.

3.5 SUMMARY

Psychological violence, even if subtle, may lead to severe physical, emotional and behavioural problems that eventually impact on workers' overall health and productivity (Meyers, 2006b). The impact of psychological violence is often as severe as the impact of physical violence on health (Keashly, 2007; Steinman, 2007:42). The severity of psychological violence may be enhanced by factors such as repetition, duration, individual perception and power disparity where victims may feel unable to defend themselves. Psychological violence that emanates from superiors and then colleagues is perceived as more stressful and may be experienced as more severe than psychological violence that emanates from other sources or perpetrators.

The impact of psychological violence on health was discussed based on the Holistic Eco-Systemic Model. It became clear that psychological violence is not only a constant stressor that may lead to work trauma, but it may also result in mental health disorders, such as Acute Stress Disorder, Generalized Anxiety Disorder, Post-Traumatic Stress Disorder and Depression. Other serious psychological effects of psychological violence such as suicide ideation, fantasies of violence towards the perpetrator and altered personality, to mention a few, were described.

Victims of psychological violence do not only suffer from biophysical health symptoms, such as a compromised immune system, but they also have an elevated risk to develop serious and often fatal physical diseases such as cardiovascular disease and a heart attack, hypertension, cancer, diabetes mellitus, asthma and rheumatoid arthritis.

Psychological violence also impacts negatively on the spiritual health of victims. Subsequently, victims often perceive the world as unfair, feel betrayed by God and may experience feelings of abandonment. As victims' moral values are also negatively affected by psychological violence, it may result in reduced compassion for others. Victims of psychological violence may lose all meaning in life and hope of positive expectations that they may ultimately commit suicide.

From an ecological point of view, psychological violence impacts negatively on a victim's social and economical life. Victims often have to pay with their jobs to stop psychological violence and have to forfeit social support from colleagues, friends and family members as a result of psychological violence. Psychological violence is not only costly to victims, but also to their families, co-workers and organisations and students. Psychological violence results in skills shortages, unemployment, an unproductive workforce and loss of income and thus impacts negatively on the economic systems of countries.

The negative impact of psychological violence on the metaphysical context of existence was alluded to. For instance, employees who perceive organisations as unfair may react through revengeful behaviour such as sabotage. Employers, however, mostly view victims as the problem and therefore they refrain from taking the necessary steps against perpetrators and fail to support victims sufficiently. Minority discrimination may increase the possibility for members of minority groups to experience psychological violence. Although some forms of psychological violence (for example workplace bullying) is more prevalent than other forms of psychological violence namely sexual and racial harassment, victims of sexual and racial harassment enjoy more legal protection than victims of other forms of psychological violence for example bullying. Religion and culture may also promote psychological violence, resulting in an increased risk for women experiencing psychological violence and sexual harassment.

It was emphasised that employers have a responsibility to protect employees from psychological violence through policy formation. It is imperative that people should be made aware of psychological violence and it should be exposed to bring about changed attitudes. Awareness is increased through studies like these, which may result in changed attitudes and the introduction of more explicit legislation and policies to appropriately address psychological violence and its harmful impact on the health of employees.

Even though the impact of psychological violence was discussed within different contexts, it became evident that the impact of psychological violence cannot be constrained within a single context due to interrelationships between contexts. Consequently, the negative impact on one context simultaneously impacts negatively on all other contexts. Given that a state of health can only be reached when there is harmony and balance between all the relationships or contexts within a person (Kirsten *et al.*, 2009:15), it may be concluded that psychological violence does not only cause harm to a victim's health, but it also results in cumulative health injury (Field, 2002).

CHAPTER 4

RESEARCH DESIGN AND RESEARCH METHOD

4.1 INTRODUCTION

In this chapter all the relevant information concerning the quantitative and qualitative research designs and research methods will be presented which were used to investigate the nature and experience of psychological violence and its impact on the health of staff members at FET Colleges that participated in this study. Particularly those effects that psychological violence had on their health in all contexts of existence, namely biophysical, psychological, spiritual, ecological and metaphysical.

A mixed-methods research design will be employed for the purposes of this study, more specifically the Concurrent Triangulation Design (Creswell, 2009:213). Accordingly, quantitative and qualitative data will be collected independently but concurrently or during the same timeframe. Even though the two datasets will be analysed separately, mixing of the two databases will occur by means of integration during the interpretation phase. Therefore the quantitative study will be presented first. Followed by the qualitative study; in order to provide a rich, 'thick' and complete understanding of psychological violence and its impact on staff members' health at FET Colleges.

4.2 THE RESEARCH DESIGN

The research design may be described as the plan, proposal or blueprint of how a researcher intends to conduct research (Mouton, 2008:4; Creswell, 2009:5). More specifically, research design refers to the type of study that is being planned and the kind of result aimed at (Mouton, 2008:56). According to Bryman (cited *in* Bergman, 2008:53), researchers have to devise a strategy or general orientation to conduct social research in an attempt to address research questions. In order to answer the research questions posed in this study, a mixed-methods research design was used to analyse and collect data.

"Mixed-methods research" is defined by Creswell and Plano Clark (cited *in* Creswell, 2009:4) as *"an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Thus it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research"*. Brannen (cited *in* Bergman, 2008:53), points out that mixed-methods research may be applied by mixing more than one research method, for example qualitative and quantitative methods, as is the case with this

study. Conversely, mixing may entail a mix of quantitative methods or a mix of qualitative methods.

Creswell (2009:233) is of the opinion that research designs involve an intersection of philosophy, strategies of inquiry and specific methods. Therefore, the philosophical worldview of a researcher will determine whether a quantitative, qualitative or mixed-methods approach will be embraced (Creswell, 2009:6).

According to Creswell and Plano Clark (2007:22) and Creswell (2009:4), *quantitative research* is underpinned by the positivist/post-positivist worldview and implies the testing of objective theories by exploring the relationship between variables, which can be measured on instruments so that numbered data can be statistically analysed. Post-positivism was developed in the 19th century by writers such as Comte, Mill, Durkheim, Newton and Locke and later (2000) expressed by writers such as Phillips and Burbules (Creswell, 2009:7).

Alternatively, to the post-positive worldview, constructivism is typically associated with *qualitative research* whereby the meaning that individuals or groups assign to a social or human problem is explored in an attempt to gain understanding. The qualitative research process involves emerging questions and procedures; data is usually collected in the participant's setting and analysed inductively from details to general themes and the qualitative researcher interprets the meaning of the data. Constructivism resulted from the work of Mannheim, Berger and Luekmann in 1987; Lincoln and Guba in 1985, while more recently, writers such as Lincoln and Guba, 2000; Neuman, 2000 and Schwandt, 2007 have reviewed qualitative research (Creswell, 2009:8).

According to Creswell (2009:4), *mixed-methods research* developed as a result of the pragmatic worldview that is not committed to any one system of philosophy. Pragmatism focuses on research problems in social sciences and inquirers use pluralistic approaches to obtain knowledge about problems. Therefore, mixed-methods researchers are allowed different worldviews and assumptions; they may use multiple methods and diverse forms of data collection and analysis (Creswell, 2009:10-11).

From a historical perspective, mixed-methods research originated in 1959 when Campbell and Fisk used multi-methods to study validity in psychological traits (Creswell, 2009:14). Following that, field methods such as observations and interviews (qualitative) were mixed with traditional surveys (quantitative) (Sieber cited *in* Creswell, 2009:14). The triangulation of data sources followed with the aim to seek convergence across qualitative and quantitative sources (Jick cited *in* Creswell, 2009:14). In the early 1990's, quantitative and qualitative data were integrated and one method was used to identify participants or to develop questions to ask the other

method (Tashakkori & Teddlie cited *in* Creswell, 2009:14). More recently, quantitative and qualitative data were merged into a large database or results used side by side to reinforce one another (Creswell & Plano Clark, 2007), or to serve a transformative purpose to advocate for marginalised groups (Creswell, 2009:14).

With reference to *research designs used to study psychological violence*, it becomes clear from literature that quantitative research, specifically surveys, is most often used. For example, the ILO conducted an online worldwide survey in 1996 on workplace violence (ILO, 1998); Rayner (1997) surveyed English part-time students; the Workplace Bullying Institute conducted an online survey in 1998; Einarsen (1999) did a quantitative study to determine the nature and causes of bullying at work; Keashly (2007) surveyed Michigan residents to determine the prevalence of emotional abuse in the American workplace; the US Hostile Workplace Survey that was conducted on 1335 respondents (Namie, 2000); Lutgen-Sandvik (2006) used questionnaires to determine the prevalence, perception, degree and impact of bullying in the American workplace; the 2007 US Workplace Bullying Survey (Namie, 2007); Blase and Blase (2008) conducted an online national survey amongst American school teachers; Zapf (2008) employed a survey on a control and experimental (mobbing) group, and the more recent surveys conducted by the Workplace Bullying Institute (2008), namely the 2008 Labor Day Survey, the 2009 Labor Day Survey and the 2010 WBI Workplace Bullying Survey (WBI, 2010a).

Pertaining to qualitative research, researchers such as Rayner *et al.* (1999) used qualitative research to study workplace bullying, and Blase and Blase (2003) conducted interviews with fifty American teachers who were exposed to long-term mistreatment by principals. In South Africa, phenomenological studies concerning psychological violence were conducted in schools (Kirsten *et al.,* 2005; Kirsten, 2007; De Vos, 2010; De Wet, 2010), amongst academia (Denton & van Lill cited *in* De Wet, 2010:1450) and in industry (Pietersen, 2007). Qualitative studies (autoethnography) were conducted by Botha (2008) and Steinman (2008). Overall, far less qualitative studies than quantitative studies are recorded in literature to study psychological violence (cf par. 1.3).

To an even lesser extent do researchers employ mixed-methods research to study psychological violence, and as such, limited research literature exists in this regard. To mention but a few, researchers such as Steinman (2003) used focus group discussions (qualitative) and a survey (quantitative) to study psychological violence in the South African health sector, Einarsen (2007) employed both quantitative and qualitative methods to study bullying in organisations other than South Africa, while and more recently Matsela (2009) used mixed-methods research to study psychological violence in schools, but in Lesotho. Subsequently, no

psychological violence literature currently exists with regard to mixed-methods studies in the South African education sector or South African FET Colleges (cf par. 1.3).

The following *advantages* of using both quantitative and qualitative research in combination contributed to the researcher's decision to employ a mixed-methods study and are summarised as:

- Mixed-methods research encourages the use of multiple worldviews or paradigms rather than the typical association of certain paradigms for quantitative researchers and other paradigms for qualitative researchers. Therefore, researchers may draw liberally from quantitative and qualitative assumptions in their research (Creswell, 2009:10).

- Mixed-methods research encourages researchers to work together across the sometimes adversarial relationship between quantitative and qualitative researchers (Creswell & Plano Clark, 2007:9). Therefore, it allows the researcher freedom to use all possible methods to address a research problem (Creswell & Plano Clark, 2007:10).
- Mixed-methods research is considered to be practical because researchers solve problems by using numbers and words; deductive and inductive thinking are combined; people are observed and behaviour is recorded.
- In mixed-methods research the strengths of both quantitative and qualitative research may be expanded upon. These strengths offset the weaknesses of both forms of research (Creswell & Plano Clark, 2007:9). The weaknesses inherent to quantitative research, namely the lack to understand the context or setting in which people talk, the voices of participants that are not directly heard, researchers are in the background and therefore personal biases and interpretations are seldom discussed, are addressed through qualitative research (Creswell & Plano Clark, 2007:9). The weaknesses in qualitative research, namely the difficulty to generalise to the population (participants are limited) and the use of personal interpretations by researchers (researcher bias), are addressed through quantitative research (Creswell & Plano Clark, 2007:9).
- If one form of data is insufficient by itself, combination makes it possible to expand on the strengths of the different methods in order to compare results or to validate, confirm or verify quantitative results with qualitative findings (Creswell & Plano Clark, 2007:96).
- The combination of qualitative and quantitative data provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone (Creswell & Plano Clark, 2007:9). Trends and generalisations and in-depth knowledge of participant's perspectives can be noted (Creswell & Plano Clark, 2007:33).

- Combination may provide a better understanding of research problems than either approach alone (Creswell & Plano Clark, 2007:5). For example, mixed-methods research may be employed when quantitative results are inadequate to provide explanations of outcomes, and qualitative data is used in order to gain a better understanding of the problem by explaining the quantitative results in the words of participants (Creswell & Plano Clark, 2007:34).
- One approach might build on the results of another approach, which would not be achieved through the use of a single method (Creswell, 2009:205).

The mixed-methods researcher may also face the following *challenges:* mixed-methods research is not easy, it is time consuming, research procedures are complicated and it must be presented clearly in order for the reader to understand the different procedures. In addition, mixed-methods researchers need to be knowledgeable in both quantitative and qualitative research. Yet, the value of mixed-method research still outweighs it challenges (Creswell & Plano Clark, 2007:10).

At the outset, the mixed-methods researcher has to consider aspects such as *timing, weighting, mixing and theorising* (whether a larger theoretical perspective guides the design), seeing that these aspects influence the design of procedures in a mixed-methods study (Creswell, 2009:206). *Timing* refers to whether quantitative or qualitative data are collected in phases (sequentially) or at the same time (concurrently). *Weighting* refers to the weight or priority given to either quantitative or qualitative research in a study or whether the two datasets have equal weight (Creswell & Plano Clark, 2007:81). *Mixing* refers to *when* the data will be mixed (during data collection, data analysis, during interpretation or during all three stages) and *how* mixing will occur (Creswell, 2009:207).

According to Creswell and Plano Clark (2007:83), one of three strategies may be used to *mix* data. In the first instance, when quantitative and qualitative data are collected separately and in two phases (sequential), the datasets may be connected between data analysis of the first phase and data analysis of the second phase (Creswell, 2009:208-209). Secondly, when quantitative and qualitative data are collected concurrently or in one phase, the two databases may be mixed either during data analysis (by transforming one type of data into another type), or during interpretation (two datasets are analysed separately, but the results of both are mixed during the interpretation or discussion phase) (Creswell & Plano Clark, 2007:83). Mixing may also occur by means of embedding where a secondary form of data (quantitative or qualitative) is used to support primary data (quantitative or qualitative) within a large study (Creswell, 2009:208).

Mixed-methods designs are divided into two broad categories, namely *concurrent* and *sequential designs* (Creswell, Plano Clark & Garrett cited *in* Bergman, 2008:5). The main difference between the two designs is based on whether the purpose is to mix the quantitative data and qualitative data in a parallel or concurrent way in a single study or to have one type of data (either quantitative or qualitative) build on or extend on the other type of data in a sequential way as in a multi-phase project.

More recently, Creswell (2009:213-216) distinguishes between six mixed-methods designs, namely three concurrent designs known as the *concurrent triangulation design,* the *concurrent embedded design* and the *concurrent transformative design*, as well as three sequential designs known as the *sequential explanatory design,* the *sequential exploratory design* and the *sequential transformative design* (Creswell, 2009:209-212).

Based on the characteristics ascribed to the above-mentioned six designs as described by Creswell (2009:209-212), the design used in this study can be classified as the *Concurrent Triangulation Design* due to the similar characteristics shared with the above-mentioned. In this study, quantitative and qualitative data will be collected at the same time (concurrently), thus in one phase, but separately, as the quantitative data will be collected through a survey and the qualitative data through semi-structured interviews (Creswell, 2009:213).

According to Creswell (2009:213), *weighting* should ideally be equal between the two methods, although priority is usually given to one method. In this study, the weighting between the quantitative and qualitative research is more or less equal, although the quantitative sample is larger than the qualitative sample.

Creswell (2009:213) adds that *mixing* in the *Concurrent Triangulation Design* may occur during the discussion or during the interpretation. If mixing occurs during the discussion, one type of data needs to be transformed in order to facilitate comparison with the other type (for example quantify qualitative results). The two sets of results can also be integrated or compared (referred to as confirmation, disconfirmation, cross validation or corroboration) side by side in the discussion section, whereby the quantitative statistical results is presented first and qualitative quotes follow to support or disconfirm the quantitative results (Creswell, 2009:213).

In this study, the quantitative and qualitative data will be analysed separately, but the results of both datasets will be integrated during *interpretation* (Creswell & Plano Clark, 2007:64, 83 & 136; Creswell *et al.* cited *in* Bergman, 2008:5). McMillan and Schumacher (2010:403) emphasize that "*the interpretation of results is the key to this method as it provides convergence of evidence in which the results of both methods converge and support one another"*. According to these authors, the findings are *triangulated* when the results of both methods converge and

support one another. Creswell and Plano Clark (2007:137) add that researchers need to establish to what extent the quantitative and qualitative data converge, how it converges and why, to what extent the same types of data confirm each other, to what extent the open ended themes (qualitative data) support the survey results, and similarities and differences that exist across levels need to be discussed (cf par. 5.4).

The Concurrent Triangulation Design used in this study can be illustrated as follows (Creswell, 2009:210):

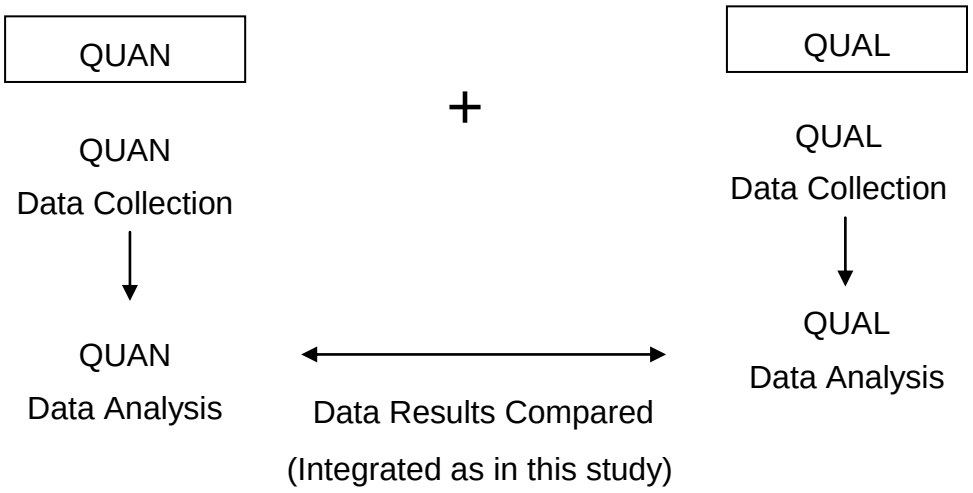


Figure 4.1: Concurrent Triangulation Design

The *rationale* for using the Concurrent Triangulation Design is to expand on the differing strengths and non-overlapping weaknesses of quantitative methods, namely large sample size, trends and generalisation with those of qualitative methods (small sample size, details and in-depth) and to obtain different (quantitative and qualitative), but complementary data on the topic (Creswell & Plano Clark, 2007:62; Creswell, 2009:213). This will enable the researcher to develop a complete understanding of the research problem and to answer the research questions (McMillan & Schumacher, 2010:403).

The *main strengths* of the Concurrent Triangulation Design lie in its familiarity, it makes intuitive sense, it has a shorter data collection period in comparison with sequential designs, higher probability for valid and substantiated findings and the strengths of one method capitalises on the strengths of the other. The difficulty to compare results, the expertise required and the uncertainty on behalf of the researcher to resolve discrepancies that arise during comparison of results in addition to the effort and expertise to study a phenomenon with two separate methods can be considered the main *weaknesses* of the Concurrent Triangulation Design (Creswell, 2009:214).

In an attempt *to address the inherent challenges and weaknesses of the Concurrent Triangulation Design*, the researcher implemented the following strategies (cf par. 4.6):

- To enable data integration, the study is designed so that both quantitative and qualitative datasets addressed the same topic and research questions (where possible).
- To address challenges inherent to sampling, the same individuals participated in the quantitative study and qualitative study, although a smaller sample was used for the qualitative study, which had been selected from the larger quantitative sample (as suggested by Creswell, Plano Clark and Garrett cited *in* Bergman, 2008:5).
- If it appears that there are contradictory findings between the quantitative and qualitative databases, new theories may be uncovered, additional data can be collected, original data can be reanalysed or used as a springboard for a new inquiry, or priority can be given to one form of data (Creswell *et al.* cited *in* Bergman, 2008:5). (However, the latter will only be established after data analysis).

A description of the study population will follow, as the quantitative and qualitative samples were drawn from the same investigation population. Following that, the quantitative and qualitative studies will be presented separately, the quantitative study first, followed by the qualitative study.

4.3 THE STUDY POPULATION

The study population refers to all academic and administrative staff members employed at a public FET College (that consists of a Corporate Centre and six campuses), either as College Council employees or employed by the Department of Education, at the time of research (cf par. 1.8.3.3).

Each campus has its own management team consisting of a Campus Manager, Heads of Divisions, Heads of Departments and administrative managers in addition to academic and administrative staff members. The top management of the FET College includes Manco (CEO and two deputy CEOs) and superiors who are situated at the Corporate Centre and include, amongst others, the Deans and Human Resources Manager. The term *FET Colleges* (as in the title) is used in the text to refer to geographically diverse campuses and the Corporate Centre in the study population (also cf par. 1.8.3.3).

In order to gain access to the study population, the researcher requested written permission (cf Annexure B) from the Chief Executive Officer (CEO) of the FET College in the study population and arranged a personal appointment with the CEO before the onset of the research. During the appointment, the research was discussed and permission granted. The CEO sent out a memorandum to each Campus Manager, informing them about the planned research and

requested their support in this regard (cf Annexure A). The researcher informed the Human Resources Manager and each Campus Manager in person about the planned research. A few days prior to the research, the researcher also phoned each Campus Manager to request permission and to arrange the dates to conduct research. During the research, the management and the staff made an effort to support and make the researcher feel welcome at each research site.

Apart from the FET College (including campuses and a Corporate Centre) in the study population (cf Table 4.1), it was originally planned to include all the academic and administrative staff members of all the FET Colleges in the Northwest Province, but it did not realise due to the following practical problems: at first, no responses were received on faxed letters that were addressed individually to the CEO's of the other FET Colleges. The faxed letters were followed up with telephone calls and an appointment could be arranged with one of the CEO's at a FET College through the CEO's Secretary. However, the latter CEO granted permission for research based on the following conditions: the research instruments should be e-mailed to the CEO prior to the research for investigation and to be discussed with the Human Resources Manager of that specific FET College. The CEO also requested that staff members of that FET College should be addressed by the Human Resource Manager prior to the research. As the above-mentioned conditions could compromise the confidentiality of the research instruments and possibly influence the reliability and validity of the research results negatively, it was decided to exclude the applicable FET College from the research. The other FET Colleges was excluded due to non-responding, as mentioned.

The final composition of the study population (based on available statistics at the time of research) is presented in the following tables:

Table 4.1: Staff composition of study population

Research site	Number of academic and administrative staff members
Corporate Centre	35
Campus A	40
Campus B	33
Campus C	46
Campus D	19
Campus E	54
Campus F	35
Total	262

The following table distinguishes between the number of administrative and academic staff of the study population during the time of research:

Table 4.2: Administrative and academic staff

Research site	Administrative staff	Academic staff/ Educators	Total
Corporate Centre	27	8	35
Campus A	8	32	40
Campus B	6	27	33
Campus C	11	35	46
Campus D	6	13	19
Campus E	8	46	54
Campus F	6	29	35
Total	72	190	262

The number of management and employees (non-management staff) at the time of the research is presented on the following table:

Table 4.3: Management and employees (non-management staff)

Research site	Management	Employees (non-management staff)	Total
Corporate Centre	21	14	35
Campus A	7	33	40
Campus B	5	28	33
Campus C	7	39	46
Campus D	1	18	19
Campus E	10	44	54
Campus F	8	27	35
Total	59	203	262

4.3.1 Sampling quantitative study

Owing to the above-mentioned practical and logistical problems that were encountered to include staff members of other Colleges, quantitative instruments were distributed to the whole study population, therefore a *non-probability sample* was used. More specifically, *convenience*

sampling, a type of non-probability sampling, was used to compile the study population for the quantitative phase of the study (Mouton, 2008:118). Convenience sampling involves selecting respondents primarily on the basis of their availability (Leedy & Omrod, 2005:209). This makes the research findings only applicable to this study population.

Although it was aimed at obtaining 262 respondents, 177 respondents completed and returned the quantitative research instruments. Three of the returned instruments were incomplete and data was omitted, for example the questions at the back of each page of one instrument was not completed, in another, only the biographical information was completed, while only questions 1 to 10 of another instrument was completed and could therefore not be used. That left the quantitative sample with 174 respondents. The sample ratio (Neuman, 2006:255) (ratio of size of sample to the size of the target population) can be estimated as 174/262 = 0.664 or 66%. Neuman (2006:226) suggests a 30% sample for a small population (under 1 000) in order to achieve a high level of accuracy. Then again the sample may be less representative, for the reason that the sample was not randomly selected (Neuman, 2006:241).

The number of non-respondents amounted to 85 or 32%. The researcher was informed by a respondent that academic staff members at one campus did not complete the research instruments due to fear of being identified by management. This may be a possible reason for non-responding.

The number of respondents (study population) and non-respondents per research site for the quantitative study are presented in the next table:

Table 4.4: **Number of respondents (study population) and non-respondents**

Research site	Respondents (Study population)	Non respondents	Incomplete/ distorted	Total
Corporate Centre	24	10	1	35
Campus A	24	14	2	40
Campus B	30	3	0	33
Campus C	11	35	0	46
Campus D	11	8	0	19
Campus E	49	5	0	54
Campus F	25	10	0	35
Total	174	85	3	262

4.3.2 Sampling qualitative study

The same study population was used for the quantitative and qualitative studies though a *purposive* sample, which is a specific type of non-probability sampling, was used to select participants for the qualitative study (Neuman, 2006:222). According to Creswell (2009:216), purposive sampling involves the selection of cases with a specific purpose in mind and in this study participants were selected based on their experiences of the central phenomenon namely psychological violence. Fick (cited *in* Neuman, 2006:220) states that qualitative researchers rarely draw representative samples as "*it is their relevance to the research topic rather than their representativeness which determines the way in which the people to be studied is selected".*

According to Creswell and Plano Clark (2007:119), it is common practice amongst mixed-methods researchers who employ the Concurrent Triangulation Design to select the same individuals for the quantitative and qualitative study to simplify comparison or convergence of data. In order to compare or converge the two databases meaningfully, Creswell *et al.* (cited *in* Bergman, 2008:5) propose that researchers use a subset of the original sample or that a sub-sample should be collected for the qualitative study from a larger quantitative sample. In addition, Creswell and Plano Clark (2007:119) recommend that the qualitative list of participants should be increased to facilitate data integration.

Although the researcher invited all the respondents who took part in the quantitative survey to be interviewed (N=174), 46 respondents indicated their interest to be interviewed by either leaving their contact details, through text messages, telephone calls or by informing the researcher in person. To increase the list of participants as suggested by Creswell and Plano Clark (2007:119), the researcher asked respondents who informally discussed their experiences with the researcher after the completion of the quantitative instruments, if they would be willing to participate in the qualitative study, although they did not leave their contact numbers on the quantitative instruments.

From all the interested persons, the qualitative sample comprised of 29 participants. As suggested by Neuman (2006:411), the participants included a good cross-section of academic and administrative staff members who have been employed for a period of time as well as recently appointed staff (novices), managers (senior, middle and junior managers) and subordinates, academic and administrative staff who have been recently promoted, those who are unhappy and frustrated as well as secure and happy people. According to Neuman (2006:411) contrasting types of individuals provide useful perspectives. Due to the diversity of the qualitative sample in this study, different perspectives could be sourced.

The composition of the qualitative investigation group is presented in the following tables:

Table 4.5: Staff composition - qualitative investigation group

Research site	Number of academic and administrative staff
Corporate Centre	3
Campus A	3
Campus B	2
Campus C	5
Campus D	0
Campus E	7
Campus F	9
Total	29

A large qualitative sample (N=29) was used as suggested by Creswell (2007:147), which may minimise validity threats (cf par. 4.6). Most of the participants are from Campus F (N=9), followed by participants from Campus E (N=7) and then Campus C (N=5). Staff members from all campuses and the Corporate Centre were represented in the sample, except for staff members at Campus D (N=0).

Table 4.6: Administrative and academic staff

Research site	Administrative staff	Academic staff/ Educators	Total
Corporate Centre	0	3	3
Campus A	0	3	3
Campus B	1	1	2
Campus C	0	5	5
Campus D	0	0	0
Campus E	0	7	7
Campus F	2	7	9
Total	3	26	29

More academic staff members (N=26) than administrative staff members (N=3) were interviewed during the qualitative study. This is in line with the quantitative study where respondents consisted of more academic staff members than administrative staff members (cf Table 4.2). Given that the qualitative sample consisted only of staff members who experienced

psychological violence, it may suggest that academic staff members (educators) are more subjected to psychological violence than administrative staff members.

Table 4.7: Management and employees (non-management staff)

Research site	Management	Employees (Non-management staff)	Total
Corporate Centre	3	0	3
Campus A	2	1	3
Campus B	0	2	2
Campus C	2	3	5
Campus D	0	0	0
Campus E	3	4	7
Campus F	3	6	9
Total	13	16	29

Management (N=13) and non-management staff (N=16) are represented in the qualitative sample, which is an indication that management staff also experience psychological violence.

Table 4.8: Age

Research site	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60+	Total
Corporate Centre	0	0	1	1	0	1	0	0	3
Campus A	0	1	0	0	1	1	0	0	3
Campus B	0	0	1	1	0	0	0	0	2
Campus C	0	0	0	1	0	1	3	0	5
Campus D	0	0	0	0	0	0	0	0	0
Campus E	1	1	2	2	1	0	0	0	7
Campus F	2	2	1	1	2	1	0	0	9
Total	3	4	5	6	4	4	3	0	29

Most of the staff members in the qualitative sample are between 40 to 44 years of age (N=6), followed by staff members who are between 35 to 39 years of age (N=5). Staff members from these age groups usually have more work experience, which may suggest that experienced staff members are more subjected to psychological violence. Namie (*in* the Report on Abusive Workplaces, 2003:3) also found that targets are predominately in their forties, more specifically 43 years of age and with prior experience (cf par. 2.6.2.5).

Table 4.9: Gender

Research site	Male	Female	Total
Corporate Centre	3	0	3
Campus A	1	2	3
Campus B	2	0	2
Campus C	1	4	5
Campus D	0	0	0
Campus E	2	5	7
Campus F	4	5	9
Total	13	16	29

Both men (N=13) and women (N=16) are represented in the qualitative sample, although slightly more participants are women, which may suggest that more women might experience psychological violence, though it may also suggest that women are more willing to talk about their experiences.

Table 4.10: Appointment

Research site	Permanent	Temporary	Total
Corporate Centre	3	0	3
Campus A	1	2	3
Campus B	1	1	2
Campus C	5	0	5
Campus D	0	0	0
Campus E	6	1	7
Campus F	4	5	9
Total	20	9	29

More permanent staff members (N=20) were interviewed for the qualitative study than temporary staff members (N=9). The reason for this may be that the severity of psychological violence is increased with prolonged exposure (cf par. 3.2.1.2). At the time of the research, permanent staff members refer to employees who are employed by the Department of Education and temporary staff members to employees who are employed by the College Council.

Table 4.11: Location of Institution

Research site	Urban	Rural	Total
Corporate Centre	3	0	3
Campus A	3	0	3
Campus B	2	0	2
Campus C	5	0	5
Campus D	0	0	0
Campus E	7	0	7
Campus F	0	9	9
Total	20	9	29

Staff members from urban (N=20) and rural (N=9) campuses are represented in the sample. Although Campus F is the only rural campus in the study population, the largest number of staff members (N=9) in the sample is from Campus F compared to staff members from other campuses (cf par. 4.8).

Table 4:12: Marital status

Research site	Married	Unmarried	Total
Corporate Centre	3	0	3
Campus A	2	1	3
Campus B	0	2	2
Campus C	3	2	5
Campus D	0	0	0
Campus E	6	1	7
Campus F	7	2	3
Total	21	8	29

Most of the staff members in the sample are married (N=21), compared to unmarried staff members (N=8).

Although statistics on post levels of the qualitative investigation group are available per campus, specific staff members may be identified by these statistics, and it is therefore omitted. It may be concluded that a good cross-section of academic staff members from post levels 1, 2, 3, 4 and 5 and administrative staff members on different salary levels are represented in the qualitative sample.

4.4 QUANTITATIVE STUDY

The quantitative approach is referred to as the "traditional", "experimental" or "positivist" approach (Leedy & Omrod, 2005:95). "Quantitative research" is defined by Creswell (2009:233) as *"a means for testing objective theories by examining the relationship among variables. These variables can be measured typically on instruments, so that numbered data can be analysed using statistical procedures. The final written report has a set structure consisting of the introduction, literature and theory, methods, results and discussion".*

The purpose of quantitative research is to explain, predict and control phenomena (Leedy & Omrod, 2005:95). Researchers, who engage in quantitative research test theories deductively, they build in protections against bias, control for alternative explanations and are able to generalise and replicate their findings (Creswell, 2009:4).

Quantitative research has the following *attributes*: it focuses on variables; measures objective facts, reliability is important; it is value free; theory and data are separated; independent of context; many cases or subjects are involved; statistical analysis is possible and researchers are detached (Neuman, 2006:13). A distinctive feature of quantitative data is that it consists of close-ended information such as found on attitude, behaviour or performance instruments (Creswell & Plano Clark, 2007:6).

A *survey* design was used for the quantitative phase of this study. The survey was *cross-sectional* rather than longitudinal, given that data was collected at one point of time, a process, which took about three weeks (Creswell, 2009:146). A more detailed discussion on survey research follows.

4.4.1 Survey research

Mouton (2008:152) defines "surveys" as *"studies that are usually quantitative in nature and which aim to provide a broad overview of a representative sample of a large population".* Subsequently, survey researchers sample many respondents who answer the same questions (Neuman, 2006:276).

Survey researchers measure many variables, they test multiple hypotheses and infer temporal order from questions about past experiences, behaviour or characteristics. The purpose of a survey research is summarised by Babbie (cited *in* Creswell, 2009:146) as: to generalise from a sample to a population in order to make inferences about some attitude, characteristic or behaviour of the population.

- **Rationale**

The applicability of a survey in the first place lies in its reputation for yielding valuable information about human behaviour (Goodwin, 1995:346), and secondly, it is the most widely used method to quantitatively measure human social life (Neuman, 2006:250 & 285). The economy of the design and the rapid turnaround in data collection are inherent advantages of survey designs (Creswell, 2009:146).

Surveys have the following *strengths*: generalising to large populations is possible when appropriate sampling is implemented and it has high measurement reliability if questionnaires are properly constructed and if high construct validity and proper controls are implemented (Mouton, 2008:153). Although the researcher will not be able to generalise to a large population, all the above-mentioned advantages still apply to the survey conducted for this study.

Surveys have the following *limitations* that researchers should be aware of. These include the lack of depth and insider perspective may lead to criticism of "surface-level" analysis, survey data is sometimes sample and context-specific, especially in the case of public opinion polls (Mouton, 2008:153).

4.4.2 Quantitative data collection

Research methodology focuses on the research process and the kind of tools and procedures to be used. Mouton (2008:3) states that research methodology commences with tasks such as data collection and sampling.

Four forms of data collection methods are available for the purpose of a survey, namely interviews, self-administered questionnaires, structured record reviews and structured observations (Creswell, 2009:146). It was decided to use self-administered questionnaires for the following *advantages* as summarised by Neuman (2006:299): it is the cheapest type of survey; it may be conducted by a single researcher; questionnaires may be given directly to respondents who read the instructions and then record the answers; questionnaires may be sent to a wider geographical area; respondents may complete the questionnaires when convenient and check personal records; it offers anonymity; interviewer bias is minimised and it is considered to be very effective, and response rate may be high if the target population is well educated or has a strong interest in the topic or the survey organisation (Neuman, 2006:299).

Given that the data was collected in the same organisation, though in different geographical areas where the researcher was employed at the time of the research, self-administered questionnaires were the most convenient form of data collection to use. The data and respondents were readily available. The researcher knew that respondents are literate, well

educated and as employees, they have a high level of interest in the organisation, which could result in a high response rate. Many employees are known to the researcher and by using self-administered questionnaires respondents' anonymity could be ensured and interviewer bias reduced (Neuman, 2006:299).

However, self-administered questionnaires also have the following *disadvantages*: respondents do not always complete and return questionnaires, which may result in a low response rate; conditions under which questionnaires are completed cannot always be controlled by researchers (especially mail questionnaires); no one is present to clarify questions or to probe for information when incomplete answers are supplied; different respondents may complete the questionnaires weeks apart or answer questions in a different order than intended by the researcher; reactions of respondents to questions, physical characteristics and settings cannot be visually observed; incomplete questionnaires may pose a serious problem, and illiterate people may not return questionnaires and, if returned, questionnaires may have meaningless answers (Neuman, 2006:298-299).

Some of the above-mentioned shortcomings were addressed by the researcher as follow: self-administered questionnaires were used instead of mail questionnaires. Where necessary, the researcher identified responsible and trustworthy contact persons employed at the research site beforehand to assist with the handing out of questionnaires. The contact persons were informed exactly how the questionnaires should be completed. When the questionnaires were distributed by the researcher in person, all relevant information was conveyed to respondents. Included in the questionnaires were written instructions to assist with completion and the researcher's contact number. Questionnaires were distributed to respondents at the workplace, most of the time during general staff meetings. Respondents could then complete it in private.

To maximise return rate, respondents were requested to complete questionnaires preferably within the same day of distribution, but not exceeding two days. Closed and sealed boxes were provided for the completed questionnaires. The boxes were similar to ballot boxes with only a big enough opening on top of each box for the purpose of depositing the completed questionnaires into it. These boxes were left in a pre-arranged safe place to ensure confidentiality and anonymity, which may result in a higher return rate (cf par. 4.4.4). On some of the campuses, staff members selected a trustworthy person in whose office the box was kept until the due date.

Two survey instruments were used to collect data, namely a Psychological Violence Scale (cf Annexure D) and a Symptom Checklist (cf Annexure E). A discussion on these instruments follows.

4.4.2.1 The Psychological Violence Scale

- **Development and rationale**

The Psychological Violence Scale was developed to gather information regarding the prevalence, severity and the source/s (perpetrators) of psychological violence experienced by staff members at FET Colleges. A suitable existing or similar instrument in the context of this country (South Africa) to determine the prevalence, severity and source/s (perpetrators) of psychological violence did not exist at the time.

The Psychological Violence Scale was developed and designed by a team of three people, including the researcher. A systematic step-by-step process was followed to develop the Psychological Violence Scale:

Step 1: **Literature study to determine psychological violence related experiences**

During the first step of the development process each participant, including the researcher, undertook a thorough literature study to determine all the experiences associated with psychological violence (ILO, 1998; Namie, 2000; Namie & Namie, 2003; Namie *in* the Report on Abusive Workplaces, 2003; Steinman, 2003; Lutgen-Sandvik, 2006; Anon, 2007a *in* the Teacher Support Network; Namie *in* the US Workplace Bullying Survey, 2007; Steinman, 2007).

In addition, questionnaires in the literature relating the construct of psychological violence were studied (Leymann, 1990; Einarsen & Hoel, 2001; Einarsen & Hoel, 2006; Teacher Support Network, 2007; also cf par. 1.3). Based on the literature review, the individual members of the research team compiled a pool of items to be included in the research instrument.

Step 2: **Literature review: questionnaire construction & principles of good question writing**

The literature concerning questionnaire construction was reviewed and the principles of good question writing; namely avoiding double-barrelled questions, leading questions, questions containing emotional language, ambiguous questions, double negatives or negatively phrased questions, false premises, questions beyond respondents' capabilities, asking about distant future intentions, vague questions, the use of slang, jargon and abbreviations were avoided (Neuman, 2006:277; Mouton, 2008:103-104).

Step 3: **Critical analysis for inclusion of items**

During follow-up meetings, items for inclusion were critically analysed by the research group. The research group then decided which relevant response categories to include in the Psychological Violence Scale. Overlapping and unbalanced response categories were avoided or excluded as suggested by Neuman (2006:280).

Step 4: **Development of the Likert scale**

Responses on the questionnaires were divided into three main sections for the prevalence, severity and source/s (perpetrators) of psychological violence. The first two sections had an interval scale (Likert scale) attached to it with numbered points to measure responses of candidates, and respondents had to mark the points on the questionnaire (Goodwin, 1995:345). Leedy and Omrod (2005:185) describe a "Likert scale" as a rating scale that is designed for the purpose of assessing people's behaviour, attitude or other phenomenon of interest. Likert scales are often used during survey research and when respondents have to express attitudes or responses in ordinal level categories (e.g. agree/disagree) ranked on a continuum (Neuman, 2006:209).

The number of responses on the Likert scale to assess prevalence ranged from 0 to 3 (4 responses), the number of responses to assess severity ranged from 0 to 4 (5 responses). Eight sources (perpetrators) of psychological violence were provided from which the appropriate source or more than one source could be chosen. Neuman (2006:207) suggests that, although a Likert scale may consist of only 2 response categories, 4 to 8 categories to a maximum of 9 should be applied. As the number of response categories increase from 2 to 20, reliability simultaneously increases rapidly at first, but decreases from about 7 responses (Nunnaly cited *in* Neuman, 2006:207). After the number of response categories was established, the final layout of the instrument was designed (Neuman, 2006:277).

Step 5: **Inputs from knowledgeable colleagues and Statistical Consultation Services**

After the first draft, the Psychological Violence Scale was circulated among knowledgeable colleagues for their comments to ensure face validity. Inputs from colleagues were incorporated and the Psychological Violence Scale adjusted accordingly.

This was followed by a presentation on the construct of psychological violence. Participants invited from Industrial Psychology, Psychology, Educational Law and Educational Psychology had been asked to comment on whether the items in the Psychological Violence Scale would measure the theoretical construct of psychological violence as presented. On the basis of the

inputs and recommendations received from these experts, the Psychological Violence Scale was once again reworked and adjusted to ensure content validity and face validity.

Statistical Consultation Services at the Northwest University was then consulted for input. The Psychological Violence Scale was again adjusted according to the recommendations received from Statistical Consultation Services.

Step 6: **Conduct pilot study**

The researcher conducted a pilot study by administering the Psychological Violence Scale to a small set of respondents similar to those in the final survey, as suggested by Neuman (2006:277). The respondents for the pilot study consisted of academic and administrative staff members in the study population, which represented all staff levels, including management and non-management staff members.

Respondents were asked to comment on the clarity of questions and their interpretations were explored to establish whether the intended meanings of items were clear (Neuman, 2006:277). The rationale for the pilot study was to establish content validity and to improve the questions, format and the scales of instruments as suggested by Creswell (2009:150). On the basis of the pilot study, unclear statements were rewritten, spelling mistakes corrected and the instrument revised as a whole.

Step 7: **Compare to a newly developed questionnaire - University of Glamorgan**

The Psychological Violence Scale was compared to a newly-developed questionnaire designed at the University of Glamorgan to investigate bullying and harassment amongst teachers and lecturers in the United Kingdom. The statements in this questionnaire reflected similarities with the items on the Psychological Violence Scale. The Psychological Violence Scale was sent to these researchers (Lewis and Sheehan) for their input (cf par. 4.4.2.1). The final Psychological Violence Scale consisted of 70 close-ended items or structured statements that respondents had to respond to within three sections.

Step 8: **Draft cover letter/letter of consent**

A letter of consent (cf Annexure C) was developed and distributed simultaneously with the quantitative instruments (cf par. 4.4). The letter of consent also served as cover letter, as it provided information regarding the study as well as a description of the objectives and procedures of the study. Space was provided where respondents could give informed consent. Respondents could also hand in letters of consent separate from the research instruments, to ascertain respondents' anonymity, confidentiality and privacy.

- **Sections of the Psychological Violence Scale**

The final Psychological Violence Scale consisted of the following sections:

Section A: The personal biographical data of respondents namely age cohort, gender, marital status, position in institution, work experience, employer and location of institution. These were followed by the instructions on how to complete the Psychological Violence Scale.

Section B: In this section, the question was asked: *'To what extent have you been exposed to …?'* Sixty-three statements derived from literature that addressed the definition of psychological violence and psychological violence acts or behaviours, followed. Respondents had to mark the statements according to three categories, namely *prevalence* (never, seldom, often, very often), *severity* (not experienced, not severe, slightly severe, severe and extremely severe) on the Likert scale and the *sources* or perpetrators responsible for their experiences namely the Department of Education, Manco/Superiors at Corporate Centre, superiors at my campus, Colleagues: equal status, subordinates, parents and the community (cf par. 4.4.2.1).

Section C: consisted of 7 statements (64 to 70) that followed the question: *'To what extent do you engage in the following?'* Respondents had to mark 2 categories - prevalence and severity - as the source or persons responsible in this section was the respondent.

Invitation to participate in the qualitative study: The final part of the Psychological Violence Scale consisted of an open question where respondents could indicate any other negative experiences that were not covered in the questionnaire. This section also consisted of an open invitation to respondents who would like to discuss their experiences with the researcher. The researcher provided her contact number along with space for respondents to enter their contact numbers. This section served the purpose of establishing whether respondents would be willing to be interviewed for the qualitative study.

- **Reliability**

According to Neuman (2006:189), "reliability" refers to "consistency" or "dependability". "Reliability" is defined by Leedy and Omrod (2005:28) as *"the consistency in results with which a measuring instrument yields a certain result when the entity being measured hasn't changed".* As the Psychological Violence Scale is a lengthy instrument, it would not be fair to respondents to retest it after a time and therefore stability reliability or reliability over time, could not be established, as suggested by Neuman (2006:189). However, the internal consistency is established by Cronbach's alpha on constructs identified in factor analysis.

Goodwin (1995:100) states that reliability enables a researcher to have some confidence that the measure taken is close to the *"true"* measure. Neuman (2006:190) adds that reliability increases when unambiguous and clear theoretical definitions are developed and when each measure indicates only one concept. For that reason, the author suggests that all constructs should be clearly conceptualised.

To ensure that the Psychological Violence Scale measures psychological violence, a thorough literature study was conducted before the instrument was designed to establish a clear definition of psychological violence and to determine all the experiences associated with psychological violence (cf Step 1:literature review). Therefore, the Psychological Violence Scale measures the concept of psychological violence only.

Neuman (2006:190) claims that reliability in quantitative research can be improved by increasing categories of measurement, seeing that more precise categories of measurement are considered to yield more reliable results than less precise measures which are less likely to pick up detailed information. Therefore, psychological violence was measured in refined categories by means of a Likert scale, as opposed to measuring as either high or low (cf Step 4: Development of the Likert Scale; Neuman, 2006:190). Neuman (2006:191) adds that reliability could be increased through the use of replication and pilot studies. More than one draft was developed of the Psychological Violence Scale and it was piloted prior to finalisation (cf Steps 3,5 & 6).

The Psychological Violence Scale was used once before during 2007 by one of the researchers in the research study group (Matsela, 2009). Factor analysis was conducted and twelve factors could be extracted. *Chronbach's alpha* for each factor was calculated and it was established that they all have a reliability coefficient of .7 and above (Matsela, 2009:146).

Mouton (2008:7) suggests that survey researchers should *record the whole survey process*, as field-work documentation serves as a form of quality assurance. Therefore, the researcher kept *field notes* including dates on which access was gained, dates on which questionnaires were distributed and the number of questionnaires distributed and response rates as suggested by Mouton (2008:7). Statistics on the study population were also gathered and kept.

- **Validity**

Goodwin (1995:98) states that a measure is valid if it measures what it has been designed to measure. In contrast with qualitative research, quantitative validity does not reside with the participants, but with the accumulated evidence that supports the intended interpretation of test scores for a purpose (Creswell & Plano Clark, 2007:31). Quantitative validity procedures are

based on external standards, such as judges, past research and statistics (Creswell & Plano Clark, 2007:29).

Face validity: is the easiest to achieve and is a judgement by the scientific community that an indicator really measures a construct (Neuman, 2006:192). Therefore, other people have to judge on the face of the measurement whether the measure fits the definition. To establish face validity, the Psychological Violence Scale was circulated amongst knowledgeable colleagues for their comments (cf Step 5) and compared to another newly-developed questionnaire and sent to these researchers (Lewis and Sheehan) (cf Step 7).

Content validity: Neuman (2006:188) states that an indicator is valid for a specific purpose or definition and that content validity determines whether the full content of a definition is represented in a measure. For that reason, the Psychological Violence Scale has to measure the full content of the definition of psychological violence in order to have content validity. Prior to the development of the Psychological Violence Scale, a thorough literature study was undertaken to ensure content validity (cf Step 1). The pilot study served the purpose of establishing content validity, but also the improvement of questions; format and the scales of the instruments (cf Step 6) and it was compared to another newly developed questionnaire and sent to these researchers (Lewis and Sheehan) (cf Step 7).

Construct validity of the Psychological Violence Scale was determined by means of factor analysis. The extracted factors were interpreted to ensure that they are theoretically sound.

4.4.2.2 The Symptom Checklist

- **Development and rationale**

A second instrument, the Symptom Checklist (cf Annexure E) was used to indicate bio-psychological symptoms as a reflection of the impact that psychological violence has on staff members' health at FET Colleges. The Symptom Checklist was attached to the Psychological Violence Scale and distributed simultaneously to the study population.

The Symptom Checklist was based on the findings of a study by the Workplace Bullying Institute (2003) concerning the impact of workplace bullying on health and placed in the form of a questionnaire that was called the "Symptom Checklist" by Kirsten (2007).

The Symptom Checklist (cf Annexure E) consisted of a list of 31 symptoms. Next to the list of symptoms were categories that respondents had to score. The first category had to be scored if respondents had a particular symptom, but it did not become worse, since psychological violence, category 2 had to be scored if the symptom became worse since psychological

violence, category 3 was scored if the symptom was new as a result of psychological violence (Kirsten, 2007:9) and the last column was scored if the listed symptom was not experienced. The scoring instructions are indicated on the checklist.

The Symptom Checklist was piloted simultaneously with the Psychological Violence Scale, before final distribution, during which respondents were asked to comment on it. Based on the feedback of respondents from the pilot study, the Symptom Checklist did not need to be altered or amended.

- **Reliability**

The Symptom Checklist was used twice before, once in South Africa by Kirsten (2007) and once in Lesotho by Matsela (2009:235) in two separate qualitative studies. As the Symptom Checklist did not use a Likert type scale, test scores were not statistically analysed for reliability coefficients. Yet, the symptoms were discussed individually – so that Cronbach's alpha is not relevant in these circumstances.

- **Validity**

To ensure content validity as suggested by Neuman (2006:195), the other participants in the greater research project of psychological violence, established that the Symptom Checklist represents the full content of symptoms associated with psychological violence as presented in the literature. The researcher piloted the Symptom Checklist simultaneously with the Psychological Violence Scale to ascertain content validity (cf par. 4.4.2.1). When the Symptom Checklist was used before in qualitative studies, the applicable researchers found that the instrument yielded an authentic and trustworthy account concerning the effect of psychological violence on the health of participants who were interviewed (Kirsten, 2007; Matsela, 2009:239).

4.4.3 Quantitative data analysis

Quantitative data collected through the survey, by means of the Psychological Violence Scale and Symptom Checklist, was statistically analysed to answer research questions and test hypotheses. According to Creswell and Plano Clark (2007:131), research questions usually determine the type of statistical test to be employed in order to describe trends and relate variables, the number of independent and dependant variables, type of scales and whether the population is normally distributed. The tests used in this study will be discussed in the different stages of data analysis.

Quantitative data analysis proceeded through the following steps:

- **Presenting data for analysis**

During this step raw data had to be converted into a useful form for the purpose of data analysis (Creswell & Plano Clark, 2007:130). Returned and completed questionnaires were handed to Statistical Consultation Services of the North West University who scored the data by assigning numeric values to responses, cleaned data errors from the database and created special variables needed. Recoding and computing were conducted with the following statistical computer programmes, namely SPSS (2007) (SPSS 16.0 Windows, Release 16.0.0), STATISTICA version 8.0 (StatSoft, Inc, 2007) and SAS (2003) (SAS system for Windows Release 9.1 TS Level 1M3). Finally, a *Ward's cluster analysis* (using squared Euclician distances) was performed on the factor scores for prevalence to determine clusters of respondents who group together.

- **Analysis of data**

Data was examined to gain a general understanding of the database, as suggested by Creswell and Plano Clark (2007:130). Descriptive statistics such as the frequencies, means ranking, standard deviations and variance of responses to each item on the Psychological Violence Scale was determined to explore the general trends in data to facilitate proper statistics. Frequency analysis was carried out on the Symptom Checklist to establish a ranking order of the health symptoms that were experienced from the most to the least by respondents.

To determine whether factor analysis would be appropriate, the *Kaiser-Meyer-Olkin (KMO) test of sampling adequacy* had to be conducted. The criteria used to establish how many factors were present, included *eigenvalues* (greater than one), and if the proportion of variance explained was more than 50% (Maree, 2007:13). In addition, the result of *Bartlett's test of sphericity* was used to determine whether correlations between items were large enough for factors to form. Factors were extracted by means of *principal component analysis*. A rotated component matrix, more specifically *principal factor analysis with the oblimin rotation method*, was used to identify meaningful factors.

After the factor analysis structure was theoretically confirmed, individual factors were given descriptive names that represented the variables contained in each factor. The internal reliability of the extracted factors could then be determined by calculating *Cronbach's alpha coefficient* for each extracted factor (Maree, 2007:221). Reliability coefficients were calculated for both prevalence and severity. According to Field (2005), a Cronbach's coefficient alpha of lower than 0.7 can be considered as satisfactory if diverse constructs is observed. For the purpose of this study, Cronbach's alpha values above 0.5 were accepted as reliable.

Next, *t-tests* were performed and *p-values* were calculated to determine whether a statistical significant difference exists between the means of two groups (males and females). For the purpose of this study a probability level of 0.05 (5%) was accepted as statistically significant (Maree, 2007:210).

To determine whether significant differences exist between three or more means, an *analysis of variance (ANOVA)* was conducted by comparing variances between and within groups (Leedy & Omrod, 2005:274). Two values, namely the *F*-value and the corresponding *p*-value (less than 0.05) were used to detect significant differences between three or more means, for example to determine whether there are significant differences between the means of different age groups relating to the prevalence of psychological violence.

However, ANOVA could only indicate if there was a significant difference, but could not specify between which groups differences appear. Therefore, post hoc tests, more specifically the *Tukey HSD (honestly significant difference test)* had to be conducted to identify whether groups differed significantly (Maree, 2007:230).

Though, from the t-tests and ANOVA, one may only conclude whether *"there is a statistical significant difference"* at some level of confidence, but unfortunately it does not indicate any practical significance (Maree, 2007:210). To overcome these shortcomings, effect sizes *(Cohen's d-values)* had to be calculated (Ellis & Steyn, 2003:1-6; Maree, 2007:211).

An "effect size", according to Maree (2007:210) is *"a standardised, scale-free measure of the magnitude of the difference being tested, and is not affected by the size of the sample".* By calculating effect sizes a researcher can determine whether practical significant differences exist between the means of different groups in a study population (Ellis & Steyn, 2003:1-6).

Maree (2007:12) recommends that effect sizes should be calculated when an unfamiliar scale is used, for example a Likert scale (as in this study) to measure a construct. Following in the next instance, effect sizes were calculated to determine whether there are practical significant differences between the means of different groups. The Psychological Violence Scale is a newly developed instrument and variables are measured on a Likert scale, which adds to the appropriateness of determining effect sizes.

The following formula was used to calculate the effect sizes:

$$d = \frac{|\bar{x}_1 - \bar{x}_2|}{s_{max}}$$

where $|\overline{x_1} - \overline{x_2}|$ in the formula refers to the difference between the means of two applicable groups, which is then divided by the maximum standard deviation (S_{max}) of the two groups.

The practical significance of results (d-value) was interpreted as follows as suggested by Cohen (*in* Maree, 2007:211) ($\leq$ and $\geq$ as suggested by Statistical Consultation Services):

Small effect: $d = \leq 0.2$

Medium effect: $d = 0.5$

Large effect: $d \geq 0.8$ (A result of $d \geq 0.8$ was considered practically significant)

In addition to point estimates (means and standard deviations), *confidence intervals* were calculated. According to Maree (2007:12), confidence intervals are used to estimate population parameters by calculating the upper and lower limits of the interval in order to state with confidence that the true value of the population parameter lies within the calculated upper and lower limits.

Point estimates have to be reported with confidence intervals to indicate how accurate or how close to the population value the point estimate lies. A wide interval indicated a low level of confidence, while a narrow interval indicated a high level of confidence. For the purpose of this study, a 95% confidence level was used. A 95% confidence level is interpreted that it can be stated with 95% confidence that true average of the population lies within the calculated lower limit and upper limit (Maree, 2007:12)

Lastly, a *Ward's cluster analysis* (using squared Euclician distances) was performed on the factor scores for prevalence to determine clusters of respondents who group together. Associations between cluster membership and biographical variables are examined with *Chi-square tests* to identify and characterise different groups of psychological violence sufferers.

4.4.4 Ethical considerations

This study was conducted within the ambit of the principles set out in the Ethical Code of Professional Conduct of the Professional Board for Psychology (Health Professions Council of South Africa, 2002), especially with regard to: professional competence, professional relations, privacy, confidentiality and records and research and publication.

According to Neuman (2006:313) the invasion of privacy is a major concern during survey research, and respondents have the right to decide when and to whom they want to reveal personal information. Neuman (2006:313) is of the opinion that respondents are more likely to provide information when there is mutual trust, when they believe serious answers are needed for legitimate research and when they have the confidence that information would be treated as

confidential. Respondents also need to be treated with dignity and an effort should be made to reduce discomfort.

The following processes were followed during the quantitative study to address ethical considerations including the invasion of privacy, informed consent, voluntary participation and confidentiality:

- **Invasion of privacy, informed consent, voluntary participation and confidentiality**

As suggested by Neuman (2006:283), respondents were asked to complete the questionnaires voluntarily by means of “informed consent”. Letters of consent (cf Annexure C) were handed to respondents together with the survey instruments, and respondents had to read and sign it to participate in the research study.

The letters of consent communicated information regarding the research study, including the title, project head, research questions to be answered and the aim of the study to respondents. It also served the purpose of informing respondents that they may withdraw from the study at any time, without stating reasons and that participation is voluntary. Thus, respondents did not have to provide information if they did not want to. The researcher ensured respondents by means of the letters of consent that all the data would be handled confidentially. The researcher co-signed the letters of consent at the bottom before distribution. To ensure anonymity, privacy and confidentiality, respondents were informed that they could hand in letters of consent separate from completed research instruments.

Sealed boxes (similar to ballot boxes) were provided at each research site and placed in a pre-arranged safe place acceptable to respondents. Respondents could complete the survey instruments in private, as the researcher arranged with respondents to collect the research instruments at a later stage. The researcher asked trustworthy persons from the investigation population at each research site to assist the researcher in the distribution and to oversee the return of instruments in the boxes.

All those who received questionnaires were requested to return it, whether completed or not, to ensure that respondents who returned completed instruments would not be linked directly with the research study. Some of the respondents, however, preferred to hand their completed instruments directly to the researcher in person and were also allowed to do so. In addition to the letter of consent, the researcher assured respondents verbally that their names and data obtained from the survey would be treated as confidential.

4.5 QUALITATIVE STUDY

The qualitative approach is also known as the “interpretative”, “constructivist” or “post-positivist” approach (Leedy & Omrod, 2005:94). “Qualitative research” is defined by Creswell (2009:232) as *“a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participant’s setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The final written report has a flexible writing structure”.* The purpose of qualitative research is to describe and understand the phenomena from the participant’s point of view (Leedy & Omrod, 2005:94).

The characteristics of qualitative research can be summarised as follows: it constructs social reality or cultural meaning; focuses on interactive processes and events; authenticity is key; values are present and clear; theory and data are merged; it is situational constrained; few cases or subjects are involved; themes are analysed and the researcher is involved (Neuman, 2006:13). A distinctive feature of qualitative data collection is the gathering of open-ended information by means of interviews, observance of participants or sites of research, collection of documents from a private or public source or the collection of audiovisual materials such as videotapes and artefacts (Creswell & Plano Clark, 2007:6).

The general purposes of this qualitative study are threefold, as described by Neuman, (2006:34-35). According to Creswell (2009:26) one of the main reasons for conducting a qualitative study is that it is exploratory. In the first instance, this study is *exploratory* because psychological violence is a little-understood phenomenon and little has been written about the population been studied (staff members in FET Colleges). In order to answer the question on “what” psychological violence is all about and to gain an understanding of the phenomenon, the researcher has to hear it from and therefore listen to the participants (Neuman, 2006:34; Creswell, 2009:26). Secondly, this study is *descriptive* because data is described in detail and reported in words instead of numbers to provide answers on questions such as who, when, how and where, as explained by Neuman (2006:35) and Creswell (2009:195). Thirdly, this study is *explanatory*, seeing that it builds on, elaborates, tests theory and explains why events occur, as explained by Neuman (2006:34-35).

Several approaches and types of qualitative research may be used, including ethnography, grounded theory, case studies, phenomenological and narrative research. A phenomenological research approach was used in this study and a discussion thereon follows.

4.5.1 Phenomenological research

According to Leedy and Omrod (2005:108), "phenomenological research" can be defined as *"a qualitative method that attempts to understand participants' perspectives and views of social realities".* The procedures of phenomenological research involve the studying of a small number of participants through extensive and prolonged involvement in order to develop patterns and relationships of meanings (Moustakas cited *in* Creswell, 2009:13). During the course of phenomenological research, researchers have to bracket or set aside their own experiences in order to understand the experiences of those in the study (Creswell, 2009:13).

- **Rationale**

As a Concurrent Triangulation Design was used in this study, the aim of the qualitative study is to gain a better understanding of the experiences of participants regarding psychological violence through the phenomenological study. By looking at multiple perspectives of the same situation, generalisations can be made of what something is like from an insider's perspective (Leedy & Omrod, 2005:139). A phenomenological study would serve all these above-mentioned purposes.

4.5.2 Qualitative data collection

According to Creswell (2009:175), qualitative researchers usually do not rely on a single data source, but they gather multiple sources of data, for example documents, observations and interviews. The qualitative data collection phase of this study involved the use of individual semi-structured interviews to investigate the participants' experiences of psychological violence, how they cope with psychological violence and its impact on their health in a holistic sense - biophysical, psychological, ecological, spiritual and metaphysical.

The qualitative researcher is also considered as an instrument, as a researcher's ability to interpret and make sense of what is seen is critical for understanding social phenomena (Leedy & Omrod, 2005:133). All the methods employed in this study to collect qualitative data will be discussed, commencing with the role of the researcher.

4.5.2.1 The researcher' role

Qualitative research is interpretative and the researcher is involved in a sustained and intensive experience with the participants. Therefore, the researcher's role as primary data collection instrument necessitates the identification of personal values, assumptions and biases at the start of the study, as suggested by Creswell (2009:177; cf par. 1.8.1):

My perceptions of Further Education and Training (FET) Colleges have been shaped by my personal experiences. I have been employed at a FET College from 1996 (then known as Technical Colleges) in a temporary capacity and from 1997 until 2009 in a permanent capacity. At the time of the research, I was employed as Head of a Division at a FET College, but I also worked previously as a Lecturer and Senior Lecturer at the same institution. Shortly after the data-collection phase in this study was completed, I accepted an appointment at North West University during 2009.

During the time that I had been employed at a FET College, I did not only experience psychological violence personally, but I also witnessed incidents of psychological violence levelled against other staff members and its resultant effect on the health of victims from different sources and on different levels. Due to these experiences of psychological violence, I bring certain biases to this study. However, I believe that my experiences of being employed as both a subordinate (Lecturer) and as a superior (Senior Lecturer and Head of Division) have put me in the fortunate position of perceiving psychological violence from "both sides". In addition, I attended workshops, textbook screening and training sessions, including national training with staff members from other FET Colleges in South Africa where staff members shared their personal experiences of psychological violence with me. Therefore, I have spent *'prolonged time in the field'*, which not only enabled me to develop a deep understanding of the phenomenon under study, but also gives me the advantage to convey more detail about the site and people (Creswell, 2009:192).

I commence this study with the perception that psychological violence is prevalent in FET Colleges and that it negatively affects the health of staff members in a holistic sense. Furthermore, I believe that, in many instances, psychological violence is not recognised as such and therefore does not receive due attention. I am further of the opinion that FET College staff members often exit or leave the system as a result of psychological violence emanating from various sources.

4.5.2.2 Literature study

The qualitative study was preceded by a thorough literature study (cf Chapters 1-3), which contributed to the formulation of a theoretical framework about the nature of psychological violence and its impact on health. These theoretical insights assisted in the formulation of appropriate questions for the interviews. The literature study also served the purpose of an extra point of reference for triangulation.

4.5.2.3 Interviews

According to Leedy and Omrod (2005:139), phenomenological researchers depend exclusively on lengthy interviews (ranging from one to two hours) with selected participants (5 to 25) who had direct experience with the phenomenon being studied. In this study, *individual semi-structured interviews*, which revolved around a few pre-determined central questions, were used (Leedy & Omrod, 2005:146).

The *advantages* of semi-structured interviews are: the researcher has control over the line of questioning and participants can provide historical information (Creswell, 2009:179). The *limitations* of interviews are: responses may be bias and not all people are equally articulate and perceptive; information is indirect, as it filters through the views of interviewees, and information is provided in a designated place rather than in the natural field (Creswell, 2009:179).

Questions to be asked during interviews were identified in advance and a preliminary list of questions was drafted and reviewed as suggested by Neuman (2006:147), which finally resulted in 4 questions. Then a *pilot study* was conducted with participants who also took part in the quantitative study. Minor changes in the wording of the questions followed.

The participants, who indicated their willingness to be interviewed from the results of the quantitative study, were contacted and appointments accordingly arranged with 29 participants. Most of the participants indicated that they would prefer to be interviewed at the workplace, as it was more convenient for them. The researcher travelled to the different campuses and the Corporate Centre where the participants are employed to conduct interviews with them. Times, dates and venues were scheduled for interviews.

Interviews were conducted in *pre-arranged safe, private offices or classrooms* acceptable to participants at each research site (Neuman, 2006:147). To ensure privacy, the pre-arranged classrooms had high windows and therefore no one could see through from the outside. The doors of classrooms and offices were closed during the interviews. Five participants preferred to be interviewed at the North West University in a pre-arranged office and in the presence of the researcher's supervisor. Two of the four interviews were conducted by the researcher's supervisor and the remaining three by the researcher, but both the researcher and supervisor were present throughout each interview at the university (cf par. 4.5.4).

To establish *rapport*, the researcher first engaged in polite conversation with each participant, as suggested by Neuman (2006:147). Before the start of interviews, participants were asked again, even though they had already signed the informed consent forms during the quantitative survey, whether they gave consent to participate in the interviews and if they would have objections if interviews were recorded with a tape recorder (cf par. 4.5.4). All the participants

gave their permission and agreed to the recording of interviews. Participants were once again reassured of the confidentiality of the data. Before the onset of the interviews, participants were asked if they were familiar with the research and a short explanation was given, if necessary.

The following questions were asked:

1. What happens/happened?

2. How do/did you experience it personally?

3. How do/did the experiences impact on your health in a broad sense - spiritual, physical, psychological, social etcetera?

4. How do/did you cope with it?

Although questions were asked in numeric and consistent order, participants were allowed the freedom to expand. During the interview process, an effort was made to maintain rapport and to communicate feelings of closeness and trust by leaning forward, maintaining eye contact, and through neutral encouragements, as suggested by Neuman (2006:147). The researcher refrained from leading (Neuman, 2006:149).

Interviews were conducted in the preferred language of participants (English or Afrikaans). All the interviews were conducted within two and a half weeks. The duration of each interview was from twenty minutes to two hours. Conversations were recorded and transcribed in field notes and transcriptions. As suggested by Leedy and Omrod (2005:157), informal conversations were written down as soon as possible after the interviews and observer comments were embedded in the transcribed text.

4.5.2.4 Field notes

According to Mouton (2008:108) it is important to keep *field notes* of observations and other forms of data collection during qualitative research to capture the context of observations. *Rich and thick descriptions* were used to convey dialogue and descriptions of the settings (Creswell, 2009:191). The verbatim description, references to the sources and commentaries of the researcher were noted (Neuman, 2006:152). In addition, the researcher reflected on own thoughts, feelings and impressions. Demographics, including dates, time and places where interviews were held were also noted.

4.5.2.5 Observations

The researcher observed the following during the qualitative research process: As mentioned, many respondents declared their willingness to participate in the qualitative research after completing the quantitative instruments and also engaged in discussions with the researcher regarding the phenomenon of psychological violence. One respondent cried when handing the quantitative instrument back personally to the researcher and mentioned that she now realised how she had been bullied.

The overwhelming response of participants to share their experiences through interviews with the researcher was significant in the sense that staff members wanted to let their experiences become known. Participants also mentioned to the researcher that they wanted to participate in the interviews for the reason that they hoped their circumstances would change as a result of the research, even though they might risk losing their jobs by participating.

Even though participants were ensured about the confidentiality and anonymity of the research project, some participants preferred to be interviewed at North West University to ensure that no one would observe them communicating with the researcher.

At one of the campuses, a few participants withdrew from being interviewed shortly before the scheduled interviews and informed the researcher that they were too scared to participate, since a superior responsible for acts of psychological violence against them, had just been promoted to a higher post level and that it might have future negative consequences for them in terms of their careers. Although the researcher once again reassured them about the confidentiality and anonymity of the research project, they felt that they might be identified through the specific situations or incidents that they wanted to share with the interviewer. As a result, the researcher omitted specific situations from the quotes in order to protect the identity of participants (cf Annexure F). However, a few participants told the researcher that they did not care to be identified, since they had nothing more to lose.

During the interviews, a few participants cried periodically while sharing their experiences with the researcher. One participant found her experiences so traumatic that she cried throughout the interview. The researcher debriefed participants who cried by validating their experiences and by not leaving immediately at the end of the interview to allow participants to talk and to ask questions. The researcher also ensured participants that general but anonymous feedback would be provided to the management at FET Colleges after the research, which might improve their circumstances.

Another participant felt so desperate that she begged the researcher to speak to management to send her for training, as she felt that she did not have the knowledge or skills to deal with the

new curriculum. The researcher asked the Human Resources manager to send staff members for training on the new curriculum because the researcher observed that staff members found it problematic (without mentioning names) and that it would also benefit the students.

Although individual experiences were mostly related, the participants also shared their experiences of witnessing acts of psychological violence against other staff members. A relationship of trust, empathy and mutual respect has developed between the participants and the researcher during the interviews.

4.5.2.6 Reliability (trustworthiness), validity (credibility) and generalisation (particularity/applicability) in qualitative research

A discussion on the strategies that were used to demonstrate the reliability of procedures and to validate the accuracy of findings will follow. This section will conclude with a discussion on the role of generalisation (particularity/applicability) in qualitative research.

- **Reliability (Trustworthiness)**

Creswell and Plano Clark (2007:134) postulate that reliability in qualitative research relates primarily to the reliability of *multiple coders* on a team who must be in agreement on the codes for passages or text. The single researcher therefore needs to find another person to cross-check codes, a process known as intercoder agreement or cross-checking (Creswell & Plano Clark, 2007:135; Creswell, 2009:191). Additionally, a measure is considered to be reliable (trustworthy) if coders agree with one another (Neuman, 2006:190). *Intercoder agreement* was therefore used in this study to increase trustworthiness of the qualitative research.

The transcripts were also checked for mistakes made during transcription. To eliminate drifts in the definition of codes or in the meaning of codes, data was compared with the codes by writing memos about the codes and their definitions, as suggested by Creswell (2009:190).

- **Validity (Credibility)**

Qualitative validity refers to authenticity, which means that a fair, honest and balanced account of social life is given from the viewpoint of the person who lives it every day (Neuman, 2006:196). Furthermore, qualitative validity procedures rely on the participants, the researcher or reader (Creswell & Plano Clark, 2007:29). It should be determined whether the account provided by the researcher and the participants is accurate, credible and can be trusted (Creswell & Plano Clerk, 2007:134). First and foremost, the qualitative researcher is interested in the accuracy of the final report (Creswell & Plano Clark, 2007:29).

As the qualitative researcher spends considerable time in the field, **the researcher** contributes to the accuracy of an account (Creswell & Plano Clark, 2007:31). In order to increase validity, a researcher's truth claims must firstly be plausible or credible with the understanding that data and statements are not exclusive and not the only possible claims nor exact accounts of one truth in the world, but it reveals the researcher's genuine experiences with the empirical data (Neuman, 2006:197). Secondly, validity is increased when the researcher's empirical claims are supported by numerous pieces of diverse empirical data, and thirdly, a researcher should recognise connections in disparate details (Neuman, 2006:197).

To ensure validity (credibility) in the qualitative study, a conscious effort was made by the researcher to attain the above-mentioned and the following approaches were followed:

- **Clarification of researcher bias**: Researchers should comment about how their interpretation of findings is shaped by their backgrounds (Creswell, 2009:192). The researcher's bias was articulated in writing (cf par. 4.5.2.1 - the researcher's role). In addition, multiple perspectives were employed to increase validity, including member checking, peer debriefing and peer examination.
- **Member checking**: Summaries of findings or themes were taken back to participants and they were asked whether the findings were an accurate reflection of their experiences (Creswell & Plano Clark, 2007:135).
- **Triangulation of data**: Multiple sources of information (literature study, interviews and field notes) and knowledgeable individuals were asked to provide evidence for themes. In addition, rich and thick descriptions were used to convey findings in order to give discussions an element of shared experiences (Creswell & Plano Clark, 2007:31 & 135; Creswell, 2009:191).
- **Peer debriefing**: Though qualitative researchers may work alone, others are aware of the evidence (Neuman, 2006:152). Another person (peer debriefer) reviews the questions and asks questions about the qualitative study (Creswell, 2009:192). Given that it involves an interpretation other than that of the researcher, it adds validity to the study (Creswell, 2009:192). The researcher's supervisor read through transcriptions, and as previously mentioned, some of the interviews were held by, and in the presence of the supervisor (cf par. 4.5.2.3). As a result, another person is aware of the evidence and there is another interpretation other than that of the researcher.
- **Peer examination**: Peers familiar with qualitative research and content area of the specific research should review data as a strategy to validate data (Creswell & Plano Clark, 2007:135). Alternatively, an external auditor may review all the phases in the study (Creswell & Plano Clark, 2007:31). The researcher's supervisor and an external person reviewed the data.

- **Reporting disconfirming evidence**: Information that may present a perspective contrary to the established evidence should be reported by a researcher (Creswell & Plano Clark, 2007:135). During data analysis (Chapter 5), the researcher would make an effort to look for evidence that might contradict hypotheses as suggested by Leedy and Omrod (2005:151).

- **Generalisation of findings (particularity/applicability)**

According to Creswell (2009:193) the value in qualitative research lies in the particular description and themes developed of a specific site and, as such findings cannot be generalised to other individuals, sites or places outside of those under study. Neuman (2006:158) adds that context is critical in qualitative research, as the meaning of social statements and actions depend on the context in which it appears. Although findings in this study are only applicable to the nature of psychological violence in the context of the FET College being studied, it may however suggest the effect of psychological violence on health in all contexts of human existence.

4.5.3 Qualitative data analysis

Qualitative data is typically analysed by organising words, text or images into categories of information and by presenting the various ideas gathered during data collection (Creswell & Plano Clark, 2007:6). More specifically, text or images are analysed by using increasing levels of abstraction, themes are formed from codes and themes may be combined to form broad generalisation (Creswell & Plano Clark, 2007:30).

The following steps were followed to analyse qualitative data, as described by Leedy and Omrod (2006:150) and Creswell and Plano Clark (2007:129):

- **Preparing data for analysis**: Text from interviews and observations were transcribed into a word-processing file by the researcher. In addition, text was examined for accuracy (Creswell & Plano Clark, 2007:130).
- **Exploring data**: The researcher revised the data set several times to establish what it contains as a whole. Memos were written down in the margins of transcripts to suggest possible categories (Leedy & Omrod, 2005:150). Memos typically consist of short phrases or ideas (Creswell & Plano Clark, 2007:131).
- **Analysing data**: General themes and categories were identified. Thereafter, subcategories and themes were identified and data was classified accordingly (Leedy & Omrod, 2005:150). Data was coded by dividing text into units (phrases, sentences and paragraphs) with a label attached to each code. Code words were attached to pieces of

text in the left margin and broader themes recorded in the right margin. Codes were grouped into broader themes. Themes and interrelated themes are the findings that provide answers to research questions (Creswell & Plano Clark, 2007:132).

- **Representing data analysis**: Data needs to be integrated or summarised (Leedy & Omrod, 2005:150). Sub-themes were conveyed and specific quotes were cited. As some interviews were conducted in the Afrikaans language, quotes in Afrikaans had to be freely translated in English (cf Annexure F). Data was presented to ensure confidentiality and anonymity of participants and individuals referred to (cf par. 4.5.4).
- **Validating data**: Assess whether data obtained through qualitative data was accurate. Member checking, triangulation of data, reporting disconfirming evidence and peer examination (cf par. 4.5.2.6), amongst others, were employed to validate qualitative data or to ensure credibility and trustworthiness, as suggested by Creswell and Plano Clark (2007:134-135).

4.5.4 Ethical considerations

The following process was followed to ensure informed consent, confidentiality and anonymity during the qualitative research process:

- **Informed consent**

At the onset of each interview, the purpose of the research was explained to each participant. Although participants already gave written informed consent as respondents in the quantitative study, they were again asked whether they give their consent at the start of each interview. The researcher sought permission from each participant to record the interviews on audiotape (cf par. 4.5.2.3 - Interviews).

- **Confidentiality**

During qualitative research, intimate knowledge is provided to researchers, which is given in confidence. Therefore researchers have a moral obligation to uphold the confidentiality of data (Neuman, 2006:413).

At the onset of each interview, the researcher ensured participants on audiotape of the confidentiality of the data and that they would by no means be identified. The letter of consent, which had already been signed by all the participants during the quantitative study, also served the purpose to ensure confidentiality.

Although the original transcriptions contain all the information as communicated to the researcher by participants, the researcher omitted places, names, certain positions of persons

referred to and specific situations or contexts to ensure anonymity of participants as well as individuals referred to by participants.

The names of participants were replaced by numbers (1 to 29). In the case where a specific position of a person was mentioned and the researcher felt that it would enable one to identify a specific individual referred to, the position was replaced with “the manager” to protect the anonymity of the superior referred to by participants. However, the researcher included positions referred to in the presented data only if the position can be occupied by more than one person and if a specific person cannot be identified by it, for the reason that the level or position of a manager has relevance to this study (cf par. 1.2 - research questions; par. 5.2.1.2.3; par. 5.4 - the sources of psychological violence).

Where participants could be identified through a specific situation or context, the applicable context or situation was omitted from the presented data (cf Annexure F & Chapter 5). In addition, the original audiotapes of interviews are stored in a locked safe and the transcribed interviews in a word-processing file that is password-protected at the University.

All other copies hard copies of the transcribed interviews used to analyse data are also protected in a locked safe at the University. According to the University’s policy audio-tapes and material related to it, should be kept for seven years, after which time, the University has a disposal system to dispose of and destroy confidential data (Meyer, 2012).

- **Privacy**

An office or classroom was arranged at each campus at a safe place so that interviews could be conducted in privacy (Neuman, 2006:147). To ensure privacy and eliminate participants’ fears of possible identification at the workplace, it interviews were also conducted at the North West University in a designated safe room and in the presence of the researcher’s supervisor (cf par. 4.5.2.3).

4.6 VALIDATION OF DATA IN MIXED-METHODS DESIGN

Even though reference was made throughout the text to mixed-methods data collection and analysis, potential validity threats unique to each mixed-methods design exist that may arise during data collection and analysis, and therefore a separate discussion is devoted to validation of data during mixed-methods design.

"Validity" within a mixed-methods context can be defined as *"the ability of a researcher to draw meaningful and accurate conclusions from all of the data in the study"* (Creswell & Plano Clark, 2007:146). This is also known as "inference quality", which refers to the accuracy with which a researcher draws inductive and deductive conclusions from all the data in the study (Creswell & Plano Clark, 2007:146).

To achieve overarching validity in a Triangulation Design, a researcher needs to draw evidence from different datasets (quantitative and qualitative) that provide better results than one data set alone. This type of validity is also known as "consequential" or "triangulation validity" (Creswell & Plano Clark, 2007:146).

When employing a Triangulation Design, the challenges or weaknesses inherent to each design may simultaneously pose threats to validity and are thus addressed in this section. A discussion on these threats and the strategies that the researcher implemented to address each threat follows.

4.6.1 Threats to validity during data collection

The following threats to validity may arise during data collection (Creswell & Plano Clark, 2007:146):

- **When different individuals are selected for the quantitative and qualitative data collection**: The researcher addressed this threat by drawing samples from the same population for both the quantitative and qualitative study.
- **When a researcher draws unequal sample sizes for the quantitative and qualitative study***:* To minimise this threat, Creswell and Plano Clark (2007:146) suggest that large qualitative samples should be used or that cases should be weighted. Although the researcher could not draw the same sample size for the qualitative study as for the quantitative study due to practicality and time constraints, a large qualitative sample (N=29) was used and a sample for the qualitative study was selected from the larger quantitative sample, as suggested by Creswell *et al.* (cited *in* Bergman, 2008:5).
- **Researchers should follow up on contradictory results and refrain from potential bias during data collection to minimise validity threats**: If contradictory results appear during data analysis, these would be followed up by the researcher as suggested by Creswell and Plano Clark (2007:147).

4.6.2 Threats to validity during data analysis

The following threats to validity may arise during data analysis (Creswell & Plano Clark (2007:147) :

- **Inadequate data transformation approaches, inadequate approaches to converge the data***:* In this study, the two databases will be analysed separately, data will not be transformed and therefore transformation approaches will not be used, as mixing or integration of the results of both datasets will occur during the interpretation.
- **Two types of data that do not address the same question**: Although the two databases could not address exactly the same research questions, for example the prevalence and severity (nature) were addressed through quantitative research (by means of numbers), but questions related to the sources of and impact of psychological violence could be addressed by both datasets. The question on how staff experience psychological violence that was investigated by means of qualitative research, also refer to the nature of psychological violence experienced by participants. The question on how staff members cope with psychological violence was only answered through qualitative research.
- **Not identifying and addressing validity issues**: Validity issues inherent to mixed-methods design are identified and addressed in this section and thus minimise this threat (cf par. 4.6.1 & par. 4.6.2).

4.7 SUMMARY

The mixed-methods research design used in this study was visually presented and explained. The quantitative and qualitative research designs and research methods were discussed. The quantitative and qualitative means of data collection and data analysis that were used to investigate the nature, experiences, coping strategies and the impact of psychological violence on staff members' health at FET Colleges, were explained. Reliability (trustworthiness), validity (credibility), generalisation (particularity/applicability) and ethical considerations applicable to quantitative and qualitative studies were attended to. Validity threats that may arise during the use of the mixed-methods design employed in this study namely the Concurrent Triangulation Design, were identified and addressed.

The research findings of this study will be presented in the next chapter. The quantitative findings and the qualitative findings will be presented in separated sections. During interpretation, quantitative and qualitative findings will be integrated and triangulated.

CHAPTER 5

ANALYSIS, INTERPETATION AND SYNTHESIS OF DATA

5.1 INTRODUCTION

In this chapter, the data for analysis will be presented. The data will be interpreted and synthesised to determine the nature and experience of psychological violence and its impact on staff members' health at FET Colleges.

A Concurrent Triangulation Design was used and quantitative and qualitative databases were analysed separately, but at the same time. Data will be presented in separate sections for clarity and readability, after which the results of the two datasets will be mixed or integrated to develop a comprehensive understanding of the investigated phenomenon.

Firstly, the quantitative results obtained through the Psychological Violence Scale will be presented and analysed for the prevalence, severity and sources of psychological violence, followed by the quantitative results obtained through the Symptom Checklist to determine the impact of psychological violence on health. Then the quantitative data will be interpreted and synthesised for the prevalence, severity and sources of psychological violence and its impact on staff members' health at FET Colleges.

Secondly, qualitative results obtained through semi-structured interviews will be presented as data that will be analysed for the experience and impact of psychological violence, including ways of coping, expressed in themes, main categories and subcategories. Then, the qualitative data will be interpreted and synthesised in terms of the experience and impact of psychological violence on staff members' health at FET Colleges and their ways of coping with it.

Finally, quantitative and qualitative data will be mixed during interpretation, triangulated, synthesised and discussed to provide a comprehensive understanding of the nature, experience and impact of psychological violence on staff members' health at FET Colleges. The impact of psychological violence will be discussed within the framework of the Holistic Eco-Systemic Model (cf par. 3.3) under the five contexts of human existence, namely the psychological, biophysical, spiritual, ecological and metaphysical contexts.

5.2 QUANTITATIVE DATA ANALYSIS

This section deals with the data collected through the Psychological Violence Scale (cf Annexure D) and the Symptom Checklist (cf Annexure E).

The following research questions are answered in this section:

- What are the prevalence, severity and sources of psychological violence experienced by staff members in FET Colleges? (cf par. 5.2.1.2 - par. 5.2.4.4)
- What is the impact of psychological violence on staff members' health at FET Colleges? (cf par. 5.2.5 - par. 5.2.5.4)

From data cleaning and coding, it became clear that some of the participants did not answer all the questions and therefore the number of frequencies are sometimes less than the number of respondents. When all the respondents answered a question, the total is 174.

The descriptive statistics obtained from the Psychological Violence Scale, factor analysis, results of t-tests, ANOVA, effect for sizes to test and Hierarchical Cluster Analysis will be presented first. Thereafter, descriptive statistics related to the Symptom Checklist will be presented.

5.2.1 Descriptive statistical analysis of findings obtained from the Psychological Violence Scale

This section includes the description of frequencies of all the attributes within the survey as suggested by Anderson (2009:274). Information obtained from the Psychological Violence Scale (cf Annexure D) and the results thereof will be summarised and presented in tables.

The SAS programme (SAS Institute Inc, 2003) was used to execute descriptive statistics. The Psychological Violence Scale and Symptom Checklist were handed to respondents simultaneously and as one document and therefore the biographical profile of respondents discussed below is applicable to both instruments.

5.2.1.1 Biographical profile of respondents

The biographical information was obtained from Section A of the Psychological Violence Scale (cf Annexure D). The composition of the quantitative sample from the biographical data is graphically presented in tables according to respondents' age, gender, marital status, position, work experience, employer and location.

Table 5.1: **Age of respondents** (N=174)

Age cohort	Frequency	Percentage (%)
20 – 24	13	7.47
25 – 29	27	15.52
30 – 34	20	11.49
35 – 39	31	17.82
40 – 44	29	16.67
45 – 49	12	6.90
50 – 54	19	10.92
55 – 59	12	6.90
60+	11	6.32
TOTAL	**174**	**100.00**
Missing values	0	

Table 5.1 reflects the results of the age distribution of the respondents. Overall, the majority - 107 (62%) - of the respondents were between 25 to 44 years of age. A quarter (25%) of the respondents was between 45 to 59 years of age. The 20 to 24 age group consisted of 13 (7.5%) of the respondents. The smallest number - 11 (6%) - of the respondents belonged in the 60+ age group. All the age cohorts were represented by the respondents and all the respondents indicated their age cohort.

Table 5.2: **Gender of respondents** (N=174)

Gender	Frequencies	Percentage (%)
Male	73	42.4
Female	99	57.6
TOTAL	**172**	**100.00**
Missing values	2	

Table 5.2 shows that the majority - 99 (58%) - of the respondents were females compared to 73 (42%) males. Two respondents did not indicate their gender.

Table 5.3: **Marital status of respondents** (N=174)

Marital status	Frequency	Percentage (%)
Single	58	33.5
Married	96	55.5
Divorced/ Separated	12	6.9
Widowed	5	2.9
Other	2	1.2
TOTAL	**173**	**100.00**
Not indicated	1	

Table 5.3 shows that slightly more than half - 96 (56%) - of the respondents were married and 58 (34%) were single. Five (3%) of the respondents were widowed and 2 (1%) of the respondents belonged to the 'other' group. One respondent omitted marital status.

Table 5.4: **Position of respondents** (N=174)

Position in institution	Frequency	Percentage (%)
Management	16	10.9
Academic staff	81	55.1
Administrative staff	50	34.0
TOTAL	**147**	**100.00**
Missing values	27	

Table 5.4 shows that the majority - 81 (55%) - of the respondents were academic staff members and 50 (34%) were administrative staff members. Most of the respondents - 131 (89%) - were non-management employees (academic and administrative staff) and 16 (11%) of the respondents were management employees.

Both administrative and academic respondents could however simultaneously belong to the management group and therefore a respondent could have marked more than one category. The total number of 147 should thus not be interpreted as the number of respondents, but as the number of responses. Twenty-seven respondents did not indicate their position, which might be attributed to misunderstanding concerning their position, as explained.

Table 5.5: **Work experience of respondents** (N=174)

Work experience in years	Frequency	Percentage (%)
1 year	16	9.4
2 – 5 years	38	22.2
6 – 10 years	26	15.2
11 – 15 years	24	14.0
16 – 20 years	19	11.1
More than 20 years	48	28.1
TOTAL	**171**	**100.00**
Missing values	3	

Table 5.5 shows the work experience of the respondents in years. The largest group - 88 (51%) - of the respondents (which is slightly more than half) had 2 to 15 years work experience. The second largest group - 67 (39%) - of the respondents had work experience of 16 years to more than 20 years. A small number - 16 (9%) - of the respondents had only one year's work experience. Therefore, most of the respondents were experienced employees. Three respondents omitted their work experience.

Table 5.6: **Employer of respondents** (N=174)

Employer	Frequency	Percentage (%)
Department of Education	97	56.1
College Council	76	43.9
TOTAL	**173**	**100.00**
Missing value	1	

At the time of the research, FET Colleges were in a transition process whereby staff members employed by the Department of Education had to be transferred to the College Council.

Table 5.6 shows that slightly more respondents - 97 or 56% - were still employed by the Department of Education. Seventy-six (44%) of the respondents, were employed by the College Council. Of all the respondents, only one omitted the employer.

Table 5.7: **Location of institution of respondents** (N=174)

Location of institution	Frequency	Percentage (%)
Urban	129	75.9
Rural	27	15.9
Semi-rural	14	8.2
TOTAL	**170**	**100.00**
Missing values	4	

Table 5.7 shows that the majority - 129 (76%) - of the respondents were employed at urban campuses compared to 41 (24%) of the respondents from rural and semi-rural campuses. Four respondents did not indicate their location.

These results of the sample reflect the distribution of campuses in the study population relatively well (cf Table 4.1). In the study population, Campus F was the only rural campus with 35 (13.4%) staff members; Campus D (semi-rural) consisted of 19 (7.3%) staff members and the rest of the urban campuses, including Campus A, Campus B, Campus C, Campus E and the Corporate Centre consisted of 208 (79.3%) staff members. Thus, it seems as if all the different locations were presented well.

5.2.1.2 The prevalence, severity, sources of and reactions to psychological violence

This section includes the information on the prevalence, severity and sources of psychological violence as obtained from Section B of the Psychological Violence Scale (cf Annexure D). The prevalence, severity and sources from subsections A, B and C of the Psychological Violence Scale regarding the first 63 statements (items) will be presented first and thereafter the respondents' own reactions to psychological violence in terms of measured prevalence and severity (items 64 to 70).

5.2.1.2.1 The prevalence of psychological violence

Subsection A measured the prevalence of psychological violence and respondents had to indicate on a 4-point Likert scale, where 0 is allocated to never experienced, 1 to seldom experienced, 2 to experienced often and 3 to experienced very often, if they had such an experience, as well as the frequency of the particular experience. The items of the five most prevalent and the five least prevalent psychological violence experiences were ranked and will be presented in tables (also cf Annexure D).

Table 5.8: **The most prevalent psychological violence experiences**

Rank	Item no	Question	Mean	SD	Responses								
					Never		Seldom		Often		Very often		Total
					F	%	F	%	F	%	F	%	N
1	1	Excessive pressure to produce work	2.18	0.86	7	4.1	30	17.3	61	35.3	75	43.4	173
2	2	Given unreasonable deadlines	1.81	1.01	23	13.7	35	20.8	61	36.3	49	29.2	168
3	3	Exposed to unmanageable workload	1.67	1.02	27	15.8	45	26.3	56	32.8	43	25.2	171
4	4	More tasks assigned to you than to other staff in similar post level	1.54	1.04	30	17.4	60	34.9	41	23.8	41	23.8	172
5	48	Complaints fall on deaf ears	1.43	1.15	52	30.2	34	19.8	46	26.7	40	23.3	172

Table 5.8 shows the results of the most prevalent psychological violence experiences with the highest means. The means range from 1.43 (occurring seldom) to 2.18 (occurring often).

- **Excessive pressure to produce more work**

This item has the highest mean of 2.18 (occurring often). A large number - 75 (43%) - of the respondents experienced excessive pressure to produce more work very often and only 7 (4%) of the respondents never had this experience. An exceedingly high majority 166 (96%) of the respondents experienced excessive pressure to produce more work, on different levels.

The Teacher Support Network (Anon, 2007a) and Blase and Blase (2008:279) similarly found that teachers experienced increased workload and pressure as forms of bullying. Matsela (2009:128) similarly found that teachers in Lesotho experienced excessive pressure to produce more work as their most prevalent psychological violence experience.

- **Given unreasonable deadlines**

This item has the second highest mean of 1.81 (occurring often) and was experienced often by 61 (36%) the respondents, very often by 49 (29%) of the respondents and seldom by 35 (21%) of the respondents. A remarkably high majority - 145 (86%) - of the respondents experienced being given unreasonable deadlines whilst the minority - 23 (14%) - of the respondents had never experienced it.

Blase and Blase (2003 & 2008) similarly found that in the US, teachers are bullied by principals by means of unreasonable work demands, whereas in the UK, Anon (2007a *in* the Teacher Support Network) also reported that teachers were bullied by means of unreasonable time limits and impractical deadlines. Pietersen (2007:63) similarly found that academics at a South African

University were bullied by means of impossible deadlines. Namie and Namie (2003), who conducted research in different work settings, claim that this act is one of the top ten bullying tactics.

- **Exposed to unmanageable workload**

This item ranked third with a mean of 1.67 (occurring often). The majority - 144 (84%) - of the respondents experienced being exposed to unmanageable workload in varying degrees. Whilst 56 (33%) of the respondents experienced it often, 43 (25%) of the respondents experienced it very often, 45 (26%) of the respondents experienced it seldom and the least - 27 (16%) - of the respondents had never experienced it before.

The Teacher Support Network (Anon, 2007a) similarly found that teachers were bullied by means of additional workload. Blase and Blase (2003 & 2008) found that teachers were overloaded with work in addition to unreasonable work demands.

- **More tasks assigned to you than to other staff in similar post level**

More tasks assigned to you than to other staff in similar post level ranked fourth with a mean of 1.54 (occurring seldom). A large majority - 142 (83%) - of the respondents experienced it, compared to 30 (17%) of the respondents who had never experienced it before.

- **Complaints fall on deaf ears**

This item ranked fifth with a mean of 1.43 (occurring seldom). The majority - 120 (70%) - of the respondents experienced that their complaints fall on deaf ears, compared to 52 (30%) of the respondents who never did. Matsela (2009:128) similarly found that teachers in Lesotho reported this item as one of the five most prevalent psychological violence experiences.

- **Summary: most prevalent psychological violence experiences**

When adding all responses of the five most prevalent psychological violence experiences, the following picture emerges: the total number of *responses* for never experienced are: 139; seldom experienced: 204; often experienced: 265; very often experienced: 248 responses. Thus, the five most prevalent psychological violence experiences occur often to very often.

Table 5.9: **The least prevalent psychological violence experiences**

Rank	Item no	Question	Mean	SD	Responses								
					Never		Seldom		Often		Very often		Total
					F	%	F	%	F	%	F	%	N
1	38	I am cursed and sworn at	0.08	0.35	157	93.5	9	5.4	1	0.6	1	0.6	168
1	39	I am threatened with physical harm	0.08	0.34	157	93.5	8	4.8	3	1.8	0	0	168
2	54	Undesirable work assigned as "punishment"	0.20	0.55	146	85.4	17	9.9	6	3.5	2	1.2	171
3	36	Personal property vandalised, e.g. cars	0.23	0.66	142	85.5	15	9.0	3	1.8	6	3.6	166
4	28	Persistently teased and made fun of in front of students or colleagues	0.26	0.68	145	84.3	16	9.3	5	2.9	6	3.5	172
4	41	Humiliated in front of students	0.26	0.61	136	81.0	23	13.7	6	3.6	3	1.8	168
4	53	Campaigns launched against you	0.26	0.68	146	84.4	14	8.1	8	4.6	5	2.9	173
4	62	Humiliated in public	0.26	0.67	143	83.1	19	11.1	4	2.3	6	3.5	172
5	7	Excluded from staff social occasions	0.32	0.66	132	77.2	28	16.4	7	4.1	4	2.3	171

Table 5.9 shows the least prevalent psychological violence experiences listed in ranking order, starting with the least prevalent experiences (items 38 & 39). Four items (items 28, 41, 53 & 62) simultaneously ranked fourth due to identical means of 0.26 (never experienced). The means range from 0.08 to 0.32 (never experienced).

- **I am cursed and sworn at**

A high majority - 157 (94%) - of the respondents had never experienced being cursed and sworn at, whilst 11 (7%) of the respondents experienced it. Of those respondents who indicated that they had experienced being cursed and sworn at, 9 (5%) of the respondents experienced it seldom, while (1 or 1%) of the respondents experienced it often and very often.

As such a small number of the respondents reported being cursed and sworn at, it may be concluded that this act has a very low prevalence in the study population and is almost never experienced. Matsela (2009:132) similarly found that being cursed and sworn at, was the least prevalent experience reported by teachers.

- **I am threatened with physical harm**

A large majority - 157 (94%) - of the respondents had never experienced being threatened by physical harm, 8 (5%) of the respondents experienced it seldom and 3 (2%) of the respondents experienced it often. None of the respondents experienced it very often.

Literature supports this finding concerning physical harm, as it was found to be less prevalent than psychological violence in workplaces (Keashly, 2007). However, threats of physical harm, although it has a low prevalence, should still be considered in a serious light, as it may result in future physical violence (cf par. 2.2.1). Matsela (2009:132) similarly found that this specific item ranked under the five least prevalent experiences amongst teachers.

- **Undesirable work assigned as "punishment"**

Most of the respondents - 146 (85%) - had never experienced the assignment of undesirable work as 'punishment', 17 (10%) of the respondents experienced it seldom, 6 (4%) of the respondents experienced it often and 2 (1%) of the respondents experienced it very often.

The low prevalence recorded here for undesirable work assigned as punishment is contrary to the findings of the WBI 2003 survey as indicated in the 2003 Report on Abusive Workplaces, who ranked this specific item (assignment of work as a form of punishment) under the top 25 tactics adopted by bullies (Namie, 2003:6). However, the different findings might be due to differences in study populations. Respondents who were surveyed in the WBI 2003 survey had direct experience of cruelty at work (targets) who logged onto the website to seek solutions to their workplace problems (Namie, 2003:1), but in this study, respondents consisted of all willing people in the study population and therefore might include targets and non-targets.

- **Personal property vandalised, e.g. cars**

This item ranked third with the lowest mean of 0.23. The majority - 142 (86%) - of the respondents had never experienced that their personal property were vandalised, 15 (9%) of the respondents experienced it seldom, 3 (2%) of the respondents experienced it often and 6 (4%) of the respondents experienced it very often.

However, this item is an act of *physical violence* that is not as prevalent as psychological violence acts in workplaces (cf par. 2.1). Matsela (2009:133) similarly found this particular act as one of the five least prevalent psychological violence experiences of teachers in Lesotho.

- **Persistently teased and made fun of in front of colleagues**

Most of the respondents - 145 (84%) - had never experienced being persistently teased and made fun of in front of colleagues, 16 (9%) of the respondents experienced it seldom, 5 (3%) of the respondents experienced it often and 6 (4%) of the respondents experienced it very often.

- **Humiliated in front of students**

Being humiliated in front of students was never experienced by 136 (81%) of the respondents, seldom experienced by 23 (14%) of the respondents, often experienced by 6 (4%) of the respondents and very often experienced by 3 (2%) of the respondents. Of the four items that ranked fourth with the lowest means for prevalence, this specific item was experienced by more - 32 (19%) - of the respondents in comparison to the three other items with the same mean.

The higher prevalence recorded here for this specific item might be due to public humiliation being so characteristic of psychological violence (cf par. 2.4.6). However, Blase and Blase (2003:63-64) found that teachers were often publicly humiliated. The differences in prevalence concerning the studies of Blase and Blase and this study may be due to the different methodologies being used (survey versus in-depth interviews) and to the difference in study populations. The study population in the study of Blase and Blase (2003:17) consisted of long-term victims of psychological violence and this survey consisted of all staff members, including victims and non-victims.

- **Campaigns launched against you**

Campaigns launched against you was never experienced by a large majority - 146 (84%) - of the respondents, seldom experienced by 14 (8%) of the respondents, whilst 8 (5%) of the respondents experienced it often and 5 (3%) of the respondents experienced it very often.

However, Namie (2003:6) found that this particular item ranged amongst the top 25 tactics of bullies. The difference in findings might be due to differences in the study populations. The study population in the 2003 Report on Abusive workplaces (Namie, 2003:1 & 6) consisted of respondents who were seeking solutions for their workplace problems.

- **Humiliated in public**

Being humiliated in public was never experienced by the majority - 143 (83%) - of the respondents, seldom experienced by 19 (11%) of the respondents, often experienced by 4 (2%) of the respondents and very often experienced by 6 (4%) of the respondents.

This finding concerning public humiliation is once again contrary to the research findings of Blase and Blase (2003), who found that teachers are often subjected to public humiliation, as well as Ellis (2007), who found that public humiliation was the second most popular form of workplace bullying in the UK (United Kingdom). Then again, the dissimilar findings regarding public humiliation in this study and the study of Blase and Blase (2003) might firstly be due to

methodological differences and secondly to different study populations, as the study population of Ellis (2007) did not include teachers or educators.

The low prevalence for being humiliated in public is however supported by the finding of Matsela (2009:122 & 131) who similarly found this act as one of the five least prevalent psychological violence experiences, but Matsela (2009) also conducted a survey (quantitative study) and her study population consisted of educators (teachers), including victims and non-victims, as in this study.

5.2.1.2.2 The severity of psychological violence

Subsection B addressed the severity of psychological violence on a 5-point Likert scale, where 0 is indicative of not experienced, 1 is not severe, 2 is slightly severe, 3 is severe and 4 is extremely severe. The five most severe psychological violence experiences and the five least severe psychological violence experiences will be presented in the following tables.

Table 5.10: **The most severe psychological violence experiences**

Rank	Item no	Question	Mean	SD	Responses										
					NOT experienced		Not severe		Slightly Severe		Severe		Extremely severe		Total
					F	%	F	%	F	%	F	%	F	%	N
1	1	Excessive pressure to produce work	2.27	1.11	12	7.3	29	17.6	47	28.5	57	34.6	20	12.1	165
2	2	Given unreasonable deadlines	2.11	1.23	22	13.7	28	17.4	41	25.5	51	31.7	19	11.8	161
3	3	Exposed to unmanageable workload	2.09	1.24	22	13.8	27	16.9	47	29.4	42	26.3	22	13.8	160
4	48	Complaints fall on deaf ears	1.96	1.45	40	25.3	21	13.3	30	19.0	39	24.7	28	17.7	158
5	4	More tasks assigned to you than to other staff in similar post level	1.87	1.35	28	18.0	46	29.5	25	16.0	33	21.2	24	15.4	156

Table 5.10 shows the five most severe psychological violence experiences of respondents. These items were placed in ranking order based on their means. The means range from 2.27 to 1.87 (experienced as slightly severe).

Note: the five most severe psychological violence experiences (Items 1,2,3,4 & 48 - Table 5.10) correspond with the five most prevalent psychological violence experiences (cf Table 5.8), with only a slight difference related to the ranking order of the last two items.

- **Excessive pressure to produce more work**

This item ranked first with a mean of 2.27 (experienced as slightly severe). Only 12 (7%) of the respondents had never experienced excessive pressure to produce work whilst 29 (18%) of the respondents experienced it, but not as severe.

The majority - 124 (75%) - of the respondents experienced excessive pressure to produce work as severe and in the following degrees: 47 (29%) of the respondents experienced it as slightly severe, 57 (35%) of the respondents experienced it as severe and 20 (12%) of the respondents experienced it as extremely severe.

In addition, most - 57 (35%) - of the respondents who responded to this item experienced excessive pressure to produce more work as severe. Matsela (2009:136) similarly found that teachers in Lesotho experienced excessive pressure to produce more work as the most severe psychological violence experience.

- **Given unreasonable deadlines**

Being give unreasonable deadlines ranked second with a mean of 2.11 (experienced as slightly severe). Only 22 (14%) of the respondents had never experienced it and 28 (17%) of the respondents did not experience it as severe.

The majority - 111 (69%) - of the respondents experienced being given unreasonable deadlines on varying levels: 41 (26%) of the respondents experienced it as slightly severe, 51 (32%) of the respondents experienced it as severe and 19 (12%) of the respondents experienced it as extremely severe. Thus, most of the respondents who responded to this specific item - 51 (32%) - experienced being given unreasonable deadlines, as severe.

- **Exposed to unmanageable workload**

Being exposed to unmanageable workload ranked third with a mean of 2.09 (experienced as slightly severe). Only 22 (14%) of the respondents had never experienced this act whilst 27 (17%) of the respondents did not experience it as severe.

Most of the respondents - 47 (29%) - indicated that they experienced being exposed to unmanageable workload as slightly severe, 42 (26%) of the respondents experienced it as severe and 22 (14%) of the respondents experienced it as very severe.

- **Complaints fall on deaf ears**

Complaints that fall on deaf ears ranked fourth with a mean of 1.96 (slightly severe). Forty (25%) of the respondents had never experienced it and 21 (13%) of the respondents did not experience it as severe. Thirty (19%) of the respondents experienced it as slightly severe, 39 (25%) of the respondents experienced it as severe and 28 (18%) of the respondents experienced it as very severe.

Although 25% of the respondents had never experienced that their complaints fall on deaf ears, the majority - (25%) - of the respondents who experienced it, experienced it as severe. Of all the items ranked as the most severe psychological violence experiences; complaints that fall on deaf ears is experienced most often - 28 (18%) - as extremely severe.

- **More tasks assigned to you than to other staff in similar post level**

More tasks assigned to you than to other staff in similar post level ranked fifth with a mean of 1.87 (experienced as slightly severe). Twenty-eight (18%) of the respondents had never experienced it, while 46 (30%) of the respondents did not experience it as severe. However, 25 (16%) of the respondents experienced it as slightly severe, whilst 33 (21%) of the respondents experienced it as severe and 24 (15%) of the respondents experienced it as extremely severe.

Thus, the majority - 46 (30%) - of the respondents, did not experience it as severe. However, of those respondents who experienced this act as slightly severe, severe and extremely severe, most - 33 (21%) - of the respondents experienced it as severe.

- **Summary: the most severe psychological violence experiences**

From Table 5.10 it is evident that the most frequent responses (note: not respondents) were recorded under ‘experienced as severe’ (total of 222 responses) followed by ‘experienced as slightly severe’ (total of 190 responses), then ‘not severe’ (total of 153 responses) and ‘never experienced’ (total of 124 responses), and lastly ‘experienced as extremely severe’ (total of 113 responses). Thus, the respondents experienced the most severe psychological experiences mostly as severe.

Table 5.11: **The least severe psychological violence experiences**

Rank	Item no	Question	Mean	SD	Responses										
					NOT experienced		Not severe		Slightly Severe		Severe		Extremely severe		Total
					F	%	F	%	F	%	F	%	F	%	N
1	38	I am cursed and sworn at	0.19	0.62	122	87.8	12	8.6	1	0.7	3	2.2	1	0.7	139
2	39	I am threatened with physical harm	0.22	0.69	123	87.9	9	6.4	3	2.1	4	2.9	1	0.7	140
3	54	Undesirable work assigned as “punishment”	0.36	0.86	118	82.5	7	4.9	9	6.3	9	6.3	0	0	143
4	36	Personal property vandalised, e.g. cars	0.39	0.93	113	79.6	15	10.6	5	3.5	5	3.5	4	2.8	142
5	28	Persistently teased and made fun of in front of students or colleagues	0.4	0.91	112	79.4	11	7.8	11	7.8	4	2.8	3	2.1	141

Table 5.11 shows the least severe psychological violence experiences. The means range from 0.19 to 0.4 (between not experienced and experienced as not severe).

Note: the items recorded as the least severe psychological violence experience correspond with the items experienced as the least prevalent psychological violence experience, except that the list of the least prevalent psychological violence items included more items. This finding may suggest that the lesser psychological violence is experienced, the less severe it is experienced.

- **I am cursed and sworn at**

Being cursed and sworn at, has the lowest mean of 0.19 (between never experienced and experienced as not severe). A large majority - 122 (88%) - of the respondents had never experienced it, while 12 (9%) of the respondents did experience it, but not as severe. However, 3 (2%) of the respondents experienced this act as severe and only 1 respondent (1%) experienced being cursed and sworn at, as extremely severe.

- **I am threatened with physical harm**

This item ranked second with a mean of 0.22 (between never experienced and not experienced as severe). The majority of respondents - 123 (88%) - had never experienced being threatened with physical harm. Of those who had experienced it, 9 (6%) of the respondents indicated that they did not experience it as severe, 3 (2%) of the respondents experienced it as slightly severe and 4 (3%) of the respondents experienced it as severe, while only 1 respondent (1%) experienced being threatened with physical harm as extremely severe.

- **Undesirable work assigned as "punishment"**

Undesirable work assigned as "punishment" ranked third with a mean of 0.36 (between not experienced and not experienced as severe). Of all the respondents who responded to this item, 118 (83%) of the respondents had never experienced it, 7 (5%) of the respondents did not experience it as severe and 9 (6%) of the respondents experienced it as slightly severe and severe respectively. None of the respondents indicated that they experienced this act as extremely severe.

- **Personal property vandalised, e.g. cars**

Personal property vandalised for example cars, ranked fourth with a mean of 0.39 (not experienced as severe). Most of the respondents - 113 (80%) - had never experienced this act and 15 (11%) of the respondents did not experience it as severe. In addition, 5 (4%) of the respondents experienced this act as slightly severe and as severe respectively. Only 4 (3%) of the respondents experienced this act as extremely severe. Of all the items listed as the least severe psychological violence experiences, this specific item had the largest frequency of responses namely 4 (3%) for experienced as extremely severe.

- **Persistently teased and made fun of in front of students or colleagues**

Being persistently teased and made fun of in front of colleagues ranked last with a mean of 0.4 (between not experienced and not experienced as severe). One hundred and twelve (79%) of the respondents had never experienced it, 11 (8%) of the respondents did not experience it as severe, while the same number - 11 (8%) - of the respondents experienced it as slightly severe. Four (3%) of the respondents experienced it as severe and 3 (2%) of the respondents experienced it as extremely severe.

5.2.1.2.3 The sources of psychological violence

The third subsection in the Psychological Violence Scale addressed the source/s responsible for each negative experience, and respondents could indicate one or more sources (perpetrators). These include the Department of Education, Manco and superiors at the Corporate Centre, superiors at my campus, colleagues of equal status, subordinates, parents and the community (cf Annexure D).

The sources will be presented against the most prevalent experiences (cf Table 5.8), as the most prevalent experiences were also experienced as the most severe (also cf Table 5.10). This is done in order to determine who are responsible for the most prevalent (cf Table 5.8) and most severe negative experiences (cf Table 5.10) of the respondents. Note that the frequencies

recorded do not necessarily add up to the number of respondents, as more than one responsible source could be marked for a single experience.

Table 5.12: **The sources of psychological violence**

Rank	Item no	Question	Source															
			Dept. of Education		Manco/ Superiors at Corporate Centre		Superiors at my campus		Colleagues: Equal status		Subordinates		Students/ Learners		Parents		Community	
			F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	1	Excessive pressure to produce work	45	25.9	103	59.2	70	40.2	19	10.9	8	4.6	17	9.8	5	2.9	2	1.1
2	2	Given unreasonable deadlines	37	21.3	98	56.3	58	33.3	9	5.2	2	1.1	5	2.9	3	1.7	3	1.7
3	3	Exposed to unmanageable workload	36	20.7	92	52.9	69	39.7	13	7.5	2	1.1	5	2.9	4	2.3	1	0.6
4	4	More tasks assigned to you than to other staff in similar post level	19	10.9	74	42.5	74	42.5	9	5.2	4	2.3	2	1.1	2	1.1	2	1.1
5	48	Complaints fall on deaf ears	16	9.2	94	54.0	65	37.4	24	13.8	8	4.6	8	4.6	2	1.1	4	2.3

- **Excessive pressure to produce work**

The majority - 103 (59%) - of the respondents identified Manco and superiors at the Corporate Centre as source, 70 (40%) of the respondents identified the superiors at my (respondents') campus as source and 45 (26%) of the respondents identified the Department of Education as the sources (perpetrators) of excessive pressure to produce more work.

Thereafter, colleagues of equal status were identified by 19 (11%) of the respondents, learners/students were identified by 17 (10%) of the respondents, 8 (5%) of the respondents identified subordinates, 5 (3%) of the respondents identified the parent and the least - 2 (1%) - of the respondents identified the community as the source (perpetrators) of excessive pressure to produce more work.

- **Given unreasonable deadlines**

Most of the respondents - 98 (56%) - identified Manco and superiors at Corporate Centre, 58 (33%) of the respondents identified the superiors at the campuses and 37 (21%) of the respondents identified the Department of Education as sources (perpetrators) of being given unreasonable deadlines.

Thereafter, colleagues of equal status were identified by 9 (5%) of the respondents and learners or students were identified by 5 (3%) of the respondents as sources (perpetrators) of being given unreasonable deadlines. Parents and the community did not rate high as sources on being given unreasonable deadlines and only received 3 (2%) of the responses each. Subordinates ranked the lowest for this particular act and were only indicated by 2 (1%) of the respondents as source (perpetrators).

- **Exposed to unmanageable workload**

As in the case of the two previous items, Manco and superiors at the Corporate Centre were again identified by the majority of the respondents - 92 (53%) - as the source (perpetrators) of being exposed to unmanageable workload, followed by superiors at the campus as indicated by 69 (40%) of the respondents, and thereafter, the Department of Education was indicated by 36 (21%) of the respondents as the source (perpetrators) of this act.

Colleagues of equal status ranked fourth as indicated by 13 (8%) of the respondents; whilst the learners or students were ranked fifth with 5 (3%) of the responses. The parents were only indicated by 4 (2%) of the respondents as source, followed by subordinates who were identified by 2 (1%) of the respondents and the community was only indicated by 1 (1%) respondent as the source (perpetrator) of being exposed to unmanageable workload.

- **More tasks assigned to you than to other staff in similar post level**

Manco and superiors at the Corporate Centre, superiors at campuses and the Department of Education were again identified as the sources (perpetrators) for this negative experience, with the exception that Manco and superiors at the Corporate Centre and the superiors at campuses both ranked first with 74 (43%) of the responses each, followed by the Department of Education with 19 (11%) of the responses. Then again, after the Department of Education followed the colleagues of equal status as indicated by 9 (5%) of the respondents.

However, a different picture emerged here regarding subordinates, who were ranked higher namely 4 (2%) on this item as source (perpetrator) than learners or students 2 (1%), which was quite the opposite scenario pertaining to the first three items where the students or learners received more responses than subordinates. The sources that ranked the lowest on this particular item were the students, parents and community, who were each indicated by only 2 (1%) of the respondents.

- **Complaints fall on deaf ears**

As for most of the items above, the majority of the respondents - 94 (54%) - yet again identified Manco and superiors at the Corporate Centre as the (sources) perpetrators, followed by superiors at the campuses with 65 (37%) responses. However, for this particular item, colleagues of equal status (instead of the Department of Education) were ranked third by 24 (14%) of the respondents, followed by the Department of Education as indicated by 16 (9%) of the respondents as sources (perpetrators).

Subordinates and learners both ranked fifth with 8 (5%) of the responses respectively. The community did not rank last as in the previous cases, but was ranked second last by 4 (2%) of the respondents and parents were identified by the least 2 (1%) respondents as the sources.

5.2.1.2.4 The prevalence and severity of reactions to psychological violence

This subsection consisted of seven statements to determine the prevalence and severity of the respondents' reactions to psychological violence (cf Annexure D). The most prevalent and most severe reactions of respondents to psychological violence will be presented next, first prevalence and then severity.

Table 5.13: **Prevalence of reactions to psychological violence**

Rank	Item no	Question	Mean	SD	Responses								
					Never		Seldom		Often		Very often		Total
					F	%	F	%	F	%	F	%	N
1	68	I experience job dissatisfaction caused by negative circumstances at work	1.35	1.15	55	32.2	40	23.4	38	22.2	38	22.2	171
2	67	I experience reduced motivation due to negative circumstances at work	1.31	1.09	52	30.2	47	27.3	41	23.8	32	18.6	172
3	70	I have feelings of resentment and bitterness due to negative acts at work	1.18	1.13	63	36.4	49	28.3	27	15.6	34	19.7	173
4	69	I experience an increase in physical ailments due to circumstances at work	1.14	1.14	69	39.9	43	24.9	29	16.8	32	18.5	173
5	66	I am occupied with/or rethinking(brooding over) the detail of negative events at work	1.05	1.08	72	41.9	43	25.0	33	19.2	24	14.0	172
6	65	I dread going to work due to negative circumstances there	0.90	1.03	82	47.1	46	26.4	27	15.5	19	10.9	174
7	64	I avoid the workplace due to negative circumstances there	0.56	0.88	109	63.7	39	22.8	12	7.0	11	6.4	171

Table 5.13 shows the prevalence of the respondents' reactions to psychological violence in ranking order, from the highest to the lowest means. The means range from 1.35 (experienced seldom) to 0.56 (experienced between never and seldom), where 0 is never experienced, 1 is experienced seldom, 2 is experienced often and 3 is experienced very often.

- **I experience job dissatisfaction caused by negative circumstances at work**

This item is the most prevalent reaction of the respondents with a mean of 1.35 (occurring seldom). Fifty-five (32%) of the respondents had never experienced this reaction, but the majority - 116 (68%) - of the respondents, experienced varying degrees of job dissatisfaction caused by negative circumstances at work. Of these, 38 (22%) of the respondents indicated that they experienced this reaction often and 38 (22%) of the respondents experienced it very often.

The research of De Wet (2010:1457) similarly revealed that bullied teachers in South Africa experienced decreased job satisfaction, whilst Blase and Blase (2008:276) found that bullied teachers in the US experienced a decline in self-motivation. Matsela (2009:145) similarly found that teachers in Lesotho experienced this as the most prevalent reaction to psychological violence.

- **I experience reduced motivation due to negative circumstances at work**

This item ranked second with a mean of 1.31 (experienced seldom). Fifty-two (30%) of the respondents had never experienced this reaction; however, a large majority - 120 (70%) - of the respondents experienced reduced motivation due to negative circumstances at work in varying degrees. This particular item had the highest number of recorded responses - 41 (24%) - under 'experienced often' compared to the other most prevalent items.

- **I have feelings of resentment and bitterness due to negative acts at work**

This item ranked third with a mean of 1.18 (experienced seldom). Sixty-three (36%) of the respondents had never engaged in these feelings whilst the majority - 110 (64%) - of the respondents had engaged in feelings of resentment and bitterness due to negative acts at work. In addition, thirty-four (20%) of the respondents engaged in these feelings, compared to fewer - 27 (16%) of the respondents who specified that they had often engaged in feelings of resentment and bitterness due to negative acts at work.

Blase and Blase (2003:120-121) also reported resentment as a reaction to psychological violence amongst bullied teachers, whilst Blase and Blase (2008:276) similarly found that bullied teachers became bitter owing to psychological violence.

- **I experience an increase in physical ailments due to circumstances at work**

This item ranked third with a mean of 1.14 (occurring seldom) and was never experienced by 69 (40%) of the respondents, while more than half - 104 (60%) - of the respondents had experienced an increase in physical ailments due to circumstances at work. Thirty-two (19%) of the respondents experienced an increase in physical ailments due to circumstances at work very often, which is slightly more than those who indicated that they had experienced an increase in physical ailments due to circumstances at work often (29 respondents or 17%).

These results concerning physical ailments as a result of psychological violence concur with the findings of other studies (Namie, 2003 *in* the WBI Report on Abusive Workplaces; Blase & Blase, 2003 & 2008; Lutgen-Sandvik, 2006; Ellis, 2007; Kirsten, 2007).

- **I am occupied with/or rethinking (brooding over) the detail of negative events at work**

This item ranked fifth with a mean of 1.05 (experienced seldom) and was never engaged in by 72 (42%) of the respondents; however, the majority - 100 (58%) - of the respondents were occupied with/or rethinking (brooding over) the detail of negative events at work.

Previous research findings also point towards the experience of obsessive thinking by victims of psychological violence regarding perpetrators and details at work (Blase & Blase, 2003:135; Namie, 2003:12 *in* the WBI Report on Abusive Workplaces; Blase & Blase, 2008:95).

- **I dread going to work due to negative circumstances there**

This item ranked sixth with a mean of 0.90 (experienced seldom). Eighty-two (47%) of the respondents had never engaged in this, whilst 46 (26%) engaged in it seldom, 27 (16%) engaged in this often and 19 (11%) of the respondents experienced that they dread going to work due to negative circumstances there, very often.

- **I avoid the workplace due to negative circumstances there**

This item ranked last with a mean of 0.56 (between never and seldom experienced) and was never experienced by 109 (64%) of the respondents, seldom experienced by 39 (23%) of the respondents, often experienced by 12 (7%) of the respondents and very often experienced by 11 (6%) of the respondents. Bullied teachers in the research study of Blase and Blase (2008:277) also reported that they were more absent from work due to negative experiences.

Table 5.14: **Severity of reactions to psychological violence**

Rank	Item no	Question	Mean	SD	Responses										
					Never Experienced		Not severe		Slightly severe		Severe		Extremely severe		Total
					F	%	F	%	F	%	F	%	F	%	N
1	68	I experience job dissatisfaction caused by negative circumstances at work	1.75	1.51	5	31.1	26	16.2	31	19.3	23	14.3	31	19.3	161
2	67	I experience reduced motivation due to negative circumstances at work	1.72	1.42	44	27.7	29	18.2	42	26.4	16	10.1	28	17.6	159
3	70	I have feelings of resentment and bitterness due to negative acts at work	1.56	1.50	54	34.2	37	23.4	18	11.4	22	13.9	27	17.1	158
4	69	I experience an increase in physical ailments due to circumstances at work	1.49	1.50	60	38.0	31	19.6	23	14.6	18	11.4	26	16.5	158
5	66	I am occupied with/or rethinking (brooding over) the detail of negative events at work	1.36	1.42	63	39.6	34	21.4	21	13.2	23	14.5	18	11.3	159
6	65	I dread going to work due to negative circumstances there	1.27	1.37	66	41.8	33	20.9	25	15.8	18	11.4	16	10.1	158
7	64	I avoid the workplace due to negative circumstances there	0.86	1.24	87	57.6	29	19.2	13	8.6	13	8.6	9	6.0	151

Table 5.14 shows the five most severe reactions of the respondents to psychological violence. The items were placed in ranking order, starting with the most severe reaction to psychological violence. The means range from 1.75 (slightly severe) to 0.86 (experienced as not severe), where 0 is not experienced, 1 is experienced as not severe, 2 is experienced as slightly severe, 3 is experienced as severe and 4 is experienced as extremely severe.

- **I experience job dissatisfaction caused by negative circumstances at work**

This item ranked first with the highest mean of 1.75 (experienced as slightly severe). Only 5 (31%) of the respondents never experienced job dissatisfaction caused by negative circumstances at work, whilst 26 (16%) of the respondents indicated that they did not experience this reaction as severe. Of the respondents who indicated that they experienced this reaction as severe, the majority - 31 (19%) - of the respondents indicated that they experienced this reaction as slightly severe, while 23 (14%) of the respondents experienced it as severe and 31 (19%) of the respondents experienced this reaction as extremely severe.

It seems that from all the most severe reactions, the experience of job dissatisfaction caused by negative circumstances at work recorded the highest number - 31 (19%) - of the responses pertaining to the category ‘extremely severe’.

- **I experience reduced motivation due to negative circumstances at work**

This item ranked second with a mean of 1.72 (experienced as slightly severe). Forty-four respondents (28%) had never experienced reduced motivation due to negative circumstances at work, while 29 (18%) of the respondents experienced this, but as not severe. A large number - 42 (26%) - of the respondents experienced this reaction as slightly severe, whilst 16 (10%) of the respondents experienced this reaction as severe and 28 (18%) of the respondents experienced this reaction as extremely severe.

- **I have feelings of resentment and bitterness due to negative acts at work**

This item ranked third with a mean of 1.56 (not experienced as severe). Fifty-four (34%) of the respondents had never experienced resentment and bitterness due to negative acts at work, compared to 37 (23%) who experienced it, but not as severe.

However, on closer inspection of this item, one observes out of the respondents who had experienced these feelings as severe, the majority - 27 (17%) - of the respondents experienced it as extremely severe, followed by 22 (14%) of the respondents who experienced it as severe and that the least - 18 (11%) - of the respondents experienced feelings of resentment and bitterness due to negative acts at work as slightly severe.

- **I experience an increase in physical ailments due to circumstances at work**

This item ranked fourth with a mean of 1.49 (not experienced as severe). Sixty (38%) of the respondents did not experience an increase in physical ailments due to circumstances at work, whilst 31 (20%) of respondents experienced it, but not as severe. From the respondents who experienced this reaction as severe (slightly severe, severe and extremely severe), most - 26 (17%) - of the respondents experienced it as extremely severe, 23 (15%) of the respondents experienced it as slightly severe and 18 (11%) of the respondents experienced this particular item as severe.

- **I am occupied with/or rethinking (brooding over) the detail of negative events at work**

This item ranked fifth with a mean of 1.36 (experienced as not severe). Sixty-three (40%) of the respondents did not experience being occupied with/or rethinking (brooding over) the detail of negative events at work, whilst 34 (21%) of the respondents did not experience it as severe and 21 (13%) of the respondents experienced this reaction as slightly severe. However, most - 23 (15%) - of the respondents who experienced this reaction, experienced it as severe. Eighteen (11%) of the respondents experienced this reaction as extremely severe.

- **I dread going to work due to negative circumstances there**

This item ranked sixth with a mean of 1.27 (experienced as not severe). Sixty-six (42%) of the respondents had never experienced that they dread going to work due to negative circumstances, whilst 33 (21%) of the respondents experienced it as not severe, 25 (16%) of the respondents experienced it as slightly severe, 18 (11%) of the respondents experienced it as severe and 16 (10%) of the respondents experienced that they dread going to work due to negative circumstances there, as extremely severe.

- **I avoid the workplace due to negative circumstances there**

This item ranked last with a mean of 0.86 (experienced as not severe). Eighty-seven (58%) of the respondents had never experienced that they avoid the workplace due to negative circumstances, whilst 29 (19%) of the respondents experienced is as not severe, 13 (9%) of the respondents experienced it as slightly severe and 13 (9%) of the respondents experienced it as severe, while 9 (6%) of the respondents experienced that they avoid the workplace due to negative circumstances there, as extremely severe.

5.2.1.3 Conclusions from descriptive data analysis

The following conclusions can be drawn from the descriptive data analysis as obtained from the Psychological Violence Scale:

Prevalence of psychological violence:

- **The most prevalent psychological violence experiences**

The following is a list of the five most prevalent psychological violence experiences of respondents, placed in ranking order, starting with the most prevalent experience:

1. Excessive pressure to produce more work
2. Given unreasonable deadlines
3. Exposed to unmanageable workload
4. More tasks assigned to you than to other staff in similar post levels
5. Complaints fall on death ears.

Respondents experienced the five most prevalent psychological violence experiences **often** to **very often**. However, the more often a person experiences negative psychological violence acts (repetition and persistence), the more health damage a person is likely to suffer (cf par. 3.2.1.1).

- **The least prevalent psychological violence experiences**

Respondents experienced the following as the least prevalent psychological violence experiences in ranking order, starting with the least prevalent psychological violence experience. Where the same numbers are indicated at more than one experience, the experiences ranked equally.

1. I am cursed and sworn at
1. I am threatened with physical harm
2. Undesirable work assigned as “punishment”
3. Personal property vandalised, e.g. cars
4. Persistently teased and made fun of in front of students or colleagues
4. Humiliated in front of students
4. Campaigns launched against you
4. Humiliated in public
5. Excluded from staff social occasions.

Even though the above-mentioned experiences occur less frequently it should not be interpreted as not occurring at all, as respondents indicated that they experienced these in varying degrees of prevalence.

Severity of psychological violence:

- **The most severe psychological violence experiences**

1. Excessive pressure to produce more work
2. Given unreasonable deadlines
3. Exposed to unmanageable workload
4. Complaints fall on deaf ears
5. More tasks assigned to you than to other staff in similar post level.

Respondents experienced the five most severe psychological violence experiences mostly as **severe**.

It appears as if the most prevalent experiences are associated with the most severe psychological violence experiences applicable to respondents in this study population. This suggests that the severity of psychological violence increases simultaneously with the prevalence of a psychological violence act (for respondents in this study population).

Given that respondents experienced the most prevalent psychological violence experiences very often and simultaneously perceived these experiences as severe, it might imply that they are at risk to suffer in terms of health damage (cf par. 3.2.1.3).

- **The least severe psychological violence experiences**

1. I am cursed and sworn at
2. I am threatened with physical harm
3. Undesirable work assigned as “punishment”
4. Personal property vandalised, e.g. cars
5. Persistently teased and made fun of in front of students or colleagues.

The least severe psychological violence experiences should however not be interpreted as not severe at all, as respondents still experience psychological violence in varying degrees of severity and for that reason should not be interpreted as being non-existent nor underestimated in terms of their impact on health.

- **The sources of the most prevalent and most severe psychological violence experiences**

The sources (perpetrators) of respondents’ most prevalent and most severe psychological violence experiences are placed in ranking order below:

1. Manco and superiors at the Corporate Centre
2. Superiors at campuses
3. The Department of Education
4. Colleagues of equal status
5. Students
6. Subordinates
7. Parents
8. Community.

In all five cases, Manco and superiors at the Corporate Centre are responsible for the most prevalent (and the most severe) psychological violence experiences of respondents, except for one case where superiors at the campus ranked equally with Manco and superiors at the Corporate Centre in the first place, as the source (perpetrator). The source (perpetrator) that ranks second is *superiors at campuses,* followed by the *Department of Education* who ranked third in four out of five instances.

Manco and superiors at the Corporate Centre, the superiors at campuses (the two sources responsible for most of the negative experience and in that order) and the Department of Education, are appointed in authoritive positions and/or as superiors in the study population. These findings corroborate with previous research findings that the perpetrators of psychological violence are mostly employed in authoritative positions as superiors above victims (Rayner, 1997; Einarsen, 1999; Namie *in* US Workplace Bullying Survey, 2007:10; Hoel *et al.* cited *in* Hauge *et al.,* 2009:351; Matsela, 2009; Namie & Namie, 2009a:303; cf par. 1.3). The research of Blase and Blase (2003 & 2008) also revealed that teachers in the US experience workplace bullying at the hands of superiors (principals). These findings in this study therefore confirm that power disparity (dysfunctional power differential relationships) and resultant power abuse is also characteristic of psychological violence at FET Colleges in South Africa (cf par. 2.4.7).

Literature indicates that victims may perceive psychological violence that emanates from superiors and colleagues as more stressful compared to other perpetrators (cf par. 2.5.1). Given that staff members in this study identified superiors followed by colleagues of equal status as the most likely sources of their negative experiences, it might suggest that respondents in this study are likely to experience a great deal of stress as a result.

Psychological violence at the hand of *colleagues of equal status* was similarly reported by other researchers (Rayner, 1997; Keashly, 2007; Namie *in* the US Workplace Bullying Survey, 2007:10; UK National Workplace Bullying Advice Line, 2010a:28; cf par. 2.5.2).

The reactions to psychological violence:

The most prevalent and most severe reactions of respondents to psychological violence placed in ranking order below, starting with the most to the least.

- **The most prevalent and most severe reactions to psychological violence**

    1. I experience job dissatisfaction caused by negative experiences at work
    2. I experience reduced motivation due to negative circumstances at work
    3. I have feelings of resentment and bitterness due to negative acts at work
    4. I experience an increase in physical ailments due to circumstances at w work
    5. I am occupied with/or rethinking (brooding over) the detail of negative events at work
    6. I dread going to work due to negative circumstances there
    7. I avoid the workplace due to negative circumstances there.

The findings revealed that the majority of respondents experience negative reactions to psychological violence and that the prevalence of their reactions ranged from experienced seldom to experience very often. The severity of respondents' reactions to psychological violence ranged from slightly severe to extremely severe. It is again noticeable that the most prevalent reactions to psychological violence concur with the most severe reactions to psychological violence and in the same ranking order. This may suggest that respondents in this study population experience the most prevalent reactions to psychological violence simultaneously as the most severe.

5.2.2 Factor analysis

"Factor analysis" is described by Leedy and Omrod (2005:274) as the examining of correlations between a number of variables and the identifying of clusters or groups of highly interrelated variables that reflect underlying themes, called factors, within data. In this study, factor analysis was conducted by means of the SPSS statistical package (SPSS Inc, 2007) on variables of the Psychological Violence Scale.

5.2.2.1 Sampling adequacy of variables

To ascertain whether factor analysis would be suitable, the Kaiser-Meyer-Olkin Measure of sampling adequacy was conducted.

Table 5.15: KMO and Bartlett's Test of sampling adequacy

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		**.870**
Bartlett's Test of Sphericity	Approx. Chi-Square	7312.833
	df	1953.000
	Sig.	.000

According to Field (2005:640), values between 0.8 and 0.9 on the Kaiser-Meyer-Olkin (KMO) test of sampling adequacy are considered to be "great". Therefore, the results obtained of 0.870 on the KMO test point to high adequacy of factor analysis. The Bartlett's test of sphericity served as confirmation that correlations between items were large enough for factors to form.

5.2.2.2 Communalities for extracted factors on prevalence

Communality refers to the percentage of variance in a particular variable as indicated by means of the extracted factors. The communalities for extracted factors about the prevalence of psychological violence are presented in Table 5.16.

Table 5.16: **Communalities for extracted factors on prevalence**

Item	Initial	Extraction	Item	Initial	Extraction	Item	Initial	Extraction	Item	Initial	Extraction
BA1	1.000	.662	BA17	1.000	.642	BA33	1.000	.772	BA49	1.000	.713
BA2	1.000	.741	BA18	1.000	.647	BA34	1.000	.717	BA50	1.000	.723
BA3	1.000	.715	BA19	1.000	.645	BA35	1.000	.732	BA51	1.000	.734
BA4	1.000	.730	BA20	1.000	.632	BA36	1.000	.591	BA52	1.000	.739
BA5	1.000	.695	BA21	1.000	.677	BA37	1.000	.579	BA53	1.000	.685
BA6	1.000	.634	BA22	1.000	.637	BA38	1.000	.758	BA54	1.000	.716
BA7	1.000	.646	BA23	1.000	.748	BA39	1.000	.780	BA55	1.000	.693
BA8	1.000	.767	BA24	1.000	.734	BA40	1.000	.689	BA56	1.000	.690
BA9	1.000	.732	BA25	1.000	.722	BA41	1.000	.800	BA57	1.000	.719
BA10	1.000	.744	BA26	1.000	.729	BA42	1.000	.800	BA58	1.000	.708
BA11	1.000	.751	BA27	1.000	.724	BA43	1.000	.796	BA59	1.000	.715
BA12	1.000	.700	BA28	1.000	.822	BA44	1.000	.772	BA60	1.000	.729
BA13	1.000	.780	BA29	1.000	.608	BA45	1.000	.724	BA61	1.000	.723
BA14	1.000	.754	BA30	1.000	.825	BA46	1.000	.682	BA62	1.000	.818
BA15	1.000	.809	BA31	1.000	.791	BA47	1.000	.694	BA63	1.000	.679
BA16	1.000	.789	BA32	1.000	.793	BA48	1.000	.706			

Extraction Method: Principal Component Analysis

Table 5.16 shows that the communalities for all variables were more than 0.50 and ranged from 0.57 to 0.82, which is not only considered to be high, but also statistically significant. According to Tabachnick and Fidell (2001:596), high communalities offer proof that extracted factors clarify a high proportion of the variance of each item.

5.2.2.3 Pattern matrix for extracted factors

Fourteen factors were extracted using principle component analysis and the oblimin rotation method for prevalence. The fourteen extracted factors explained 72.0% of the variance in data. Factor loadings smaller than 0.2, are suppressed in the pattern matrix to improve interpretability of the factors.

Variables on each of the extracted factors were scrutinised to establish whether extracted variables are related to and can be interpreted in accordance with the literature on psychological violence. Those variables that loaded on more than one factor were placed in factors where they would have the most interpretable value. Each factor was then labelled to be descriptive of the variables contained in it.

The pattern matrix for extracted factors is presented in Table 5.17 and variables belonging to factors are printed in bold. Note that separate factors could not be extracted for the severity of psychological violence and therefore the same factors extracted for prevalence were used for severity to enable the calculation of Cronbach's coefficient alpha and inter-item correlations for severity (cf par. 5.2.2.4).

Table 5.17: **Pattern matrix - prevalence of psychological violence**

Pattern Matrix[a]

Factor Loadings														
Item	**F1: Dysfunctional corporate communication**	**F2: Public humiliation**	**F3: Exclusion and barring**	**F4: Attacks on professional standing**	**F5: Credit being stolen & excessively monitored**	**F6: Verbal & non-verbal abuse & targeting**	**F7: Unfair demands & lack of recognition**	**F8: Being undermined & criticised**	**F9: Hostility & mobbing**	**F10: Autocracy & intimidation**	**F11: Attempts to oust one**	**F12: Refusal of rights & disregard**	**F13: Hostile organisational culture**	**F14: Discounting & separation**
BA13	**.769**													
BA10	**.472**		.272											
BA62		**.833**												
BA41		**.704**												
BA28		**.596**		.274		-.266								
BA27		**.546**				-.373								
BA6	**.292**	.323												
BA7			**.773**											
BA5			**.565**											
BA38				**.844**										
BA39				**.803**										
BA36		-.286		**.372**				.262				-.366		
BA59					**-.705**									
BA17					**.602**									
BA40					-.260			**.258**						
BA26						**-.793**								
BA25						**-.514**								
BA53						**-.487**								
BA54						**-.463**								.360
BA33						**-.436**								-.324
BA4							**.764**							
BA3							**.718**							
BA1							**.667**							
BA2							**.576**			.476				
BA12							**.413**			.287				
BA11	.258						**.378**							
BA22							**.337**							
BA15								**.612**						
BA61								**.578**						
BA16							.256	**.557**				-.287		.255
BA18		.317						**.471**						

Item	F1: Dysfunctional corporate communication	F2: Public humiliation	F3: Exclusion and barring	F4: Attacks on professional standing	F5: Credit being stolen & excessively monitored	F6: Verbal & non-verbal abuse & targeting	F7: Unfair demands & lack of recognition	F8: Being undermined & criticised	F9: Hostility & mobbing	F10: Autocracy & intimidation	F11: Attempts to oust one	F12: Refusal of rights & disregard	F13: Hostile organisational culture	F14: Discounting & separation
BA23								**.468**					-.330	
BA24								**.423**						
BA63								**.286**						
BA21	.273							**.283**						
BA31									**.837**					
BA30									**.770**					
BA35				.336					**.529**					
BA51						-.306			**.382**	.307				.316
BA32		.255				-.282			**.361**					
BA34	.333	.319							**.351**					
BA29									**.332**					
BA46									**.325**	.262				.252
BA48							.298			**.597**				
BA49										**.557**				
BA42									.337	**.403**	.396			
BA19					.272					**.398**		-.292		
BA58							.320			**-.372**		-.271	-.291	.291
BA43										**.347**	.317			
BA47	.261						.338			**.344**			-.285	
BA14											**-.680**			
BA37				.275	-.269					.261	**-.438**			
BA8												**-.828**		
BA9												**-.575**		
BA44													**-.627**	
BA60					-.298			.252					**-.525**	
BA50													**-.476**	
BA56		.265											**-.458**	.277
BA45			-.276					.296					**-.440**	
BA55												-.257	**-.414**	.283
BA20	.280												**-.393**	
BA57														**.704**
BA52						-.352								**.488**

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization. a. Rotation converged in 53 iterations

5.2.2.4 Presentation and discussion of factors and their Cronbach's alpha reliability coefficients

Before presenting the factors and their Cronbach's alpha reliability coefficients, concepts that are used in the text, namely "Cronbach's coefficient alpha" and "inter-item correlations" will be described:

- **Coefficient of reliability/Cronbach's coefficient alpha**

The overall test to determine internal consistency between items is expressed by a statistic called the "coefficient of reliability" (Bless & Higson-Smith, 1995:135). The coefficient of reliability is referred to as "Cronbach's coefficient alpha" (Nunnaly & Bernstein, 1994). Except for determining the internal consistency of a test, Cronbach's coefficient alpha is used to estimate the average correlation of items within a test (Nunnaly & Bernstein, 1994).

According to Bless and Higson-Smith (1995:135), the reliability coefficient always falls between 0 and 1 and therefore an instrument with no reliability will score 0, but an instrument with very high reliability will score closer to 1. Maree (2007:216) considers a reliability estimate of 0.80 as acceptable and values below 0.60 as unacceptable. However Field (2005) is of the opinion that Cronbach's coefficient alpha values of lower than 0.7 can be considered as satisfactory in the case of diverse factors.

- **Correlation coefficient/inter-item correlations**

The statistical process that is used to discover the nature of relationships among variables is known as the correlation and the resultant statistic (a number between -1 and +1) is known as the "correlation coefficient" (Leedy & Omrod, 2005:265). These authors however caution that correlation is not necessarily an indication of causation, except for experimental studies. A correlation should therefore be seen in the light that two variables are related and it further gives an indication of the relationship that exists between the two, for example the presence of a strong, weak, positive or negative relationship (Leedy & Omrod, 2005:265).

The size of the correlation coefficient points to the strength of the relationship between variables. The correlation coefficient may be interpreted as follows: the closer the number is to +1 or -1, the stronger the correlation, for example +.89 or -.76 would be an indication of a strong correlation and thus a correlation of +1 or -1 is considered to be the perfect correlation. Alternatively, a number close to 0 indicates a weak correlation, for example +.15 or -.22. When two variables are strongly related it allows the researcher to predict the level of the other variable with substantial accuracy if one variable is already known (Leedy & Omrod, 2005:265). The existence of a positive or negative relationship between two variables is determined by the

sign of the correlation coefficient. A positive number indicates a positive relationship and if one variable increases the other variable will increase simultaneously. On the other hand, a negative number indicates an inverse relationship or negative correlation and if one variable increases the other variable decreases (Leedy & Omrod, 2005:265). According to Clark and Watson (1995), inter-item correlations ranging from .15 and .55 is considered as another indication of internal consistency.

- **Presentation & discussion of factors:**

According to Field (2005:668), in the case where questionnaires have subscales, Cronbach's alpha must be applied separately to the subscales. The Psychological Violence Scale has two subscales (prevalence and severity) on which Cronbach's alpha could be calculated. As factors for prevalence and severity are the same (cf par. 5.2.2.3), only factors regarding prevalence will be discussed. In addition, Cronbach's coefficient alphas average item correlations and descriptive statistics regarding severity and prevalence of psychological violence factors will be presented and discussed.

Cronbach's coefficient alpha and inter-item correlations were calculated for each of the fourteen extracted factors. The reliability coefficients for extracted factors ranged from .51 (factor 3) up to .91 (factor 8). In the case of factor 5 (reliability coefficient of -.09 and the inter- item correlation of -.045) and factor 11 (reliability coefficient of .44 and inter-item correlation of .30), the reliability coefficients of both factors were considered too low (below 0.5) and therefore the items contained in factor 5 (BA 17 & BA 59) and factor 11 (BA 14 & BA 37) had to be analysed as individual items.

Each of the extracted factors together with their reliability coefficients related to the prevalence of psychological violence is illustrated in the following tables:

Table 5.18: **Factor 1**: **Dysfunctional corporate communication**

Items	Dysfunctional corporate communication	Cronbach's alpha
13	Your responsibilities removed without being told or consulted	**.76**
10	Goal posts shifted without being informed	
6	Ignored or excluded from conversations	

As the three variables contained in factor 1 all refer to inadequate communication, not being consulted on changes that affect one's post directly and exclusion from conversations at work, this factor is described as "dysfunctional corporate communication". Communication deficiencies in organisations are related to psychological violence (cf par. 2.6.4.1 - communication deficiencies).

Item 13 (your responsibilities removed without being told or consulted) had the highest loading on this factor at .769, while item 6 (ignored or excluded from conversations) had the lowest loading at .292. The reliability coefficient for factor one is .76 and the inter-item correlation is .51, which is satisfactory, and therefore factor 1 is considered as reliable.

Table 5.19: **Factor 2**: **Public humiliation**

Items	Public humiliation	Cronbach's alpha
62	Humiliated in public	**.85**
41	Humiliated in front of students	
28	Persistently teased and made fun of in front of students or colleagues	
27	Inappropriate jokes made about you	

Factor 2 was named "public humiliation" to be descriptive of the items contained in it. Public humiliation is a characteristic of psychological violence (cf par. 2.4.6).

Items are arranged from the item with the highest loading to the least. Item 62 (humiliated in public) had the highest loading (.833) and item 27 (inappropriate jokes made about you) had the lowest loading of .546. Factor 2 can be considered as reliable, as the reliability coefficient for this factor is high at .85 and the inter-item correlation is .61.

Table 5.20: **Factor 3**: **Exclusion and barring**

Items	Exclusion and barring	Cronbach's alpha
7	Excluded from staff social occasions	**.51**
5	Information, equipment or documents intentionally withheld	

Two items loaded on factor 3, namely item 7 (excluded from staff social occasions), with a factor loading of .773 and item 5 (information, equipment or documents intentionally withheld) had a factor loading of .565. Both items refer to being excluded and barred. The reliability coefficient for this factor is .51 and the inter-item correlation .38, and therefore this factor can be considered as reliable. Matsela (2009:160) also identified "exclusion and barring" as a factor.

Table 5.21: **Factor 4**: **Attacks on personal standing**

Items	Attacks on personal standing	Cronbach's alpha
38	I am cursed and sworn at	**.60**
39	I am threatened with physical harm	
36	Personal property vandalised, e.g. cars	

Three items loaded on factor 4, namely item 38 (I am cursed and sworn at), with a loading of .844; item 39 (I am threatened with physical harm), with a loading of .803 and item 36 (Personal property vandalised, e.g. cars) with a loading of .372. Factor 4 has a reliability coefficient of .60 and an inter-item correlation of .43, and therefore this factor can be considered as reliable.

All three items refer to "attacks on personal standing", which relates to personal attacks that is not work-related, but still experienced at work (Djurkovick *et al.* cited *in* Matsela, 2009:158). Matsela (2009:158) similarly identified "attacks on personal standing" as a factor.

Table 5.22: **Factor 5**: **Credit being stolen and excessively monitored**

Items	Credit being stolen and excessively monitored	Cronbach's alpha
59	Credit for work being stolen by others	**-.09**
17	Work excessively monitored	

Owing to Chronbach's alpha coefficient of -0.9 being below 0.5 and the inter-item correlation that measured -.045, this factor could not be considered and the two items contained in this factor had to be analysed individually. "Credit being stolen by others" (item 59), which relates to obstruction of career progression through abuse and "work excessively monitored" (item 17) are both considered acts of psychological violence (cf par. 2.4.1).

"Credit being stolen by others" (item 59) was similarly reported by other researchers as a psychological violence act (Blase & Blase, 2003:31; Namie *in* the US Bullying Survey, 2007:12; Work Trauma Foundation, 2008:1), in addition to "excessive monitoring and micro-managing or unreasonable scrutiny" (Rayner cited *in* Meyers, 2006a; Anon, 2007a *in* the Teacher Support Network; Nash, 2007:1; Blase & Blase, 2008:279).

Table 5.23: **Factor 6**: **Verbal and non-verbal abuse and targeting**

Items	Verbal and non-verbal abuse and targeting	Cronbach's alpha
26	Non-verbal abuse within and outside institution	**.79**
25	Verbal abuse within and outside institution	
53	Campaigns launched against you	
54	Undesirable work assigned as "punishment"	
33	Faced with threatening behaviour, e.g. finger pointing, invasion of personal space, shoving, blocking the way	

Factor 6 was named "verbal and non-verbal abuse and targeting" as the variables contained in it, refer to psychological violence acts of verbal and non-verbal abuse (cf par. 2.4.1).The term "targeting" was included in the descriptive name of this factor, because item 53 (campaigns launched against you), item 54 (undesirable work assigned as "punishment") and item 33 (faced with threatening behaviour, e.g. finger pointing, invasion of personal space, shoving and

blocking the way), refer to a specific person being "targeted". The Collins English Dictionary (2003:1649) defines a "target" as *"a person or thing at which an action or remark is directed or the object of a person's feelings"* (cf par. 2.6.2.1).

Factor 6 is considered as a reliable factor, because the reliability coefficient is .79 and the inter-item correlation is .43.

Table 5.24: **Factor 7**: **Unfair demands and lack of recognition**

Items	Unfair demands and lack of recognition	Cronbach's alpha
4	More tasks assigned to you than to other staff in similar post level	**.90**
3	Exposed to unmanageable workload	
1	Excessive pressure to produce work	
2	Given unreasonable deadlines	
12	Continuously demoralised	
11	Your efforts persistently undervalued	
22	Not given due credit for your work	

Factor 7 was named "unfair demands and lack of recognition", given that item 4 (more tasks assigned to you than to other staff in similar post level); item 3 (exposed to unmanageable workload); item 1 (excessive pressure to produce more work) and item 2 (given unreasonable deadlines), all refer to unfair demands. Item 12 (continuously demoralised) also loaded under this factor and may be the result of unfair demands and lack of recognition. Lack of recognition specifically refers to item 11 (your efforts persistently undervalued) and item 22 (not given due credit for you work).

All seven items had high loadings on factor 7, namely: item 4 (more tasks assigned to you than to other staff in similar post level) with a loading of .764; item 3 (exposed to unmanageable workload) with a loading of .718; item 1 (excessive pressure to produce more work) with a loading of .667; item 2 (given unreasonable deadlines) with a loading of .576; item 12 (continuously demoralised) with a loading of .413; item 11 (your efforts persistently undervalued) with a loading of .378 and item 22 (not given due credit for work) with a loading of .337.

Factor 7 has a high reliability coefficient of .90 and an average inter-item correlation of .56. Therefore this factor is considered as reliable.

Lack of recognition was also reported by Pietersen (2007:63) as a psychological violence act amongst academia whilst bullied teachers in the study of Blase and Blase (2008:279) indicated that principals failed to praise them for work-related achievements.

Table 5.25: **Factor 8**: **Being undermined and criticised**

Items	Being undermined and criticised	Cronbach's alpha
40	Attempts to undermine your authority	**.91**
15	Persistent attempts to belittle and undermine your work	
61	Deliberate attempts to set you up for failure	
16	Unjustifiably criticised	
18	Humiliated in front of colleagues	
23	Your personal integrity undermined	
24	Intentional destructive sarcasm used against you	
63	Exposed to stress-inducing behaviour from others at work	
21	Repeatedly reminded of your mistakes and errors	

Factor 8 was named "being undermined and criticised", based on the items contained in it. Criticisms and the undermining of employee actions are both psychological violence acts (cf par. 2.4.1).

Nine variables loaded on factor 8 and loadings ranged from .612 to .258. Factor 9 is considered as reliable and has the highest reliability coefficient of .91 compared to the other factors. The average inter-item correlation for this factor is .53.

Blase and Blase (2008:279) and De Wet (2010:1453) similarly found that bullied teachers experienced criticism and public ridicule as psychological violence acts (cf par. 2.4.1).

Table 5.26: **Factor 9**: **Hostility and mobbing**

Items	Hostility and mobbing	Cronbach's alpha
31	Faced with hostility when approaching others	**.89**
30	Ignored when approaching others	
35	Insulting remarks on your work and background	
51	Exposed to the "silent treatment"	
32	Insulted by offensive remarks	
34	Shouted at	
29	Rumours and malicious gossip spread about you	
46	Experienced others "teaming up" against you	

Factor 9 was named "hostility and mobbing" based on the items contained in it. "Hostility" is defined as *"unfriendly or aggressive behaviour"* (Oxford Advanced Learner's Dictionary, 2010:724) and "mobbing" refers to psychological violence acts by more than one person or bullying by a group of people (cf par. 2.3.4).

Eight variables loaded on factor 9 and loadings ranged from .837 to .325. Item 31 (faced with hostility when approaching others) had a very high loading of .837. The reliability coefficient for factor 9 measured high at .89 and the average inter-item correlation is .51. Therefore this factor is considered as reliable.

Table 5.27: **Factor 10**: **Autocracy and intimidation**

Items	Autocracy and intimidation	Cronbach's alpha
48	Complaints fall on deaf ears	**.84**
49	Complaints are met with retaliation or "punishment"	
42	Exposed to dominating behaviour from others at work	
19	Intimidated by the use of discipline or competence procedures	
58	Singled out to perform unreasonable tasks	
43	Exposed to unfair verbal threats and intimidation	
47	Exposed to decision-making which affect your work directly without prior consultation	

The items contained in factor 10 are interrelated and refer to "autocracy and intimidation". Intimidation is another term used to describe psychological violence where control is the central issue (cf par. 2.3.7), while autocracy includes autocratic management styles (cf par. 2.6.4.1).

Seven variables loaded on factor 10 and loadings ranged from .597 to .344. Factor 10 has a high reliability coefficient of .84 and an average inter-item correlation of .42 and is therefore considered as reliable.

Other studies similarly indicated that psychological violence is associated with autocratic leadership styles (Kirsten, 2007:6; De Wet, 2010:1453; Hoel *et al.,* 2010:461).

Table 5.28: **Factor 11**: **Attempts to oust one**

Items	Attempts to oust one	Cronbach's alpha
14	Exposed to hints that you must resign from your job.	**.44**
37	Intimidated through the use of electronic media, e.g. cell phones/Internet.	

Two variables loaded on factor 11, but because the reliability coefficient was .44 and (below 0.5), the two items had to be analysed individually.

Item 14 (exposed to hints that you must resign from your job) and item 37 (intimidated through the use of electronic media, e.g. cell phones) are acts of psychological violence (cf par. 2.4.1).

Namie (*in* the Report on Abusive Workplaces, 2003:17) also indicated that targets were exposed to "hints that they must quit their jobs", whilst the Work Trauma Foundation (2008) identified the "leaving of offensive messages" as a psychological violence act.

Table 5.29: **Factor 12**: **Refusal of rights and disregard**

Items	Refusal of rights and disregard	Cronbach's alpha
8	Intentionally refused that what entitled to, e.g. sick or study leave, time-off, or training	**.74**
9	Your opinion intentionally ignored	

Factor 12 was named "refusal of rights and disregard" to be descriptive of the two items contained in it. Both items refer to acts of psychological violence (cf par. 2.4.1). Item 8 (intentionally refused that what entitled to e.g. sick or study leave) had a high factor loading of -.825 and item 9 (your opinion intentionally ignored) had a factor loading of -.575.

The reliability coefficient for factor 12 is .74 and the inter-item correlation is .58. Therefore, this factor is considered a reliable factor.

Pietersen (2007:63) similarly found that bullied academia were prevented access to training.

Table 5.30: **Factor 13**: **Hostile organisation culture**

Items	Hostile organisation culture	Cronbach's alpha
44	Coerced in doing things that you feel uncomfortable about	**.86**
60	Deliberate non- performance by others to impact negatively on your work.	
50	Falsely blamed for errors or mistakes	
56	Abuse of the evaluation process through misinformation about your performance	
45	Blamed unfairly when things go wrong	
55	Work output disregarded despite evidence of quality and high standards	
20	Ordered to do work that is below your level of competence	

In literature, a "hostile organisation culture" is referred to as a "dog-eat-dog" environment (cf par. 2.6.4.1 - a corporate culture that permits and rewards hostile behaviour) and is descriptive of the psychological violence items contained in this factor (cf par. 2.4.1).

Eight variables loaded on factor 13 and loadings ranged from -.627 to -.393. Factor 13 has a high reliability coefficient of .86 and the average item-correlation measured .48. Therefore this factor is considered as reliable.

Table 5.31: **Factor 14**: **Discounting and separation**

Items	Discounting and separation	Cronbach's alpha
57	Inputs in meetings being discounted by remarks (for example: "that's silly")	**.63**
52	Intentionally separated from others	

The last factor, namely "discounting and separation" is descriptive of the two items contained in it. Item 57 is an example of being discounted, while item 52 refers to separation. "Discounting" and "separation" were taken from the wording in the items. Both items are identified in literature as acts of psychological violence (cf par. 2.4.1). This factor is considered as reliable because the reliability coefficient is .63 and the inter-item correlation is .46.

Table 5.32: **Reliability of factors - prevalence and severity**

Chronbach's coefficient alphas and the average inter-item correlations for prevalence and severity are presented in Table 5.32:

Factors	Reliability			
	Prevalence		Severity	
	Cronbach's alpha	Average Inter-item correlation	Cronbach's alpha	Average Inter-item correlation
1. Dysfunctional corporate communication	.76	.51	.78	.55
2. Public humiliation	.85	.61	.80	.50
3. Exclusion and barring	.51	.38	.60	.44
4. Attacks on personal standing	.60	.43	.61	.37
5.*Credit being stolen and excessively monitored	-.09	-.045	.06	.03
6. Verbal and non-verbal abuse and targeting	.79	.43	.85	.54
7. Unfair demands and lack of recognition	.90	.56	.90	.56
8. Being undermined and criticised	.91	.53	.93	.61
9. Hostility and mobbing	.89	.51	.90	.53
10. Autocracy and intimidation	.84	.42	.87	.49
11.*Attempts to oust one	.44	.30	.45	.30
12. Refusal of rights and disregard	.74	.58	.75	.60
13. Hostile organisation culture	.86	.48	.89	.54
14. Discounting and separation	.63	.46	.71	.55

From Table 5.32 it is evident that the reliability coefficients of factors for prevalence and severity (except for factor 5 and 11 where items had to be analysed individually) are all above .05 and therefore the factors can be considered reliable. In addition, the reliability coefficients of factors 2, 6, 7, 8, 9 and 13 are all very high (above .79). Items 5* and 11* were analysed separately.

It is noticeable that, except for factor 2, that the reliability coefficients and the average inter-item correlations of factors for severity are in most cases higher than the reliability coefficients and inter-item correlations of factors for prevalence. In the case of factor 7, the reliability coefficients and average inter-item correlations for prevalence and severity, measured equally.

5.2.2.5 Descriptive statistics from factor analysis

This section provides a presentation and discussion of descriptive statistics for prevalence and severity. The means of factors for prevalence and severity are presented in Table 5.33.

Table 5.33: **Means of factors for prevalence and severity**

Means of factors								
Factor	**Prevalence**				**Severity**			
	Mean	**Standard deviation**	**Min**	**Max**	**Mean**	**Standard deviation**	**Min**	**Max**
1. Dysfunctional corporate communication	.97	.86	.00	3.00	1.2	1.1	.00	4.00
2. Public humiliation	.35	.59	.00	3.00	.53	.86	.00	4.00
3. Exclusion and barring	.65	.64	.00	3.00	.93	.95	.00	4.00
4. Attacks on personal standing	.13	.35	.00	2.33	.28	.57	.00	2.67
Item 17. Work excessively monitored	1.22	1.13	.00	3.00	1.43	1.5	.00	4.00
Item 59. Credit for work being stolen by others	.51	.87	.00	3.00	.80	1.21	.00	4.00
6. Verbal and non-verbal abuse and targeting	.37	.56	.00	2.80	.65	.93	.00	4.00
7. Unfair demands and lack of recognition	1.6	.81	.00	3.00	1.9	1.0	.00	4.00
8. Being undermined and criticised	.76	.76	.00	2.89	1.2	1.1	.00	4.00
9. Hostility and mobbing	.55	.67	.00	2.67	.91	.98	.00	3.50
10. Autocracy and intimidation	.88	.76	.00	3.00	1.3	1.1	.00	4.00
Item 14. Exposed to hints that you must resign from your job	.51	.93	.00	3.00	.69	1.20	.00	4.00
Item 37. Intimidated through the use of electronic media, e.g. cell phones/ Internet	.26	.66	.00	3.00	.43	.94	.00	4.00
12. Refusal of rights and disregard	.76	.76	.00	3.00	1.1	1.1	.00	4.00
13. Hostile organisation culture	.73	.75	.00	3.00	1.2	1.2	.00	4.00
14. Discounting and separation	.37	.66	.00	3.00	.68	1.1	.00	4.00

Table 5.33 shows that the means of factors for prevalence ranged from 1.6 (occurring often) to 0.13 (very low occurrence). The means of factors for severity ranged from 1.9 (experienced as slightly severe) to 0.28 (very low severity).

5.2.2.5.1 The prevalence of psychological violence factors

To facilitate the discussion and interpretation of prevalence, the means of factors for prevalence were interpreted on two levels. In the first instance, means of .80 (seldom on the Likert scale) and above was interpreted as occurring to some extent and secondly, means of less than .80 was interpreted as of very low occurrence.

- **The most prevalent psychological violence factors**

The means of the most prevalent psychological violence factors (and item) are presented in Table 5.34. The means are ranked, starting with the most prevalent psychological violence factor.

Table 5.34: **Means of the most prevalent psychological violence factors**

Means of factors				
Factor	**Prevalence**			
	Mean	**Standard deviation**	**Min**	**Max**
7. Unfair demands and lack of recognition	1.6	0.81	0	3
Item 17. Work excessively monitored	1.22	1.13	0	3
1. Dysfunctional corporate communication	0.97	0.86	0	3
10. Autocracy and intimidation	0.88	0.76	0	3

Table 5.34 shows that the means of the most prevalent psychological violence factors and one item ranged from 1.6 to 0.88 (mean scores of .80 and above). Thus, respondents experienced unfair demands and lack of recognition (factor 7), work excessively monitored (item 17), dysfunctional corporate communication (factor 1) and autocracy and intimidation (factor 10) to some extent.

- **The least prevalent psychological factors**

The means of the least prevalent psychological violence factors and items are presented in Table 5.35. Means are ranked, starting with the least prevalent psychological violence factor.

Table 5.35: **Means of the least prevalent psychological violence factors**

Means of factors				
Factor	**Prevalence**			
	Mean	**Standard deviation**	**Min**	**Max**
4. Attacks on personal standing	0.13	0.35	0	2.33
Item 37. Intimidated through the use of electronic media e.g. cell phones/Internet	0.26	0.66	0	3
2. Public humiliation	0.35	0.59	0	3
6. Verbal and non-verbal abuse and targeting	0.37	0.56	0	2.8
14. Discounting and separation	0.37	0.66	0	3
Item 59. Credit for work being stolen by others	0.51	0.87	0	3
Item 14. Exposed to hints that you must resign from your job	0.51	0.93	0	3
9. Hostility and mobbing	0.55	0.67	0	2.67
3. Exclusion and barring	0.65	0.64	0	3
13. Hostile organisation culture	0.73	0.75	0	3
8. Being undermined and criticised	0.76	0.76	0	2.89
12. Refusal of rights and disregard	0.76	0.76	0	3

Table 5.35 shows that the means of the least prevalent psychological violence factors (and items) ranged from 0.13 to 0.76 (means less than .80). Thus, the occurrence of factors 2,3,4,6,8,9,12,13,14 and items 14, 37 and 59, amongst the respondents was very low.

5.2.2.5.2 The severity of psychological violence factors

The severity of psychological violence factors was also interpreted on two levels. Means of .80 and above was interpreted as severe to some extent, whilst means of less than .80 was interpreted as of very low severity.

- **The most severe psychological violence factors**

The means of the most severe psychological violence factors (and items) are presented in Table 5.36. The means are ranked, starting with the most severe psychological violence factor.

Table 5.36: **Means of the most severe psychological violence factors**

Means of factors				
Factor	**Severity**			
	Mean	**Standard deviation**	**Min**	**Max**
7. Unfair demands and lack of recognition	1.9	1	0	4
Item 17. Work excessively monitored	1.43	1.5	0	4
10. Autocracy and intimidation	1.3	1.1	0	4
1. Dysfunctional corporate communication	1.2	1.1	0	4
8. Being undermined and criticised	1.2	1.1	0	4
13. Hostile organisation culture	1.2	1.2	0	4
12. Refusal of rights and disregard	1.1	1.1	0	4
3. Exclusion and barring	0.93	0.95	0	4
9. Hostility and mobbing	0.91	0.98	0	3.5
Item 59. Credit for work being stolen by others	0.8	1.21	0	4

Table 5.36 shows that the means of the most severe psychological violence factors and items ranged from 1.9 to 0.80 (means of .80 and above). Thus, respondents experienced the following factors and items as severe to some extent: unfair demands and lack of recognition (factor 7), work excessively monitored (item 17), autocracy and intimidation (factor 10), dysfunctional corporate communication (factor 1), being undermined and criticised (factor 8), hostile organisation culture (factor 13), refusal of rights and disregard (factor 12), exclusion and barring (factor 3), hostility and mobbing (factor 9) and credit for work being stolen by others (item 59).

- **The least severe psychological violence factors**

The means of the least severe psychological violence factors are presented in Table 5.37. The means are ranked, starting with the least severe psychological violence factor.

Table 5.37: **Means of the least severe psychological violence factors**

Means of factors				
Factor	**Severity**			
	Mean	**Standard deviation**	**Min**	**Max**
4. Attacks on personal standing	0.28	0.57	0	2.67
Item 37. Intimidated through the use of electronic media e.g. cell phones/Internet	0.43	0.94	0	4
2. Public humiliation	0.53	0.86	0	4
6. Verbal and non-verbal abuse and targeting	0.65	0.93	0	4
14. Discounting and separation	0.68	1.1	0	4
Item 14. Exposed to hints that you must resign from your job	0.69	1.2	0	4

Table 5.37 shows that the means of the least severe psychological violence factors and items ranged from 0.28 to 0.69 (means below 0.80). Thus, the level of severity experienced by respondents for the following factors and items was very low: attacks on personal standing (factor 4), intimidated through the use of electronic media e.g. cell phones/Internet (item 37), public humiliation (factor 2), verbal and non-verbal abuse and targeting (factor 6), discounting and separation (factor 14), exposed to hints that you must resign from your job (item 14).

5.2.2.6 Conclusions from factor analysis

The following conclusions are drawn from the findings in the section from factor analysis:

The three most prevalent psychological violence factors and one item concur with the three most severe psychological violence factors and one item, except for a difference in the ranking order of factor 3 and 4. This may suggest that the most prevalent psychological violence factors and item are experienced as the most severe psychological violence factors and item by respondents.

The four least prevalent psychological violence factors and item also concur with the four least severe psychological violence factors and item and in exactly the same ranking order. This may suggest that respondents experience the four least prevalent psychological violence factors and item simultaneously as the four least severe psychological violence factors and item and in the same ranking order.

In addition, the means of the most severe and the least severe psychological violence factors (and items) were higher than the means of the most prevalent and least prevalent psychological violence factors. This may be attributed to the difference in Likert scales for prevalence and severity - prevalence was measured on a 4-point Likert scale, whereas severity was measured on a 5-point Likert scale. In addition, due to the higher means for the severity of psychological violence factors (means equal or above 0.80), more factors are included under the most severe and least severe psychological violence factors compared to most prevalent and least prevalent psychological violence factors.

Factors and items are presented below in ranking order. (Note: if the same numbers are indicated next to two or more factors or items, it should be interpreted as equal ranking.)

- **The most prevalent psychological violence factors (including items)**

    1. Unfair demands and lack of recognition
    2. Work excessively monitored (Item)
    3. Dysfunctional corporate communication

4. Autocracy and intimidation.

- **The least prevalent psychological violence factors (including items)**

1. Attacks on personal standing
2. Intimidated through the use of electronic media e.g. cell phones/Internet (Item)
3. Public humiliation
4. Verbal and non-verbal abuse and targeting
4. Discounting and separation
5. Credit for work being stolen by others (Item)
5. Exposed to hints that you must resign from your job (Item)
6. Hostility and mobbing
7. Exclusion and barring
8. Hostile organisation culture
9. Being undermined and criticised
9. Refusal of rights and disregard.

- **The most severe psychological violence factors (including items)**

1. Unfair demands and lack of recognition
2. Work excessively monitored (Item)
3. Autocracy and intimidation
4. Dysfunctional corporate communication
4. Being undermined and criticised
4. Hostile organisation culture
5. Refusal of rights and disregard
6. Exclusion and barring
7. Hostility and mobbing
8. Credit for work being stolen by others (Item).

- **The least severe psychological violence factors (including items)**

1. Attacks on personal standing
2. Intimidated through the use of electronic media e.g. cell phones/Internet (Item)
3. Public humiliation
4. Verbal and non-verbal abuse and targeting
5. Discounting and separation
6. Exposed to hints that you must resign from your job (Item).

5.2.3 Practical significant differences (effect sizes) in factors for biographical information of respondents

After factor analysis was completed, effect sizes had to be calculated to determine whether significant differences exist between groups with regard to the biographical information obtained from the Psychological Violence Scale.

First of all, *t-tests* were performed to compare the average means between two groups, in this case for gender (male and female) and the employer of respondents (Department of Education or College Council). More specifically, *p*-values were calculated to determine whether a statistical significant difference exists between the means of two groups. A *p*-value of less than 0.05 was accepted as statistically significant.

To determine whether significant differences exist between the average means of more than two groups, for example age cohort, work experience, location, position and marital status, an *analysis of variance (ANOVA)* had to be conducted. In the case of ANOVA, two values, namely the *F*-value and corresponding *p*-value were used to identify significant differences between three or more means, and as in the case of t-tests, values below 0.05 were also accepted as statistically significant. Since ANOVA could only indicate if there was a significant difference, but could not specify between which groups the differences appear, post hoc tests, more specifically the *Tukey HSD (honestly significant difference test)* had to be conducted and differences were identified if groups differed statistically significant.

Following in the next instance, effect sizes were calculated to determine if practical significant differences exist between the means of different groups in the study population (Ellis & Steyn, 2003:1-6).

The following formula was used to calculate the effect sizes:

$$d = \frac{|\bar{x}_1 - \bar{x}_2|}{s_{max}}$$

The numerator $|\overline{x_1} - \overline{x_2}|$ in the formula refers to the standardised difference between the means of two applicable groups, which is then divided by the maximum standard deviation (S_{max}) of the two groups.

The practical significance of results (*d*-value) was interpreted by the following guidelines, as suggested by Cohen, 1988 (cited *in* Maree, 2007:211):

d	**Meaning**
0.2	Small effect
0.5	Medium effect
0.8	Large effect

However, the above values are not cut-off points and therefore an effect size calculated as 0.45 can be interpreted as medium and effect sizes of 0.75 and above interpreted as large. To identify and differentiate between effect sizes in tables, small effect sizes will be indicated with one *asterisk, medium effect sizes will be presented with two ** asterisks and large effect sizes with three ***asterisks to indicate significance in practice.

In the case of gender (male and female) and the employer of respondents (Department of Education or the College Council) where two average means are compared, all effect sizes were calculated and will be presented. In the case where the average means of more than two groups are compared (age cohort, work experience, location, position and marital status) and due to the magnitude of data, effect sizes were only calculated for means that were found to be significantly different ($P < 0.05$).

Although the sample in this study was not selected randomly, confidence intervals (where calculated) will be included in tables to give an indication of where the true value (between the lower and upper bounds) of the study population lies and how close this value is to the point estimate of the sample. A 95% confidence level (as indicated in the tables) is used to state with 95% confidence that the true value of the population parameter lies within the calculated upper and lower limits (lower bound and upper bound) (Maree, 2007:12).

The above-mentioned data will be presented in tables, including the previously identified factors and items (cf par. 5.2.2 - factor analyses; Table 5.17), number of respondents, means, standard deviations and effect sizes in relation to prevalence and severity.

5.2.3.1 Practical significance (effect sizes) for prevalence related to gender

Gender consisted of two groups that respondents had to choose from namely male and female. The effect sizes for prevalence related to gender are presented in Table 5.38.

Table 5.38: **Effect sizes for prevalence related to gender**

Factors and Items		Males N=73		Females N=99		Effect size (*d*)
		Mean	SD	Mean	SD	
Factor 1	Dysfunctional corporate communication	1.02	0.88	0.93	0.83	0.11
Factor 2	Public Humiliation	0.36	0.59	0.34	0.58	0.27
Factor 3	Exclusion and barring	0.77	0.75	0.57	0.66	0.27
Factor 4	Attacks on personal standing	0.12	0.35	0.14	0.35	0.07
Factor 6	Verbal and non-verbal abuse and targeting	0.41	0.65	0.35	0.48	0.09
Factor 7	Unfair demands and lack of recognition	1.58	0.81	1.61	0.81	0.04
Factor 8	Being undermined and criticised	0.73	0.79	0.77	0.73	0.06
Factor 9	Hostility and mobbing	0.54	0.7	0.56	0.65	0.03
Factor 10	Autocracy and intimidation	0.8	0.74	0.93	0.76	0.17
Factor 12	Refusal of rights and disregard	0.76	0.88	0.76	0.86	0.02
Factor 13	Hostile organisation culture	0.7	0.79	0.75	0.72	0.07
Factor 14	Discounting and separation	0.4	0.67	0.36	0.66	0.07
Item 14	Exposed to hints that you must resign from your job	0.56	1	0.47	0.89	0.09
Item 17	Work excessively monitored	1.27	1.17	1.15	1.08	0.11
Item 37	Intimidated through the use of electronic media e.g. cell phones/Internet	0.27	0.72	0.25	0.61	0.03
Item 59	Credit for work being stolen by others	0.52	0.89	0.51	0.86	0.02

≤ 0.2 - Small effect **0.5 - Medium effect ***≥ 0.8 - Large effect

From Table 5.38, it is evident that there are no practical significant differences between male and female respondents with regard to the prevalence of the above-mentioned psychological violence factors and items.

5.2.3.2 Practical significance (effect sizes) for severity related to gender

Table 5.39: **Effect sizes for severity related to gender**

Factors and Items		Males N=73		Females N=99		Effect size (*d*)
		Mean	SD	Mean	SD	
Factor 1	Dysfunctional corporate communication	0.21	1.08	1.15	1.01	0.06
Factor 2	Public Humiliation	0.51	0.78	0.53	0.93	0.04
Factor 3	Exclusion and barring	1.0	1.05	0.89	0.87	0.1
Factor 4	Attacks on personal standing	0.25	0.57	0.3	0.58	0.08
Factor 6	Verbal and non-verbal abuse & targeting	0.62	0.92	0.68	0.93	0.06
Factor 7	Unfair demands and lack of recognition	1.88	1.07	1.9	1.03	0.02
Factor 8	Being undermined and criticised	1.06	1.07	1.21	1.09	0.14
Factor 9	Hostility and mobbing	0.82	0.99	0.99	0.98	0.17
Factor 10	Autocracy and intimidation	1.2	1.06	1.43	1.11	0.21
Factor 12	Refusal of rights and disregard	1.08	1.18	1.13	1.07	0.04
Factor 13	Hostile organisation culture	1.07	1.12	1.3	1.22	0.19
Factor 14	Discounting and separation	0.62	0.94	0.73	1.14	0.09
Item 14	Exposed to hints that you must resign from your job	0.73	1.26	0.67	1.18	0.05
Item 17	Work excessively monitored	1.45	1.44	1.39	1.27	0.04
Item 37	Intimidated through the use of electronic media e.g. cell phones/Internet	0.41	0.87	0.45	1	0.04
Item 59	Credit for work being stolen by others	0.73	1.12	0.86	1.3	0.11

≤ 0.2 - Small effect **0.5 - Medium effect *** ≥ 0.8 - Large effect

From Table 5.39, it is evident that there are no practical significant differences between male and female respondents with regard to the experienced severity of the above-mentioned psychological violence factors and items.

5.2.3.3 Practical significance (effect sizes) for prevalence related to the employer

The employer consisted of two categories, namely the Department of Education and the College Council.

Table 5.40: **Effect sizes for prevalence related to the employer**

Factors and Items		Department of Education N = 97		College Council N= 76		Effect size (*d*)
		Mean	SD	Mean	SD	
Factor 1	Dysfunctional corporate communication	1.0	0.82	0.94	0.92	0.07
Factor 2	Public Humiliation	0.26	0.46	0.46	0.71	0.29
Factor 3	Exclusion and barring	0.73	0.7	0.55	0.69	0.26
Factor 4	Attacks on personal standing	0.15	0.39	0.1	0.29	0.15
Factor 6	Verbal and non-verbal abuse and targeting	0.36	0.56	0.39	0.56	0.06
Factor 7	Unfair demands and lack of recognition	1.71	0.76	1.43	0.85	*0.33
Factor 8	Being undermined and criticised	0.79	0.75	0.71	0.79	0.1
Factor 9	Hostility and mobbing	0.49	0.64	0.62	0.69	0.19
Factor 10	Autocracy and intimidation	0.94	0.78	0.81	0.74	0.17
Factor 12	Refusal of rights and disregard	0.85	0.85	0.65	0.87	0.22
Factor 13	Hostile organisation culture	0.76	0.76	0.69	0.74	0.09
Factor 14	Discounting and separation	0.38	0.6	0.37	0.74	0
Item 14	Exposed to hints that you must resign from your job	0.4	0.8	0.64	1.07	0.23
Item 17	Work excessively monitored	1.15	1.06	1.33	1.23	0.15
Item 37	Intimidated through the use of electronic media e.g. cell phones/Internet	0.26	0.67	0.25	0.65	0.02
Item 59	Credit for work being stolen by others	0.55	0.9	0.43	0.81	0.13

$\leq$ 0.2 - Small effect **0.5 - Medium effect *** $\geq$ 0.8 - Large effect

A small to medium practical significant difference is observed from the results in Table 5.40 between respondents employed by the Department of Education and respondents employed by the College Council (d=0.33). Thus, there is a possibility that respondents employed by the Department of Education may experience unfair demands and a lack of recognition more often than respondents employed by the College Council.

5.2.3.4 Practical significance (effect sizes) for severity related to the employer

Table 5.41: **Effect sizes for severity related to the employer**

Factors and Items		Department of Education N = 97		College Council N= 76		Effect size (*d*)
		Mean	SD	Mean	SD	
Factor 1	Dysfunctional corporate communication	1.21	0.98	1.17	1.16	0.04
Factor 2	Public Humiliation	0.42	0.83	0.66	0.9	0.27
Factor 3	Exclusion and barring	0.99	0.92	0.86	1	0.13
Factor 4	Attacks on personal standing	0.31	0.58	0.24	0.57	0.12
Factor 6	Verbal and non-verbal abuse and targeting	0.67	0.99	0.63	0.86	0.04
Factor 7	Unfair demands and lack of recognition	2.03	1.04	1.71	1.04	*0.31
Factor 8	Being undermined and criticised	1.16	1.06	1.15	1.14	0.02
Factor 9	Hostility and mobbing	0.87	0.98	0.96	0.99	0.1
Factor 10	Autocracy and intimidation	1.4	1.08	1.29	1.12	0.09
Factor 12	Refusal of rights and disregard	1.18	1.11	1	1.13	0.16
Factor 13	Hostile organisation culture	1.18	1.17	1.23	1.21	0.04
Factor 14	Discounting and separation	0.67	1.02	0.69	1.12	0.02
Item 14	Exposed to hints that you must resign from your job	0.61	1.14	0.79	1.3	0.14
Item 17	Work excessively monitored	1.49	1.35	1.38	1.36	0.08
Item 37	Intimidated through the use of electronic media e.g. cell phones/Internet	0.45	0.98	0.41	0.9	0.04
Item 59	Credit for work being stolen by others	0.83	1.23	0.7	1.15	0.11

$\leq$ 0.2 - Small effect **0.5 - Medium effect *** $\geq$ 0.8 - Large effect

Table 5.41 shows a small to medium significant practical difference between respondents employed by the Department of Education and respondents employed by the College Council (d=0.31). Thus, there is a possibility that respondents employed by the Department of Education may experience unfair demands and lack of recognition as more severe than respondents employed by the College Council.

5.2.3.5 Practical significance (effect sizes) for prevalence related to age

Age cohort was grouped in terms of 20 - 24 years; 25 - 29 years; 30 - 34 years; 35 - 39 years; 40 - 44 years; 45 - 49 years; 50 - 54 years; 55 - 59 years and 60+. All the results depicted in Table 5.42 (prevalence) and Table 5.43 (severity) was proven to be significant in practice (≥ 0.8 – Large effect).

Table 5.42: **Effect sizes for prevalence related to age**

Factor	Age cohort	N	Mean	SD	95% Confidence level		Effect size (*d*)
					Lower bound	Upper bound	
3. Exclusion and barring	20 - 24	13	0.12	0.22	0.02	0.25	***1.36
	55 - 59	12	1.13	0.74	0.65	1.59	
7. Unfair demands and lack of recognition	20 - 24	13	0.88	0.67	0.47	1.28	***1.06
	25 - 29	27	1.78	0.85	1.44	2.11	
7. Unfair demands and lack of recognition	20 - 24	13	0.88	0.67	0.47	1.28	***1.09
	35 - 39	31	1.78	0.83	1.47	2.08	
7. Unfair demands and lack of recognition	20 - 24	13	0.88	0.67	0.47	1.28	***1.49
	45 - 49	12	1.87	0.65	1.46	2.28	
7. Unfair demands and lack of recognition	20 - 24	13	0.88	0.67	0.47	1.28	***1.33
	50 - 54	19	1.76	0.5	1.52	2	

≤ 0.2 - Small effect **0.5 - Medium effect *** ≥ 0.8 - Large effect

- **Exclusion and barring**

A large practical significant difference (d=1.36) was calculated between the 20 to 24 and 55 to 59 age groups.The prevalence of exclusion and barring is higher for the 55 to 59 age group than the 20 to 24 age group based on the means of the two groups.

- **Unfair demands and lack of recognition**

A large practical significant difference (d=1.06) was calculated between the 20 to 24 and 25 to 29 age groups for unfair demands and lack of recognition and the prevalence of this factor is higher in the 25 to 29 age group compared to the 20 to 24 age group (the mean of the 20 to 24 year group was lower).

In addition, large practical significant differences were calculated between the 20 to 24 and 35 to 39 age groups (d=1.09), between the 20 to 24 and 45 to 49 age groups (d=1.49) and between the 20 to 24 and 50 to 54 age groups (d=1.33). In each case the prevalence of unfair demands and lack of recognition was higher amongst the older respondents and lower for respondents aged 20 to 24 years.

- **Summary - prevalence of psychological violence factors related to age**

The largest practical significant difference (d=1.49) was calculated for the prevalence of unfair demands and lack of recognition between the 20 to 24 and the 45 to 49 age groups. The second largest significant practical difference (d=1.36) was calculated between the 20 to 24 and the 55 to 59 age groups for the prevalence of exclusion and barring. No significant differences

were calculated between the 20 to 24 and the 30 to 35 age groups and between the 20 to 24 and the 40 to 45 age groups.

The significant differences (effect sizes) for this factor also seem to increase with age and in the following order: 25 to 29 years (d=1.06), 35 to 39 years (d=1.09), 45 to 49 years (d=1.49), except for the 50 to 54 age group that recorded the second largest effect size (d=1.33) after the 45 to 49 age group (d=1.49).

- **Literature - prevalence of psychological violence related to age**

Matsela (2009:196), similarly found that the prevalence of psychological violence was higher for older teachers than for younger teachers, and the 2007 US Workplace Bullying indicated that the likelihood of being bullied increases with age (Namie *in* the WBI-Zogby Research Report, 2007:5).

Namie (*in* the 2003 Report on Abusive Workplaces) reported that targets of workplace bullying were mostly in their forties. In this study, all the calculated significant differences concerning age groups also indicated that older staff members suffer more from psychological violence than younger staff members, except for staff members aged 30 to 35 years, 40 to 44 years and those aged 60+, as no statistical significant differences (P < 0.05) were observed.

5.2.3.6 Practical significance (effect sizes) for severity related to age

Table 5.43: **Effect sizes for severity related to age**

Factor	Age cohort	N	Mean	SD	95% Confidence level		Effect size (*d*)
					Lower bound	Upper bound	
3. Exclusion and barring	20 - 24	12	0.25	0.45	0.034	0.54	***1.32
	55 - 59	11	1.5	0.95	0.86	2.14	
7. Unfair demands and lack of recognition	20 - 24	13	1.08	0.87	0.55	1.6	***1.14
	35 - 39	30	2.27	1.04	1.88	2.65	
7. Unfair demands and lack of recognition	20 - 24	13	1.08	0.87	0.55	1.6	***1.33
	45 - 49	12	2.25	0.72	1.79	2.7	

≤ 0.2 - Small effect **0.5 - Medium effect *** ≥ 0.8 - Large effect

- **Exclusion and barring**

As in the case of prevalence of exclusion and barring, a large practical significant difference (d=1.32) was also calculated here between the 20 to 24 and the 55 to 59 age groups. The severity for exclusion and barring is experienced as more severe by respondents aged 55 to 59 years than by respondents aged 20 to 24 years, based on the difference in means.

- **Unfair demands and lack of recognition**

Large practical significant differences were calculated for severity of this factor between the 20 to 24 and the 35 to 39 age groups (d=1.14) and between the 20 to 24 and the 45 to 49 age groups (d=1.33). In both cases, the older respondents experienced unfair demands and lack of recognition more severely than respondents aged 20 to 24 years, based on the difference in means.

- **Summary - severity of psychological violence factors related to age**

As in the case of prevalence of unfair demands and lack of recognition, the largest practical significant difference (d=1.33) was also calculated here between the 20 to 24 and the 45 to 49 age groups.

No statistical significant differences ($P < 0.05$) regarding the severity of psychological violence were observed for the following age groups: 25 to 30 years; 30 to 35 years; 40 to 45 years; 50 to 55 years and the 60+ age group and therefore no effect sizes were calculated for the mentioned groups.

- **Literature**

Matsela (2009:196) similarly found that older teachers experienced psychological violence more severely than younger teachers.

5.2.3.7 Practical significance (effect sizes) for prevalence related to position

Position consisted of three categories, namely management, academic and administrative staff members.

Table 5.44: **Effect sizes for prevalence related to position**

Factor	Position	N	Mean	SD	95% Confidence level		Effect size (*d*)
					Lower bound	Upper bound	
12. Refusal of rights and disregard	Management	16	0.56	0.66	0.21	0.91	0.38*
	Academic staff	81	0.94	1	0.72	1.17	
12. Refusal of rights and disregard	Academic staff	81	0.94	1	0.72	1.17	0.38*
	Administrative staff	49	0.56	0.7	0.36	0.76	

≤ 0.2 - Small effect **0.5 - Medium effect *** ≥ 0.8 - Large effect

From Table 5.44, small to medium effects are observed for the prevalence of refusal of rights and disregard between the management and academic groups (more prevalent amongst

academic group) and the academic and administrative groups (more prevalent amongst the academic group).

As all the calculated effect sizes were below 0.5, there is only a possibility that practical significant differences exist between these groups and that academic respondents may experience the refusal of rights and disregard more often than management and/or administrative respondents.

5.2.3.8 Practical significance (effect sizes) for severity related to position

Table 5.45: **Effect sizes for severity related to position**

Factor	Position	N	Mean	SD	95% Confidence level		Effect size
					Lower bound	Upper bound	
7. Unfair demands and lack of recognition	Management	16	2.22	0.75	1.82	2.62	**0.62
	Administrative staff	48	1.58	1.03	1.28	1.88	

≤ 0.2 - Small effect **0.5 - Medium effect *** ≥ 0.8 - Large effect

A medium practical significant difference (d=0.62) was calculated for the severity of unfair demands and lack of recognition between the management and administrative groups. Thus, management respondents experience unfair demands and lack of recognition more severely than administrative respondents.

5.2.3.9 Practical significance (effect sizes) for prevalence related to experience

The experience of respondents consisted of the following categories, namely one year experience, 2 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years and more than 20 years experience.

Table 5.46: **Effect sizes for prevalence related to experience**

Factor	Experience	N	Mean	SD	95% Confidence level		Effect size(*d*)
					Lower bound	Upper bound	
1. Dysfunctional corporate communication	1 year	16	0.38	0.59	0.06	0.69	**0.73
	2 - 5 years	38	1.14	1.05	0.79	1.49	
1. Dysfunctional corporate communication	1 year	16	0.38	0.59	0.06	0.69	***0.88
	16 - 20 years	19	1.21	0.95	0.75	1.67	

Factor	Experience	N	Mean	SD	95% Confidence level		Effect size(*d*)
					Lower bound	Upper bound	
3. Exclusion and barring	1 year	16	0.13	0.39	0.08	0.33	***0.99
	6 - 10 years	26	0.77	0.65	0.51	1.03	
3. Exclusion and barring	1 year	16	0.13	0.39	0.08	0.33	***0.79
	11 - 15 years	24	0.75	0.79	0.41	1.09	
3. Exclusion and barring	1 year	16	0.13	0.39	0.08	0.33	**0.71
	16 - 20 years	19	0.74	0.86	0.32	1.15	
3. Exclusion and barring	1 year	16	0.13	0.39	0.08	0.33	***0.99
	More than 20 years	48	0.82	0.7	0.62	1.03	
7. Unfair demands and lack of recognition	1 year	16	0.76	0.58	0.45	1.07	***0.96
	2 - 5 years	38	1.62	0.9	1.33	1.91	
7. Unfair demands and lack of recognition	1 year	16	0.76	0.58	0.45	1.07	***1.08
	6 - 10 years	26	1.69	0.86	1.35	2.4	
7. Unfair demands and lack of recognition	1 year	16	0.76	0.58	0.45	1.07	***1.29
	11 - 15 years	24	1.78	0.79	1.45	2.11	
7. Unfair demands and lack of recognition	1 year	16	0.76	0.58	0.45	1.07	***1.45
	16 - 20 years	19	1.86	0.76	1.5	2.23	
7. Unfair demands and lack of recognition	1 year	16	0.76	0.58	0.45	1.07	***1.25
	More than 20 years	48	1.61	0.68	1.41	1.8	
8. Being undermined and criticised	1 year	16	0.22	0.3	0.06	0.38	***0.81
	2 - 5 years	38	0.95	0.91	0.65	1.25	
8. Being undermined and criticised	1 year	16	0.22	0.3	0.06	0.38	***0.9
	6 - 10 years	26	0.95	0.82	0.62	1.29	
8. Being undermined and criticised	1 year	16	0.22	0.3	0.06	0.38	***0.78
	11 - 15 years	24	0.82	0.77	0.49	1.14	
9. Hostility and mobbing	1 year	16	0.25	0.36	0.05	0.44	***0.82
	6 - 10 years	26	0.93	0.82	0.59	1.26	
9. Hostility and mobbing	6 - 10 years	26	0.93	0.82	0.59	1.26	**0.67
	More than 20 years	48	0.38	0.48	0.24	0.52	
10. Autocracy and intimidation	1 year	16	0.24	0.32	0.06	0.41	***0.88
	2 - 5 years	38	0.94	0.81	0.68	1.21	
10. Autocracy and intimidation	1 year	16	0.24	0.32	0.06	0.41	***0.94
	6 - 10 years	26	1.09	0.91	0.72	1.45	
10. Autocracy and intimidation	1 year	16	0.24	0.32	0.06	0.41	***0.83
	11 - 15 years	24	0.91	0.81	0.57	1.25	
10. Autocracy and intimidation	1 year	16	0.24	0.32	0.06	0.41	***1
	16 - 20 years	19	1.09	0.85	0.68	1.5	
10. Autocracy and intimidation	1 year	16	0.24	0.32	0.06	0.41	***1.03
	More than 20 years	48	0.82	0.57	0.66	0.99	

Factor	Experience	N	Mean	SD	95% Confidence level		Effect size(*d*)
					Lower bound	Upper bound	
12. Refusal of rights and disregard	1 year	16	0.31	0.68	0.05	0.67	**0.5
	2 - 5 years	38	0.79	0.95	0.48	1.1	
12. Refusal of rights and disregard	1 year	16	0.31	0.68	0.05	0.67	**0.62
	6 - 10 years	25	0.86	0.88	0.5	1.22	
12. Refusal of rights and disregard	1 year	16	0.31	0.68	0.05	0.67	**0.67
	11 - 15 years	24	0.9	0.87	0.53	1.26	
12. Refusal of rights and disregard	1 year	16	0.31	0.68	0.05	0.67	**0.6
	16 - 20 years	19	0.87	0.93	0.42	1.31	
12. Refusal of rights and disregard	1 year	16	0.31	0.68	0.05	0.67	**0.5
	More than 20 years	48	0.72	0.8	0.49	0.95	
13. Hostile organisation culture	1 year	16	0.33	0.43	0.1	0.56	**0.68
	2 - 5 years	38	0.94	0.9	0.65	1.24	
13. Hostile organisation culture	1 year	16	0.33	0.43	0.1	0.56	***0.85
	6 - 10 years	26	1.08	0.89	0.73	1.44	

≤ 0.2 - Small effect **0.5 - Medium effect *** ≥ 0.8 - Large effect

Table 5.46 shows that calculated differences range from 0.5 (medium effect) to 1.45 (large effect). The differences will be discussed per factor and in the same order as in the table.

- **Dysfunctional corporate communication**

Two practical significant differences were calculated for the prevalence of this factor between the one year experience group and the group with 2 to 5 years experience (d= 0.73) and between the one year experience group and the group with 16 to 20 years experience (d=0.88).

The prevalence of dysfunctional corporate communication is higher for respondents with 2 to 5 years experience than for respondents with only one year's experience and higher for respondents with 16 to 20 years experience than for respondents with only one year's experience.

- **Exclusion and barring**

Four practical significant differences were calculated for the prevalence of this factor between the group with one year experience and the groups with more experience. More specifically, this factor was higher for the group with 6 to 10 years experience than for the group with one year experience (d=0.99); higher for the group with 11 to 15 years experience than for the group with one year experience (d=0.79); higher for the group with 16 to 20 years experience than for the

group with one year experience (d=0.71) and also higher for the group with more than 20 years experience than for the group with one year experience (d=0.99).

The largest practical significant differences exist between the group with one year experience and the group with 6 to 10 years experience (d=0.99) and between the group with one year experience and the group with more than 20 years experience (d=0.99), followed by the practical significant differences between the group with one year experience and the group with 11 to 15 years experience (d=0.79) and then between group with one year experience and the group with 16 to 20 years experience (d=0.71).

All the differences are significant for practice and illustrate that exclusion and barring are more prevalent amongst the more experienced respondents compared to respondents with only one year's experience.

- **Unfair demands and lack of recognition**

Large practical significant differences (≥ 0.8) were calculated for the prevalence of this factor. The prevalence of unfair demands and lack of recognition is higher for the group with 2 to 5 years experience compared to the group with one year experience (d=0.96); higher for the group with 6 to 10 years experience than for the group with one year experience (d=1.08); higher for the group with 11 to 15 years experience than for the group with one year experience (d=1.29); higher for the group with 16 to 20 years experience than for the group with one year experience (d=1.45) and also higher for the group with more than 20 years experience than for the group with only one year experience (d=1.25).

The largest practical significant difference was calculated between respondents with one year experience and respondents with 16 to 20 years experience, followed by the practical significant difference between respondents with one year experience and respondents with 11 to 15 years experience and then the difference between respondents with 1 year experience and those with more than 20 years experience.

Thus, unfair demands and lack of recognition is more prevalent amongst experienced respondents than amongst respondents with one year's experience (less than two years).This finding concurs with the finding regarding age and the prevalence of unfair demands and lack of recognition (cf Table 5.42; par. 5.2.3.5) as it was similarly found that older respondents experience more unfair demands and lack of recognition than younger respondents aged 20 to 24 years.

- **Being undermined and criticised**

Large practical significant differences were calculated for the prevalence of this factor. The prevalence of being undermined and criticised is higher for the group with 2 to 5 years experience than for the group with one year experience (d=0.81); higher for the group with 6 to 10 years experience than for the group with one year experience (d=0.9) and higher for the group with 11 to 15 years experience than for the group with only one year experience (d=0.78).

The largest practical significant difference was calculated between respondents with one year's experience and those with 6 to 10 years experience. In each case, the prevalence of being undermined and criticised was higher amongst the more experienced respondents compared to respondents with only one year experience.

- **Hostility and mobbing**

The largest practical significant difference for this factor (d=0.82) was calculated between the group with one year experience and the group with 6 to 10 years experience (d=0.82), the prevalence being higher the group with 6 to 10 years experience. A medium practical significant difference (d=0.67) was calculated between the group with one year experience and the group with more than 20 years experience, the prevalence being higher for the group with 20 years experience. Thus, the more experienced respondents experience hostility and mobbing more often than respondents with only one year experience.

- **Autocracy and intimidation**

Five practical significant differences (≥ 0.8 large effect) were calculated for the prevalence of this factor. The largest practical significant difference (d=1.03) was calculated between the group with more than 20 years experience and the group with one year experience, the prevalence being higher for the group with more than 20 years experience. The second largest practical significant difference (d=1.0) was calculated between the group with 16 to 20 years experience and the group with one year experience, the prevalence being higher for the group with 16 to 20 years experience.

In addition, the prevalence of this factor is higher for the group with 6 to 10 years experience than the group with one year experience (d=0.94); higher for the group with 11 to 15 years experience than the group with one year experience (d=0.83) and higher for the group with 2 to 5 years experience than the group with one year experience (d=0.88). Thus, autocracy and intimidation is experienced more often by the more experienced respondents compared to respondents with only one year experience.

- **Refusal of rights and disregard**

Medium practical significant differences were calculated for the prevalence of this factor between the group with one year experience and the group with 2 to 5 years experience (d=0.5); between the group with one year experience and the group with 6 to 10 years experience (d=0.62); between the group with one year experience and the group with 11 to 15 years experience (d=0.67); between the group with one year experience and the group with 16 to 20 years experience (d=0.6) and between the group with one year experience and the group with more than 20 years experience (d=0.5). In each case the prevalence of refusal of rights and disregard was higher amongst the more experienced respondents compared to respondents with only one year experience.

- **Hostile organisation culture**

A large practical significant difference (d=0.85) was calculated for the prevalence of this factor between the group with one year experience and the group with 6 to 10 years experience, the prevalence being higher for the group with 6 to 10 years experience. In addition, a medium significant difference (d=0.68) was calculated between the group with 1 year experience and the group with 2 to 5 years experience, the prevalence being higher for the group with 2 to 5 years experience. Thus, the prevalence of the experience of a hostile organisation culture is higher for more experienced respondents than for respondents with only one year experience.

- **Summary - prevalence of psychological violence factors related to experience**

From all the factors related to the prevalence of psychological violence and experience in Table 5.46, the largest practical significant difference (d=1.45) was calculated between respondents with 16 to 20 years experience and those with one year experience for unfair demands and lack of recognition, followed by the second largest significant practical difference (d=1.29) between respondents with 11 to 15 years experience and those with one year experience (less than two years) and on the same factor.

Thus, it became evident that the more experienced respondents experience dysfunctional corporate communication, exclusion and barring, unfair demands and lack of recognition, being undermined and criticised, hostility and mobbing, autocracy and intimidation, refusal of rights and disregard and hostile organisation culture more often than respondents with only one year experience (less than two years experience).

- **Literature**

Namie (2003:17) similarly stated in the 2003 Report on Abusive Workplaces that targets were mostly experienced employees. The findings in this study also concur with the findings of Matsela (2009:196), that psychological violence is more prevalent amongst more experienced teachers than teachers with less than two years experience.

5.2.3.10 Practical significance (effect sizes) for severity related to experience

Table 5.47: **Effect sizes for severity related to experience**

Factor	Experience	N	Mean	SD	95% Confidence level		Effect size (*d*)
					Lower bound	Upper bound	
1. Dysfunctional corporate communication	1 year	15	0.51	0.77	0.08	0.94	***1.06
	16 - 20 years	16	1.53	0.96	1.02	2.05	
6. Verbal and non-verbal abuse and targeting	1 year	15	0.36	0.68	0.02	0.74	***0.8
	16 - 20 years	16	1.41	1.32	0.71	2.12	
6. Verbal and non-verbal abuse and targeting	2 - 5 years	34	0.65	0.97	0.31	0.98	**0.58
	16 - 20 years	16	1.41	1.32	0.71	2.12	
6. Verbal and non-verbal abuse and targeting	11 - 15 years	22	0.52	0.87	0.13	0.9	**0.68
	16 - 20 years	16	1.41	1.32	0.71	2.12	
6. Verbal and non-verbal abuse and targeting	More than 20 years	43	0.45	0.65	0.25	0.65	0.02
	16 - 20 years	16	1.41	1.32	0.71	2.12	
7. Unfair demands and lack of recognition	1 year	16	0.9	0.73	0.51	1.29	***0.79
	2 - 5 years	37	1.78	1.2	1.41	2.16	
7. Unfair demands and lack of recognition	1 year	16	0.9	0.73	0.51	1.29	***1.05
	6 - 10 years	23	2.04	1.09	1.57	2.51	
7. Unfair demands and lack of recognition	1 year	16	0.9	0.73	0.51	1.29	***1.17
	11 - 15 years	24	2.14	1.06	1.69	2.59	
7. Unfair demands and lack of recognition	1 year	16	0.9	0.73	0.51	1.29	***1.41
	16 - 20 years	18	2.23	0.95	1.76	2.71	
7. Unfair demands and lack of recognition	1 year	16	0.9	0.73	0.51	1.29	***1.18
	More than 20 years	48	1.99	0.92	1.71	2.25	
9. Hostility and mobbing	1 year	14	0.37	0.57	0.04	0.69	***0.83
	6 - 10 years	23	1.35	1.18	0.84	1.86	
9. Hostility and mobbing	1 year	14	0.37	0.57	0.04	0.69	***0.82
	16 - 20 years	16	1.35	1.2	0.71	1.99	

Factor	Experience	N	Mean	SD	95% Confidence level		Effect size (*d*)
					Lower bound	Upper bound	
10. Autocracy and intimidation	1 year	16	0.44	0.65	0.09	0.79	***0.85
	2 - 5 years	35	1.43	1.16	1.03	1.82	
10. Autocracy and intimidation	1 year	16	0.44	0.65	0.09	0.79	***0.97
	6 - 10 years	24	1.72	1.31	1.16	2.27	
10. Autocracy and intimidation	1 year	16	0.44	0.65	0.09	0.79	***0.81
	11 - 15 years	24	1.32	1.09	0.86	1.78	
10. Autocracy and intimidation	1 year	16	0.44	0.65	0.09	0.79	***1.32
	16 - 20 years	18	2.01	1.19	1.42	2.6	
10. Autocracy and intimidation	1 year	16	0.44	0.65	0.09	0.79	***0.91
	More than 20 years	48	1.17	0.8	0.94	1.41	
13. Hostile organisation culture	1 year	16	0.71	0.85	0.25	1.16	***0.79
	6 - 10 years	24	1.74	1.31	1.19	2.29	

$\leq$ 0.2 - Small effect **0.5 - Medium effect *** $\geq$ 0.8 - Large effect

Table 5.47 shows that calculated differences range from 0.02 (small effect) to 1.41 (large effect). The differences will be discussed per factor and in the same order as in the table.

- **Dysfunctional corporate communication**

Similar to the prevalence of this factor, a large practical significant difference (d=1.06) was also calculated here for severity between the group with one year experience and the group with 16 to 20 years experience. Thus, dysfunctional corporate communication is experienced as more severe by respondents with 16 to 20 years experience compared to respondents with only one year experience.

- **Verbal abuse and non-verbal abuse and targeting**

A large practical significant difference (d=0.8) was calculated for the severity of this factor between the group with 16 to 20 years experience and the group with one year experience, being higher for the group with 16 to 20 years experience. In addition, a medium practical significant difference (d=0.58) was calculated between the group with 16 to 20 years experience and the group with 2 to 5 years experience, being higher for the group with 16 to 20 years experience. A medium practical significant difference (d=0.68) was also calculated between the group with 11 to 15 years experience and the group with 16 to 20 years, being higher for the group with 16 to 20 years experience.

Thus, respondents with 16 to 20 years experience, experience verbal and non-verbal abuse and targeting more severely than respondents with one year experience. Although of medium

practical significance, respondents with 16 to 20 years experience, experience this factor more severely than respondents with experience ranging from 2 to 5 years and respondents with experience ranging from 11 to 15 years.

- **Unfair demands and lack of recognition**

Five practical significant differences (≥ 0.8 – large effect) were calculated for the severity of this factor. The largest practical significant difference (d=1.41) was calculated between the group with 16 to 20 years experience and the group with one year experience, the severity being higher for the group with 16 to 20 years experience. The second largest practical significant difference (d=1.18) was calculated between the group with one year experience and the group with more than 20 years experience, the severity being higher for the group with more than 20 years experience.

In addition, large practical significant differences were calculated between the group with 11 to 15 years experience and the group with one year experience (d=1.17), between the group with 6 to 10 years experience and the group with one year experience (1.05) and between the group with 2 to 5 years experience and the group with one year experience (d=0.79).

It is observable that the differences seem to increase with years of experience, except for the group with more than 20 years experience, where the calculated difference (d=1.18) is lower than for the group with 16 to 20 years experience (d=1.41).

Thus, unfair demands and lack of recognition are experienced more severely by the more experienced respondents whose experience range from 2 years to more than 20 years, compared with respondents with only one year experience. These results concur with the findings regarding age and the severity of unfair demands and lack of recognition (cf Table 5.43; par. 5.2.3.6) as it was found that older respondents (who may also have more experience due to their age) experience this particular factor as more severe than respondents aged 20 to 24 years (the latter also having less experience due to being younger).

- **Hostility and mobbing**

Two large practical significant differences (effect sizes of ≥ 0.8) were calculated for the severity of this factor between the group with one year experience and the group with 6 to 10 years experience (d=0.83) and between the group with one year experience and the group with 16 to 20 years experience (d=0.82). In both of these cases the severity of hostility and mobbing was higher for the more experienced respondents.

- **Autocracy and intimidation**

Five large practical significant differences (effect sizes of ≥ 0.8) were calculated for the severity of this factor. Large practical significant differences were calculated for the group with one year experience and the groups of all the other experience categories, ranging from the group with 2 years experience to the group with more than 20 year experience.

Again, the largest practical significant difference (d=1.32) was calculated between the group with one year experience and the group with 16 to 20 years experience, the severity being higher for the group with 16 to 20 years experience. The second largest practical difference (d=0.97) was calculated between the group with 6 to 10 years experience and the group with one year experience, the severity being higher for the group with 6 to 10 years experience. The group with more than 20 years experience also recorded higher on severity for this factor (d=0.91), than those with only one year experience.

In addition, large practical significant differences were observed between the group with 2 to 5 years experience and the group with one year experience (d=0.85) and between the group with 11 to 15 years experience and the group with one year experience (d=0.81). Thus, autocracy and intimidation is experienced as more severe by the more experienced respondents (ranging from 2 to more than 20 years experience), compared to respondents with only one year experience.

- **Hostile organisation culture**

A large practical significant difference (d=0.79) was calculated for the severity of this factor between the group with one year experience and the group with 6 to 10 years experience and the severity of this factor was higher for the group with 6 to 10 years experience.

- **Summary - severity of psychological violence factors related to experience**

Table 5.47 shows that the largest practical significant difference exists between respondents with 16 to 20 years experience and respondents with only one year experience for the severity of unfair demands and lack of recognition (d=1.41), followed by the second largest practical significant difference (1.32) for the severity of autocracy and intimidation between respondents with 16 to 20 years experience and respondents with only one year experience.

In addition, the largest practical significant differences for severity were calculated between respondents with 16 to 20 years experience and those with one year experience for the following factors, namely dysfunctional corporate communication, verbal abuse and targeting, unfair demands and lack of recognition as well as autocracy and intimidation. These findings

may suggest that staff members with 16 to 20 years experience are particularly vulnerable to suffer in terms of health impact (cf par. 3.2.1.1 - repetition and severity of impact and par. 3.2.1.2 - duration and severity of impact).

Large practical significant differences were calculated for the severity of unfair demands and lack of recognition in addition to autocracy and intimidation between respondents with one year experience and respondents in all the other categories of experience (2 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years and more than 20 years).

From the results and discussion regarding the severity of psychological violence related to the experience of respondents, it may be concluded that the more experienced respondents experience dysfunctional corporate communication, verbal and non-verbal abuse and targeting, unfair demands and lack of recognition, hostility and mobbing, autocracy and intimidation and a hostile organisational culture as more severe than respondents with only one year experience. Thus, as in the case of prevalence (cf par. 5.2.3.9; Table 5.46), the more experienced respondents also experience psychological violence as more severe than respondents with only one year experience (less than 2 years experience).

- **Literature**

Matsela (2009:196) similarly found that the severity of psychological violence was higher for longer serving teachers than their colleagues with less than two years experience.

5.2.3.11 Practical significance (effect sizes) for prevalence related to location

Respondents could indicate the location of the institution where they are employed by means of the following three areas: urban, rural and semi-rural.

Table 5.48: **Effect sizes for prevalence related to location**

Factor	Location	N	Mean	SD	95% Confidence level		Effect size (*d*)
					Lower bound	Upper bound	
1. Dysfunctional corporate communication	Rural	27	1.31	1	0.92	1.71	**0.67
	Semi-rural	14	0.64	0.46	0.38	0.91	
6. Verbal and non-verbal abuse and targeting	Rural	27	0.57	0.77	0.27	0.87	**0.52
	Semi-rural	14	0.17	0.23	0.04	0.31	
12. Refusal of rights and disregard	Rural	27	1.13	1	0.74	1.52	**0.7
	Semi-rural	14	0.43	0.58	0.09	0.77	

Factor	Location	N	Mean	SD	95% Confidence level		Effect size (*d*)
					Lower bound	Upper bound	
Item 14. Exposed to hints that you must resign from your job	Urban	125	0.43	0.87	0.28	0.59	**0.56
	Rural	23	1.09	1.16	0.58	1.59	
Item 14. Exposed to hints that you must resign from your job	Rural	23	1.09	1.16	0.58	1.59	***0.81
	Semi-rural	14	0.14	0.36	0.07	0.35	

≤ 0.2 - Small effect **0.5 - Medium effect *** ≥ 0.8 - Large effect

Table 5.48 shows that three medium practical significant differences exist between the rural and semi-rural groups. The prevalence of dysfunctional corporate communication is higher for the rural group (d=0.67); the prevalence of verbal and non-verbal abuse and targeting is higher for the rural group (d=0.52) and the prevalence of refusal of rights and disregard is also higher for the rural group (d=0.7) compared to the semi-rural group.

A large practical significant difference (d=0.81) exists between the rural and semi-rural groups and the prevalence of hints that you must resign from your job is higher for the rural group. In addition, a medium practical significant difference (d=0.56) exists between the urban and rural groups, the prevalence of hints that you must resign from your job being higher for the rural group.

- **Summary - the prevalence of psychological violence factors related to location**

It may be concluded that rural respondents experience dysfunctional corporate communication, verbal and non-verbal abuse and targeting and refusal of rights and disregard more often than semi-rural respondents. In addition, rural respondents experience hints that they must resign from their jobs more often than both semi-rural and urban respondents.

5.2.3.12 Practical significance (effect sizes) for severity related to location

No effect sizes were calculated for severity and location because no significant differences of below 0.05 were observed from *p*–values.

5.2.3.13 Practical significance (effect sizes) for prevalence related to marital status

Marital status consisted of three categories, namely single, married and “other”. For the purpose of comparisons between variances, divorced and separated, as well as widowed were included under “other” during statistical calculations.

Table 5.49: **Effect sizes for prevalence related to marital status**

Factor	Marital status	N	Mean	SD	95% Confidence level		Effect size (*d*)
					Lower bound	Upper bound	
7. Unfair demands and lack of recognition	Single	58	1.38	0.85	1.15	1.6	*0.39
	Married	96	1.7	0.77	1.55	1.86	
7. Unfair demands and lack of recognition	Single	58	1.38	0.85	1.15	1.6	*0.4
	Other	17	1.71	0.79	1.31	2.12	
Item 14. Exposed to hints that you must resign from your job	Single	53	0.75	1.13	0.44	1.06	*0.34
	Married	94	0.37	0.78	0.21	0.53	
Item 14. Exposed to hints that you must resign from your job	Single	53	0.75	1.13	0.44	1.06	*0.39
	Other	16	0.31	0.79	0.11	0.74	

≤ 0.2 - Small effect **0.5 - Medium effect *** ≥ 0.8 - Large effect

- **Unfair demands and lack of recognition**

Table 5.49 shows that a small to medium effect size exist for the prevalence of this factor between single and married respondents (d=0.39) and between single respondents and “other” respondents (d=0.4). In both cases, it may possibly indicate that married respondents and respondents belonging to the “other” group experience unfair demands and lack of recognition more often than single respondents.

- **Exposed to hints that you must resign from your job**

Small to medium practical significant differences (d=0.34) were calculated between single and married respondents which may possibly indicate that single respondents may experience this factor more often than married respondents, and also between single and “other” respondents (d=0.39), which may indicate a possibility that single respondents experience exposed to hints that they must resign from your job more often than respondents belonging to the “other” group.

5.2.3.14 Practical significance (effect sizes) for severity related to marital status

Table 5.50: **Effect sizes for severity related to marital status**

Factor	Marital status	N	Mean	SD	95% Confidence level		Effect size (*d*)
					Lower bound	Upper bound	
7. Unfair demands and lack of recognition	Single	55	1.55	1.08	1.25	1.84	**0.51
	Married	94	2.1	0.96	1.9	2.29	
7. Unfair demands and lack of recognition	Single	55	1.55	1.08	1.25	1.84	0.32
	Other	17	1.9	1.04	1.36	2.43	

≤ 0.2 - Small effect **0.5 - Medium effect *** ≥ 0.8 - Large effect

Table 5.50 shows that a medium practical significant difference (d=0.51) exists between single and married respondents and married respondents experience unfair demands and lack of recognition as more severe than single respondents.

A small to medium practical significant difference (d=0.32) exists between single and “other” respondents, which may possibly indicate that respondents from the “other” group experience unfair demands and lack of recognition more severe than single respondents.

5.2.3.15 Conclusions from group differences

- **Gender**

No practical significant differences were observed with regard to gender. Therefore, gender is not a discriminating factor in terms of whether staff members are subjected to psychological violence or not.

- **Employed by**

Two small to medium practical significant differences possibly indicate that staff members employed by the Department of Education may experience unfair demands and lack of recognition more often and more severely than staff members employed by the College Council (cf par. 5.2.3.3; par. 5.2.3.4; Table 5.40; Table 5.41).

With regard to all the other factors, it has however emerged from the findings that the employer of staff members is not a discriminating factor in terms of whether a staff member is subjected to psychological violence or not. Staff members employed by the Department of Education and the College Council experience psychological violence more or less the same.

- **Age**

It emerged from the findings that the prevalence of psychological violence is higher for older staff members aged 25 to 29 years; 35 to 39 years; 45 to 49 years; 50 to 54 years and those aged 55 to 59 years and lower for young staff members aged 20 to 24 years (cf par 5.2.3.5; Table 5.42).

The largest practical significant differences regarding **prevalence** were found between staff members aged 45 to 49 years of age and young staff members aged 20 to 24 years for unfair demands and lack of recognition, followed by staff members aged 55 to 59 years and young staff members aged 20 to 24 years for exclusion and barring. In both cases the prevalence of psychological violence was higher for older staff members and lower for younger staff members aged 20 to 24 years.

The **severity** of psychological violence (cf par. 5.2.3.6; Table 5.43) was higher for staff members aged 35 to 39 years; 45 to 49 years and 55 to 59 years in each case, compared to younger staff members aged 20 to 24 years. As in the case of prevalence, the highest practical significant differences were found with regard to severity of psychological violence between staff members aged 45 to 49 years (unfair demands and lack of recognition) and young staff members aged 20 to 24 years, followed by staff members aged 55 to 59 years and young staff members aged 20 to 24 years with regard to exclusion and barring. In all three cases, the severity of psychological violence was higher for the older staff members and lower for the younger staff members aged 20 to 24 years.

Owing to the high prevalence and severity of psychological violence amongst staff members aged 45 to 49 years and 55 to 59 years compared to staff members aged 20 to 24 years, it may suggest that staff members in these two age groups (45 to 49 and 55 to 59 years) are particularly vulnerable to suffer in terms of health impact.

- **Position**

It emerged that management staff members experience psychological violence, more specifically unfair demands and lack of recognition, more severely than administrative staff members (cf par 5.2.3.8; Table 5.45). A small to medium practical significant difference possibly suggest that academic staff members may experience psychological violence, more specifically refusal of rights and disregard, more often than both management and administrative staff members (cf par. 5.2.3.7; Table 5.44).

- **Experience**

The more experienced staff members, (from 2 to more than 20 years experience), experience psychological violence more often and more severe than staff members with less than two years experience (cf par. 5.2.3.9; par. 5.2.3.10; Tables 5.46 & 5.47).

The largest practical significant differences for prevalence and severity of psychological violence related to experience were found between staff members with 16 to 20 years experience and those with only one year's experience. More specifically, staff members with 16 to 20 years experience, experience unfair demands and lack of recognition, as more **prevalent** and more **severe** than staff members with less than two years experience (cf par. 5.2.3.9; par. 5.2.3.10; Table 5.46; Table 5.47).

The above-mentioned findings related to experience may be the result of the longer period of employment of more experienced staff members, which may have provided more opportunity for them to be exposed to psychological violence acts more often than staff members with only one

year experience (less than two years). As these staff members are more experienced, employers may expect or demand more from them, without providing them with the recognition for their additional input and expertise, thereby adding to their experienced perception of unfairness. In addition, the findings revealed that the highest average means for both prevalence and severity compared to all other factors and items were recorded for factor 7 – unfair demands and lack of recognition (cf Table 5.24; Table 5.34; Table 5.36).

As the degree and severity of psychological violence seem to increase simultaneously with the number of acts experienced (cf par. 3.2.1.1; par. 3.2.1.2), this may imply that the more experienced staff members (in particular those with 16 to 20 years experience) are more vulnerable to suffer in terms of health damage.

- **Location**

Medium practical significant differences (cf par. 5.2.3.11; Table 5.48) show those staff members employed in rural areas experience dysfunctional corporate communication, verbal and non-verbal abuse and targeting in addition to refusal of rights and disregard more **often** than staff members employed in semi-rural areas. Another medium significant difference indicate that staff members employed in rural areas experience hints that they must resign from their jobs more often than staff members employed in urban areas (cf par. 5.2.3.11; Table 5.48).

The findings furthermore revealed one large practical significant difference (cf par. 5.2.3.11; Table 5.48). Staff members employed in rural areas experience hints that they must resign from their jobs more often than staff members from semi-rural areas.

- **Marital status**

Small to medium practical significant differences indicate a possibility that married staff members and staff members who belong to the "other" group may experience unfair demands and lack of recognition more often than single staff members. In addition, single staff members possibly experience hints to resign from their jobs more often than both married staff members and staff members who belong to the "other" group (cf par. 5.2.3.13; Table 5.49).

5.2.4 Hierarchical Cluster Analysis

Hierarchical cluster analysis was used as an exploratory technique to cluster participants in similar groups. According to Wikipedia (2010), hierarchical clustering is *"a method of cluster analysis which seeks to build a hierarchy of clusters"* and the final results of hierarchical clustering are usually presented through a dendogram.

Wards' method was used to minimise the variance within the clusters and to maximise the variance between clusters. The factors already extracted (cf Table 5.17) were used to cluster respondents. Euclidian distances were used as distance measure. A linking distance of approximately 50 was used to cut the dendogram, and subsequently three clusters were identified. The dendogram with the three identified clusters is illustrated in Figure 5.1.

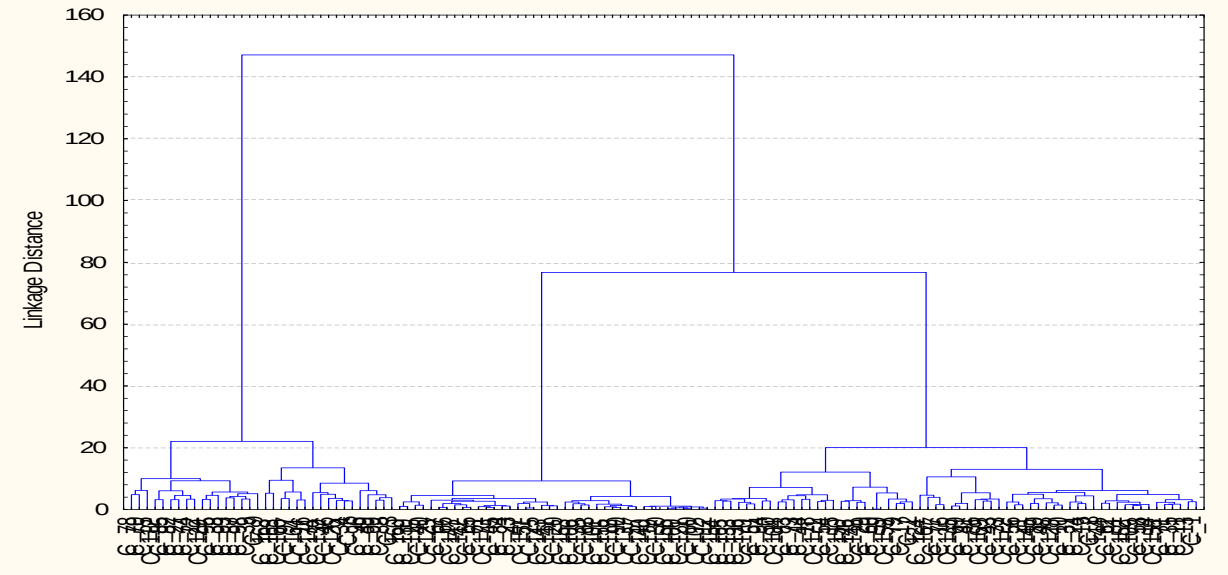


Figure 5.1: **Dendogram of the three identified clusters**

Three clusters or groups of similar participants are observed in Figure 5.1, which differ from one another with reference to respondents' experienced prevalence and severity of psychological violence.

After the three clusters had been identified, a one-way *analysis of variance (ANOVA)* was performed on the factors for clusters as grouping variable to determine characteristics of the clusters on account of differences in the average means of the clusters. *P*-values were used to identify significant differences between the means of the clusters (groups), and values below 0.05 were accepted as statistically significant.

5.2.4.1 The differences between groups for the prevalence of psychological violence

Subsection A of the Psychological Violence Scale measured the prevalence of psychological violence on a 4-point Likert scale, where respondents had to allocate 0 for never experienced psychological violence, 1 for seldom experienced, 2 for experienced often and 3 for experienced very often, if they had such an experience, as well as the frequency of the particular experience (cf Annexure D; par. 4.4.2.1). The differences between the means of the three groups about the prevalence of psychological factors will be presented in Table 5.51.

Table 5.51 shows that cluster 2 consistently has the highest mean for the prevalence of psychological violence on factors. The means of cluster 2 range from 0.44 (attacks on personal standing between never experienced and seldom experienced) to 2.39 (experienced unfair demands and lack of recognition between often and very often). Cluster 1 consistently has the second highest mean for the prevalence of psychological violence on factors. The means of cluster 1 range from 0.09 (experienced attacks on personal standing between never and seldom) to 1.80 (often experienced unfair demands and lack of recognition). Cluster 3 has the lowest means consistently for the prevalence of psychological violence factors. The means of cluster 3 range from 0.01 (discounting and separation experienced between never and seldom) to 0.71 (seldom experienced unfair demands and lack of recognition).

Table 5.51: Differences between groups for the prevalence of psychological violence

Factors	Clusters	N	Mean	SD	*P*-values
1. Dysfunctional Corporate Communication	1. Moderate psychological violence	62	0.97	0.64	<0.001
	2. Most psychological violence	34	1.76	0.75	
	3. Least psychological violence	40	0.23	0.30	
		Total 136	0.95	0.82	
2. Public Humiliation	1. Moderate psychological violence	62	0.20	0.25	<0.001
	2. Most psychological violence	34	1.04	0.85	
	3. Least psychological violence	40	0.06	0.17	
		Total 136	0.37	0.60	
3. Exclusion & barring	1. Moderate psychological violence	62	0.72	0.61	<0.001
	2. Most psychological violence	34	1.16	0.78	
	3. Least psychological violence	40	0.19	0.31	
		Total 136	0.67	0.69	
4. Attacks on personal standing	1. Moderate psychological violence	62	0.09	0.17	<0.001
	2. Most psychological violence	34	0.44	0.64	
	3. Least psychological violence	40	0.03	0.17	
		Total 136	0.16	0.38	
6. Verbal and non-verbal abuse & targeting	1. Moderate psychological violence	62	0.21	0.31	<0.001
	2. Most psychological violence	34	1.08	0.69	
	3. Least psychological violence	40	0.07	0.16	
		Total 136	0.39	0.58	
7. Unfair demands & lack of recognition	1. Moderate psychological violence	62	1.80	0.56	<0.001
	2. Most psychological violence	34	2.39	0.43	
	3. Least psychological violence	40	0.71	0.44	
		Total 136	1.62	0.81	
8. Being undermined and criticised	1. Moderate psychological violence	62	0.78	0.58	0.001
	2. Most psychological violence	34	1.72	0.70	
	3. Least psychological violence	40	0.10	0.15	
		Total 136	0.82	0.80	
9. Hostility and Mobbing	1. Moderate psychological violence	62	0.43	0.41	<0.001
	2. Most psychological violence	34	1.47	0.63	
	3. Least psychological violence	40	0.09	0.18	
		Total 136	0.59	0.68	
10. Autocracy and Intimidation	1. Moderate psychological violence	62	0.81	0.48	<0.001
	2. Most psychological violence	34	1.82	0.61	
	3. Least psychological violence	40	0.24	0.30	
		Total 136	0.89	0.75	

12. Refusal of rights & disregard	1. Moderate psychological violence	62	0.68	0.67	<0.001
	2. Most psychological violence	34	1.62	0.80	
	3. Least psychological violence	40	0.13	0.27	
		Total 136	0.75	0.83	
13. Hostile Organisation culture	1. Moderate psychological violence	62	0.61	0.43	<0.001
	2. Most psychological violence	34	1.72	0.77	
	3. Least psychological violence	40	0.10	0.15	
		Total 136	0.74	0.78	
14. Discounting & separation	1. Moderate psychological violence	62	0.27	0.42	<0.001
	2. Most psychological violence	34	1.12	0.88	
	3. Least psychological violence	40	0.01	0.08	
		Total 136	0.41	0.67	

5.2.4.2 The differences between groups for the severity of psychological violence

Subsection B of the Psychological Violence Scale measured the severity of psychological violence experiences on a 5-point Likert scale, where 0 is indicative of not experienced, 1 is not severe, 2 is slightly severe, 3 is severe and 4 is extremely severe (cf par. 4.4.2.1; Annexure D). The differences between the means of the three groups concerning the severity of psychological violence on factors will be presented in Table 5.52.

Table 5.52 shows that, similar to the findings for the prevalence of psychological violence on factors (cf Table 5.51), cluster 2 consistently has the highest means for the severity of psychological violence on factors, followed by cluster 1 with the second highest means and thirdly, cluster 3 with the lowest means. The means of cluster 2 range from 0.71 (experienced attacks on personal standing as not severe) to 2.86 (experienced unfair demands and lack of recognition as severe). The means of cluster 1 range from 0.22 (between not experienced and experienced attacks on personal standing as severe) to 2.18 (experienced unfair demands and lack of recognition as slightly severe). The means of cluster 3 range from 0.00 (not experienced discounting and separation at all) to 0.71 (experienced unfair demands between as not severe).

Table 5.52: Differences between groups for the severity of psychological violence

Factors	Clusters	N	Mean	SD	*P*-Values
1. Dysfunctional corporate communication	1. Moderate psychological violence	62	1.17	0.79	<0.001
	2. Most psychological violence	34	2.18	0.93	
	3. Least psychological violence	40	0.24	0.29	
		Total 136	1.15	1.01	
2. Public Humiliation	1. Moderate psychological violence	62	0.25	0.37	<0.001
	2. Most psychological violence	34	1.30	1.10	
	3. Least psychological violence	40	0.07	0.18	
		Total 136	0.46	0.78	
3. Exclusion & barring	1. Moderate psychological violence	62	1.01	0.80	<0.001
	2. Most psychological violence	34	1.49	0.99	
	3. Least psychological violence	40	0.18	0.29	
		Total 136	0.88	0.89	

4. Attacks on personal standing	1. Moderate psychological violence	62	0.22	0.36	<0.001
	2. Most psychological violence	34	0.71	0.91	
	3. Least psychological violence	40	0.03	0.17	
		Total 136	0.29	0.58	
6. Verbal and non-verbal abuse & targeting	1. Moderate psychological violence	62	0.29	0.40	<0.001
	2. Most psychological violence	34	1.64	0.97	
	3. Least psychological violence	40	0.07	0.15	
		Total 136	0.56	0.84	
7. Unfair demands & lack of recognition	1. Moderate psychological violence	62	2.18	0.65	<0.001
	2. Most psychological violence	34	2.86	0.66	
	3. Least psychological violence	40	0.71	0.51	
		Total 136	1.92	1.03	
8. Being undermined & criticised	1. Moderate psychological violence	62	0.99	0.65	<0.001
	2. Most psychological violence	34	2.26	0.98	
	3. Least psychological violence	40	0.13	0.19	
		Total 136	1.05	1.03	
9. Hostility and mobbing	1. Moderate psychological violence	62	0.61	0.53	<0.001
	2. Most psychological violence	34	2.12	0.73	
	3. Least psychological violence	40	0.11	0.30	
		Total 136	0.84	0.94	
10. Autocracy and intimidation	1. Moderate psychological violence	62	1.08	0.59	<0.001
	2. Most psychological violence	34	2.47	0.82	
	3. Least psychological violence	40	0.30	0.37	
		Total 136	1.19	1.01	
12. Refusal of rights & disregard	1. Moderate psychological violence	62	1.00	0.87	<0.001
	2. Most psychological violence	34	2.21	1.05	
	3. Least psychological violence	40	0.16	0.33	
		Total 136	1.06	1.10	
13. Hostile organisation culture	1. Moderate psychological violence	62	0.88	0.64	<0.001
	2. Most psychological violence	34	2.34	1.00	
	3. Least psychological violence	40	0.12	0.22	
		Total 136	1.02	1.06	
14. Discounting & separation	1. Moderate psychological violence	62	0.46	0.63	<0.001
	2. Most psychological violence	34	1.74	1.32	
	3. Least psychological violence	40	0.00	0.00	
		Total 136	0.64	1.02	

From Tables 5.51 and 5.52, and the discussions in the previous paragraphs (par. 5.2.4.1; par. 5.2.4.2), it becomes evident that cluster 2 represents the respondents who experienced the highest prevalence and severity of psychological violence on factors and that cluster 1 represents the respondents who experienced a medium or moderate prevalence and severity of psychological violence on factors and finally, that cluster 3 represents the respondents who experienced the lowest prevalence and severity of psychological violence on factors.

Following from the above, cluster 1 was named *moderate psychological violence*, cluster 2 was named *most psychological violence* and cluster 3 was named *least psychological violence* to be descriptive of the experienced psychological violence of respondents within each cluster. The number of respondents in cluster 1 (moderate psychological violence) is 62 (N=62), the number of respondents in cluster 2 (most psychological violence) is 34 (N=34) and the number of respondents in cluster 3 (least psychological violence) is 40 (N=40). The total number of respondents in all three clusters is 136.

5.2.4.3 Significant statistical differences between groups related to respondents' biographical information

In the next instance, *phi-coefficients* were calculated to determine whether significant differences exist between the three identified groups with reference to biographical information obtained from the Psychological Violence Scale. The *phi-coefficient* was interpreted as follows:

Phi-coefficient	Meaning
0.1	Small difference
0.3	Medium difference
0.5	Large difference

Only biographical information with medium or large differences between clusters (*phi-coefficient* of 0.3 and above) will be presented and discussed. Therefore, only the *phi–coefficients* and percentages within the different campuses or Corporate Centre where respondents are employed, their age cohort and experience levels are presented and discussed.

5.2.4.3.1 The differences between groups related to the campuses where respondents are employed

Table 5.53: **Differences between groups related to campuses**

CAMPUS	Count & percentage	Ward Method			Total: number of respondents and %	*Phi-coefficient*
		Most psychological violence	Moderate psychological violence	Least psychological violence		
Campus 1	Count: number of respondents	5	13	4	22	**0.333
	% within CAMPUS	22.7%	59.1%	18.2%	100.0%	
Campus 2	Count: number of respondents	6	10	4	20	
	% within CAMPUS	30.0%	50.0%	20.0%	100.0%	
Campus 3	Count: number of respondents	3	9	6	18	
	% within CAMPUS	16.7%	50.0%	33.3%	100.0%	
Campus 4	Count: number of respondents	3	6	2	11	
	% within CAMPUS	27.3%	54.5%	18.2%	100.0%	
Campus 5	Count: number of respondents	11	7	11	29	
	% within CAMPUS	37.9%	24.1%	37.9%	100.0%	
Campus 6	Count: number of respondents	1	3	6	10	
	% within CAMPUS	10.0%	30.0%	60.0%	100.0%	
Campus 7	Count: number of respondents	5	14	7	26	
	% within CAMPUS	19.2%	53.8%	26.9%	100.0%	
Total	Count: number of respondents	34	62	40	136	
Total	% within CAMPUS	25.0%	45.6%	29.4%	100.0%	

*0.1 - Small difference **0.3 - Medium difference ***0.5 - Large difference

A medium significant difference (*phi–coefficient* of 0.333) was found between respondents employed at different campuses in different psychological violence clusters (cf Table 5.53). Note that, although there are only six campuses and one Corporate Centre in the research sample, the names of specific campuses and the Corporate Centre are omitted in Table 5.53 for ethical purposes (e.g. most psychological violence) and therefore the table and discussion indicate 7 campuses, instead of 6 campuses and one Corporate Centre. The Corporate Centre is thus included in one of the campuses.

Table 5.53 shows that almost 40% of the respondents in Campus 5 were classified in the *most psychological violence cluster* and that 60% of the respondents in Campus 6 were classified in the *least psychological violence cluster*. Thus, it seems as if respondents in Campus 5 have slightly more psychological violence and that respondents in campus 6 have less psychological violence compared to respondents in other campuses.

5.2.4.3.2 The differences between groups related to the age of respondents

Table 5.54: **Differences between groups related to age**

AGE COHORT	Count & %	Ward Method			Total: number of respondents and %	*Phi-coefficient*
		Most psychological violence	Moderate psychological violence	Least psychological violence		
1. 20 - 24 years	Count	2	3	6	11	**0.401
	% within AGE	18.2%	27.3%	54.5%	100.0%	
2. 25 - 29 years	Count	6	10	3	19	
	% within AGE	31.6%	52.6%	15.8%	100.0%	
3. 30 - 34 years	Count	5	2	6	13	
	% within AGE	38.5%	15.4%	46.2%	100.0%	
4. 35 - 39 years	Count	7	13	5	25	
	% within AGE	28.0%	52.0%	20.0%	100.0%	
5. 40 - 44 years	Count	7	8	9	24	
	% within AGE	29.2%	33.3%	37.5%	100.0%	
6. 45 - 49 years	Count	2	9	0	11	
	% within AGE	18.2%	81.8%	.0%	100.0%	
7. 50 - 54 years	Count	2	8	4	14	
	% within AGE	14.3%	57.1%	28.6%	100.0%	
8. 55 - 59 years	Count	2	3	3	8	
	% within AGE	25.0%	37.5%	37.5%	100.0%	
9. 60 + years	Count	1	6	4	11	
	% within AGE	9.1%	54.5%	36.4%	100.0%	
Total:	Count	34	62	40	136	
	% within AGE	25.0%	45.6%	29.4%	100.0%	

*0.1 - Small difference **0.3 - Medium difference ***0.5 - Large difference

A medium to large significant difference (*phi–coefficient* of 0.401) was calculated between respondents of different age groups in the psychological violence clusters.

Table 5.54 shows that the majority (55%) of the young respondents aged 20 to 24 years were classified in the *least psychological violence cluster*, which may suggest that these respondents have less psychological violence compared to other age groups. Generally, most of the respondents in the other age groups were classified in the *moderate* and *most psychological violence* clusters, which may suggest that these respondents have slightly more psychological violence compared to the youngest respondents.

Previous findings in this study similarly revealed that older respondents might experience psychological violence more often and more severely compared to younger staff members aged 20 to 24 years (cf par. 5.2.3.5; par. 5.2.3.6; par. 5.2.3.15; Table 5.42; Table 5.43).

5.2.4.3.3 The differences between groups related to the position of respondents

Table 5.55: **Differences between groups related to position**

POSITION	Count & %	Ward Method			Total: number of respondents & %	*Phi-coefficient*
		Most psychological violence	Moderate psychological violence	Least psychological violence		
1. Management	Count	4	8	2	14	*0.214
	% within POSITION	28.6%	57.1%	14.3%	100.0%	
2. Academic staff	Count	18	22	21	61	
	% within POSITION	29.5%	36.1%	34.4%	100.0%	
3. Administrative staff	Count	6	19	11	36	
	% within POSITION	16.7%	52.8%	30.6%	100.0%	
Total	Count	28	49	34	111	
	% within POSITION	25.2%	44.1%	30.6%	100.0%	

*0.1 - Small difference **0.3 - Medium difference ***0.5 - Large difference

A small to medium significant difference (*phi–coefficient* of 0.214) was calculated between respondents with different positions in the psychological violence clusters (cf Table 5.55).

Table 5.55 shows that a high majority (86%) of the management respondents were classified in the *most* and *moderate psychological violence* clusters, which may possibly suggest that they have slightly more psychological violence compared to academic and administrative respondents, but since a small to medium significant difference (*phi-coefficient* of 0.214) was calculated, it is only a possibility.

Previous findings in this study pertaining to differences for the prevalence and severity of psychological violence related to the position of respondents also suggested that management experienced psychological violence (unfair demands and lack of recognition) as more severe compared to administrative respondents (medium practical significant difference) (cf par. 5.2.3.8; Table 5.45). In addition, a small to medium practical difference possibly suggested that

academic staff members experienced psychological violence (refusal of rights and disregard) more often than management and administrative staff members (cf par. 5.2.3.7; par. 5.2.3.15; Table 5.44).

5.2.4.3.4 The differences between groups related to the experience of respondents

Table 5.56: **Differences between groups related to experience**

EXPERIENCE	Count & %	Ward Method			Total: number of respondents and%	*Phi-coefficient*
		Most psychological violence	Moderate psychological violence	Least psychological violence		
1. 1 year	Count	1	2	9	12	
	% within EXPER	8.3%	16.7%	75.0%	100.0%	
2. 2 - 5 years	Count	10	10	7	27	
	% within EXPER	37.0%	37.0%	25.9%	100.0%	
3. 6 - 10 years	Count	7	7	5	19	
	% within EXPER	36.8%	36.8%	26.3%	100.0%	
4. 11 - 15 years	Count	4	10	5	19	
	% within EXPER	21.1%	52.6%	26.3%	100.0%	**0.433
5. 16 - 20 years	Count	6	3	4	13	
	% within EXPER	46.2%	23.1%	30.8%	100.0%	
6. More than 20 years	Count	6	27	10	43	
	% within EXPER	14.0%	62.8%	23.3%	100.0%	
Total	Count	34	59	40	133	
	% within EXPER	25.6%	44.4%	30.1%	100.0%	

*0.1 - Small difference **0.3 - Medium difference ***0.5 - Large difference

A medium to large significant difference (*phi–coefficient* of 0.433) was calculated between respondents with different experience levels in the psychological violence clusters (Table 5.56).

Table 5.56 shows that a high majority (75%) of respondents with only one year experience was classified in the *least psychological violence cluster*, which may suggest that the respondents with the least experience have less psychological violence than the other respondents.

Previous findings in this study similarly revealed that the more experienced staff members experience psychological violence more often and more severely compared to staff members with only one year experience (cf par. 5.2.3.9; par. 5.2.3.10; par. 5.2.3.15; Tables 5.46 & 5.47).

5.2.4.4 Conclusions from differences between groups (clusters)

- **Campus**

A medium practical significant difference may possibly suggest that staff members at Campus 5 have more psychological violence and that staff members at Campus 6 may possibly have less psychological violence compared to staff members at the other campuses (cf par. 5.2.4.3.1).

- **Age**

From the findings, it seems as if the youngest staff members may have less psychological violence compared to staff members in the middle and older age group. A medium to large practical significant difference may suggest that the youngest staff members aged 20 to 24 years may possibly have less psychological violence (cf par. 5.2.4.3.2).

Previous findings in this study similarly revealed that older staff members might experience psychological violence more often and more severely compared to younger staff members aged 20 to 24 years (cf par. 5.2.3.5; par. 5.2.3.6; par. 5.2.3.15; Table 5.42; Table 5.43). Psychological violence was also more prevalent and severe amongst staff members aged 45 to 49 years of age compared to staff members aged 20 to 24 years (cf par. 5.3.15).

- **Position**

A small to medium practical significant difference may possibly suggest that management staff members have slightly more psychological violence compared to academic and administrative respondents (cf par. 5.2.4.3.3).

Previous findings in this study pertaining to differences for the prevalence and severity of psychological violence related to the position of staff members similarly revealed that management staff members experienced psychological violence as more severe compared to administrative staff members, whilst a small to medium practical difference might suggest that academic staff members experienced psychological violence more often than both management and administrative staff members (cf par. 5.2.3.7; par. 5.2.3.15; Table 5.44). It may thus be concluded that management staff members or superiors at FET Colleges also experience psychological violence.

- **Experience**

A medium to large significant difference may suggest that the staff members with the least experience (only one year), have the least psychological violence (cf par. 5.2.4.3.4).

Previous findings in this study similarly revealed that the more experienced staff members experienced psychological violence more often and more severely compared to staff members with only one year experience (cf par. 5.2.3.9; par. 5.2.3.10; par. 5.2.3.15; Tables 5.46 & 5.47).

5.2.5 The impact of psychological violence on health obtained from the Symptom Checklist

This section deals with the impact of psychological violence on health that was measured through the Symptom Checklist (cf Annexure E). The following research question is answered in this section:

- What is the impact of psychological violence on staff members' health at FET Colleges?

Respondents had to indicate the frequencies of listed symptoms in four columns, namely symptoms experienced before the onset of psychological violence, but which did not become worse (cf par. 5.2.5.1; Table 5.57), health symptoms that became worse since the onset of psychological violence (cf Table 5.58) and new health symptoms since the onset of psychological violence (cf Table 5.61). The last column was marked if the applicable symptom was not experienced (cf Annexure E).

5.2.5.1 Health symptoms experienced before the onset of psychological violence which did not become worse

Table 5.57: The frequency of health symptoms experienced before the onset of psychological violence which did not become worse

List of symptoms	Had symptom but not worse	
	1	
	F	%
Anxiety, stress, excessive worry	58	33.3
Heart problems (e.g. heart arrhythmia, heart racing, heart attack)	46	26.4
Disrupted sleep	45	25.9
Loss of concentration	44	25.3
Stress headaches	43	24.7
Obsession over details at work	43	24.7
Body aches – muscles or joints	43	24.7
Feelings of panic	42	24.1
Feeling edgy, irritable, easily startled and constantly on guard	42	24.1
Feeling depressed	41	23.6
Significant weight change	41	23.6
High blood pressure/hypertension	40	23
Asthma or allergies	38	21.8
Hair loss	37	21.3
Ulcers	37	21.3
Chest pain	36	20.7
Recurrent memories, nightmares and flashbacks	36	20.7

List of symptoms (continue)	Had symptom but not worse	
	1	
	F	%
Irritable bowel syndrome (colitis)	36	20.7
Feeling chronically fatigued/tired	36	20.7
Sharp chest pain after activity/exercise	34	19.5
Shame or embarrassment that led to dramatic changes in lifestyle	34	19.5
Fibromyalgia – inflamed joints and connective tissue	32	18.4
Suicidal thoughts	32	18.4
Needing to avoid feelings, thoughts, and situations that remind you of trauma or a general emotional “flatness”	32	18.4
Compulsive behaviours	32	18.4
TMJ (Jaw tightening/teeth grinding)	32	18.4
Migraines	31	17.8
Skin changes, e.g. shingles, rashes, acne	31	17.8
Thinking about being violent towards others	30	17.2
Use of substances to cope: tobacco, alcohol, drugs, food	30	17.2
Exhaustion, leading to an inability to function	28	16.1

Table 5.57 shows the frequencies of health symptoms that respondents experienced before the onset of psychological violence. These symptoms were arranged from the most frequent to the least frequent pre-existing symptoms or medical conditions.

The five most frequent pre-existing symptoms experienced by respondents before the onset of psychological violence are: anxiety, stress and excessive worry; heart problems (e.g. heart arrhythmia, heart racing, heart attack); disrupted sleep; loss of concentration and the following three health symptoms, namely stress headaches; obsession over details at work and body aches in muscles and joints, all ranked equally in the fifth place.

This particular column was included to ease the completion of the Symptom Checklist, enabling respondents to distinguish between pre-existing health symptoms, health symptoms that became worse and health symptoms as a result of psychological violence.

5.2.5.2 Health symptoms of respondents that became worse since the onset of psychological violence

Table 5.58 shows the frequency of health symptoms in ranking order that became worse since the onset of psychological violence.

Table 5.58: The frequency of health symptoms that became worse since the onset of psychological violence

List of symptoms	Symptom became worse	
	2	
	F	%
Anxiety, stress, excessive worry	50	28.7
Stress headaches	40	23
Feeling chronically fatigued/tired	37	21.3
Disrupted sleep	33	19
Feeling depressed	33	19
Loss of concentration	30	17.2
Obsession over details at work	26	14.9
Feelings of panic	25	14.4
Feeling edgy, irritable, easily startled and constantly on guard	25	14.4
Migraines	25	14.4
Body aches – muscles or joints	25	14.4
Exhaustion, leading to an inability to function	25	14.4
Significant weight change	20	11.5
Ulcers	18	10.3
Use of substances to cope: tobacco, alcohol, drugs, food	16	9.2
TMJ (Jaw tightening/teeth grinding)	16	9.2
High blood pressure/hypertension	15	8.6
Fibromyalgia – inflamed joints and connective tissue	15	8.6
Heart problems (e.g. heart arrhythmia, heart racing, heart attack)	14	8
Recurrent memories, nightmares and flashbacks	14	8
Needing to avoid feelings, thoughts, and situations that remind you of trauma or a general emotional “flatness”	14	8
Sharp chest pain after activity/exercise	13	7.5
Asthma or allergies	13	7.5
Chest pain	12	6.9
Thinking about being violent towards others	12	6.9
Compulsive behaviours	12	6.9
Hair loss	11	6.3
Irritable bowel syndrome (colitis)	11	6.3
Shame or embarrassment that led to dramatic changes in lifestyle	11	6.3
Suicidal thoughts	7	4
Skin changes, e.g. shingles, rashes, acne	7	4

Table 5.58 shows the frequencies of health symptoms that ranged from 50 (29%) for the most frequently reported symptom that was experienced before, but got worse since the onset of psychological violence to 7 (4%) for the least frequent experienced symptom.

The five most frequent health symptoms of respondents that became worse since the onset of psychological violence are: anxiety, stress and excessive worrying worsened as reported by 50 respondents (29%); stress headaches worsened as reported by 40 respondents (23%); feeling chronically fatigued and tired also worsened as reported by 37 respondents (21%); disrupted sleep and feeling depressed was equally reported by 33 of respondents (19%) respectively to have worsened and the worsening of loss of concentration was reported by 30 respondents (17%).

Although the above-mentioned referred to the five most frequently reported health symptoms since the onset of psychological violence, it is alarming that all the symptoms indicated on the Symptom Checklist were reported to have worsened since the onset of psychological violence by respondents.

Although psychological violence impacts holistically on all contexts of a person's health, an attempt was made to distinguish between the psychological impact and physical impact of psychological violence by categorising the different symptoms under these two headings. However, psychological violence may impact simultaneously on other contexts of the respondents' health (cf par. 3.3).

Table 5.59 shows the frequencies of **psychological health symptoms** that worsened since the onset of psychological violence amongst respondents, in order ranking from the most to the least frequent.

Table 5.59: Psychological symptoms that became worse since the onset of psychological violence

Psychological health symptoms	Symptom became worse	
	2	
	F	%
Anxiety, stress, excessive worry	50	28.7
Feeling depressed	33	19
Loss of concentration	30	17.2
Obsession over details at work	26	14.9
Feelings of panic	25	14.4
Feeling edgy, irritable, easily startled and constantly on guard	25	14.4
Use of substances to cope: tobacco, alcohol, drugs, food	16	9.2
Recurrent memories, nightmares and flashbacks	14	8
Needing to avoid feelings, thoughts, and situations that remind you of trauma or a general emotional "flatness"	14	8
Thinking about being violent towards others	12	6.9
Compulsive behaviours	12	6.9
Shame or embarrassment that led to dramatic changes in lifestyle	11	6.3
Suicidal thoughts	7	4

Table 5.59 shows that 50 respondents (29%) experienced that anxiety, stress and excessive worry became worse; 33 respondents (19%) reported a worsening of depression; 30 respondents (17%) experienced a worsening of loss of concentration; 26 respondents (15%) reported a worsening of obsession over details at work; 25 respondents (14%) reported that feelings of panic worsened; 25 respondents (14%) reported a worsening regarding feelings of edginess, irritability, being easily startled and constantly on guard.

Although less frequent, the worsening of the following serious symptoms should be considered in a serious light, namely a worsening of thinking about being violent towards others that was

reported by 12 respondents (7%) and the worsening of suicidal thoughts reported by 7 respondents (4%).

From the onset of psychological violence, respondents indicated that the following **physical health symptoms** (placed in ranking order) experienced by them got worse:

Table 5.60: Physical symptoms that became worse since the onset of psychological violence

Physical health symptoms	Symptom became worse	
	2	
	F	%
Stress headaches	40	23
Feeling chronically fatigued/tired	37	21.3
Disrupted sleep	33	19
Migraines	25	14.4
Body aches – muscles or joints	25	14.4
Exhaustion, leading to an inability to function	25	14.4
Significant weight change	20	11.5
Ulcers	18	10.3
TMJ (Jaw tightening/teeth grinding)	16	9.2
High blood pressure/hypertension	15	8.6
Fibromyalgia – inflamed joints and connective tissue	15	8.6
Heart problems (e.g. heart arrhythmia, heart racing, heart attack)	14	8
Sharp chest pain after activity/exercise	13	7.5
Asthma or allergies	13	7.5
Chest pain	12	6.9
Hair loss	11	6.3
Irritable bowel syndrome (colitis)	11	6.3
Skin changes, e.g. shingles, rashes, acne	7	4

Table 5.60 shows that a number of respondents also experienced a worsening of physical symptoms as 40 respondents (23%) experienced a worsening of stress headaches; 37 respondents (21%) reported that feeling chronically fatigued or tired got worse; 33 respondents (19%) reported that disrupted sleep worsened; 25 respondents (14%) reported that migraines worsened; 25 respondents (14%) reported that body aches in muscles and joints worsened, while 25 respondents (14%) reported that exhaustion, leading to an ability to function worsened. Significant weight changes ranked fifth and was reported by 20 (12%) of the respondents.

It is alarming that respondents reported a **worsening** of the following **life-threatening physical health conditions** (arranged from the most frequent to the least frequent health symptoms):

- High blood pressure/hypertension as experienced by 15 respondents (9%)
- Heart problems (e.g. heart arrhythmia, heart racing, heart attack) as experienced by 14 respondents (8%)
- Sharp chest pain after activity/exercise as experienced by 13 respondents (8%)

- Asthma or allergies as experienced by 13 respondents (8%)
- Chest pain as experienced by 12 respondents (7%).

As the study population consisted of respondents who may have been subjected to psychological violence and those who may not have experienced psychological violence before, the number of frequencies and percentages reported by respondents are considered as high. In addition, the worsening of health symptoms since the onset of psychological violence signals the health damaging impact of psychological violence.

5.2.5.3 New health symptoms of respondents since the onset of psychological violence

Table 5.61 shows the new health symptoms experienced by respondents, in ranking order from the most to the least experienced, as a result of psychological violence.

Table 5.61: The frequency of new health symptoms since the onset of psychological violence

List of symptoms	New symptom 3	
	F	%
Feeling chronically fatigued/tired	33	19
Loss of concentration	32	18.4
Disrupted sleep	32	18.4
Feeling edgy, irritable, easily startled and constantly on guard	32	18.4
Feelings of panic	29	16.7
Stress headaches	28	16.1
Feeling depressed	28	16.1
Thinking about being violent towards others	27	15.5
Anxiety, stress, excessive worry	26	14.9
Exhaustion, leading to an inability to function	25	14.4
Obsession over details at work	24	13.8
Sharp chest pain after activity/exercise	23	13.2
Chest pain	21	12.1
Needing to avoid feelings, thoughts, and situations that remind you of trauma or a general emotional “flatness”	21	12.1
Body aches – muscles or joints	21	12.1
Recurrent memories, nightmares and flashbacks	20	11.5
TMJ (Jaw tightening/teeth grinding)	19	10.9
Irritable bowel syndrome (colitis)	18	10.3
Skin changes, e.g. shingles, rashes, acne	18	10.3
Heart problems (e.g. heart arrhythmia, heart racing, heart attack	17	9.8
Compulsive behaviours	17	9.8
Ulcers	16	9.2
Asthma or allergies	16	9.2
Use of substances to cope: tobacco, alcohol, drugs, food	16	9.2
Significant weight change	16	9.2
Fibromyalgia – inflamed joints and connective tissue	15	8.6
Suicidal thoughts	15	8.6
Hair loss	14	8
High blood pressure/hypertension	14	8
Shame or embarrassment that led to dramatic changes in lifestyle	13	7.5
Migraines	12	6.9

From Table 5.61 it is evident that all the symptoms on the checklist were reported by respondents as new health symptoms due to psychological violence. The frequencies ranged from 33 (19%) for the most frequent new health symptom to 12 (7%) for the least frequent new health symptom.

The five most frequently reported symptoms are: feeling chronically fatigued or tired, as reported by 33 (19%) of respondents; loss of concentration, disrupted sleep, and feeling edgy, irritable, easily startled and being constantly on guard was reported by 32 (18%) of respondents respectively. Twenty-nine (17%) of the respondents experienced feelings of panic; 28 (16%) of respondents had stress headaches and felt depressed respectively, and 27 (16%) of respondents thought about being violent to others.

The following **new psychological health symptoms** experienced by respondents can be distinguished in ranking order from the most to the least frequently experienced (cf Table 5.62):

Table 5.62: New psychological health symptoms since the onset of psychological violence

Psychological health symptoms	New symptom	
	3	
	F	%
Loss of concentration	32	18.4
Feeling edgy, irritable, easily startled and constantly on guard	32	18.4
Feelings of panic	29	16.7
Feeling depressed	28	16.1
Thinking about being violent towards others	27	15.5
Anxiety, stress, excessive worry	26	14.9
Exhaustion, leading to an inability to function	25	14.4
Obsession over details at work	24	13.8
Needing to avoid feelings, thoughts, and situations that remind you of trauma or a general emotional “flatness”	21	12.1
Recurrent memories, nightmares and flashbacks	20	11.5
Compulsive behaviours	17	9.8
Use of substances to cope: tobacco, alcohol, drugs, food	16	9.2
Suicidal thoughts	15	8.6
Shame or embarrassment that led to dramatic changes in lifestyle	13	7.5

Table 5.62 shows that the five most frequently experienced new psychological violence health symptoms of respondents are: loss of concentration and feeling edgy, irritable, easily startled and constantly on guard as experienced equally by 32 (18%) of respondents; 29 (17%) of respondents experienced feelings of panic; 28 (16%) of respondents felt depressed; 27 (16%) of respondents thought about being violent towards others and 26 (15%) of respondents experienced anxiety, stress and excessive worry. Also note that suicidal thoughts, which is a very serious symptom, were experienced by 15 (9%) of respondents as a new symptom as a result of psychological violence.

Table 5.63 shows the **new physical health symptoms** experienced by respondents since the onset of psychological violence in ranking order from the most frequently to the least frequently experienced:

Table 5.63: New physical health symptoms since the onset of psychological violence

Physical health symptoms	New symptom	
	3	
	F	%
Feeling chronically fatigued/tired	33	19
Disrupted sleep	32	18.4
Stress headaches	28	16.1
Exhaustion, leading to an inability to function	25	14.4
Sharp chest pain after activity/exercise	23	13.2
Chest pain	21	12.1
Body aches – muscles or joints	21	12.1
TMJ (Jaw tightening/teeth grinding)	19	10.9
Irritable bowel syndrome (colitis)	18	10.3
Skin changes, e.g. shingles, rashes, acne	18	10.3
Heart problems (e.g. heart arrhythmia, heart racing, heart attack	17	9.8
Ulcers	16	9.2
Asthma or allergies	16	9.2
Significant weight change	16	9.2
Fibromyalgia – inflamed joints and connective tissue	15	8.6
Hair loss	14	8
High blood pressure/hypertension	14	8
Migraines	12	6.9

Table 5.63 shows that the following were the five most frequent new physical health symptoms reported by respondents as a result of psychological violence, namely feeling chronically fatigued or tired, as reported by 33 (19%) of respondents; disrupted sleep, as reported by 32 (18%) of respondents; stress headaches, as reported by 28 (16%) of respondents; exhaustion, leading to an inability to function, as reported by 25 (14%) of respondents and sharp chest pain after activity or exercise, as reported by 23 (13%) of respondents.

Note that all the above-mentioned physical symptoms may impact negatively on respondents' health. The fifth most frequent symptom, namely sharp chest pain after activity or exercise is a very serious symptom.

The following **new physical health symptoms** (listed in ranking order of frequency) are considered to be **life-threatening**:

- Sharp chest pain after activity/exercise, as experienced by 23 (13%) of respondents
- Chest pain, as experienced by 21 (12%) of respondents
- Heart problems (e.g. heart arrhythmia, heart racing, heart attack), as experienced by 17 (10%) of respondents

- Asthma or allergies, as experienced by 16 (9%) of respondents
- High blood pressure/hypertension, as experienced by 14 (8%) of respondents.

The number of health symptoms that worsened since the onset of psychological violence and the new health symptoms as a result of psychological violence, point towards the health-damaging impact of psychological violence.

5.2.5.4 Conclusions from the Symptom Checklist

Symptoms are ranked from the most to least frequent and when the same numbers are indicated next to symptoms, symptoms ranked equally.

Health symptoms experienced before the onset of psychological violence that did not become worse:

- **The five most frequent health symptoms experienced by respondents before the onset of psychological violence that did not become worse** (cf Table 5.57; par. 5.2.5.1):

    1. Anxiety stress and excessive worry
    2. Heart problems (e.g. heart arrhythmia, heart racing, and heart attack)
    3. Disrupted sleep
    4. Loss of concentration
    5. Stress headaches
    5. Obsession over details at work and body aches
    5. Body aches - muscles and joints all ranked equally in the fifth place.

Health symptoms experienced by respondents that became worse since the onset of psychological violence (cf par. 5.2.5.2):

- **The five most frequent health symptoms that became worse since the onset of psychological violence** (cf par. 5.2.5.2; Table 5.58):

    1. Anxiety, stress, excessive worry
    2. Stress headaches
    3. Feeling chronically fatigued/tired
    4. Disrupted sleep
    4. Feeling depressed
    5. Loss of concentration.

- **The five most frequent psychological symptoms that became worse since the onset of psychological violence** (cf par. 5.2.5.2; Table 5.59)**:**

    1. Anxiety, stress, excessive worry
    2. Feeling depressed
    3. Loss of concentration
    4. Obsession over details at work
    5. Feelings of panic.

    5. Feeling edgy, edgy, irritable, easily startled and constantly on guard.

- **The five most frequent physical symptoms that became worse since the onset of psychological violence** (cf par. 5.2.5.2; Table 5.60):

    1. Stress headaches
    2. Feeling chronically fatigued/tired
    3. Disrupted sleep
    4. Migraines
    4. Body aches - muscles or joints
    4. Exhaustion, leading to an inability to function
    5. Significant weight change.

- **Life-threatening physical health conditions that became worse since the onset of psychological violence** (cf par. 5.2.5.2):
    - High blood pressure/hypertension
    - Heart problems (e.g. heart arrhythmia, heart racing, heart attack)
    - Sharp chest pain after activity/exercise
    - Asthma or allergies
    - Chest pain.

New health symptoms since the onset of psychological violence (cf par. 5.2.5.3):

- **The five most frequent new health symptoms since the onset of psychological violence** (cf par. 5.2.5.3; Table 5.61):

    1. Feeling chronically fatigued/tired
    2. Loss of concentration
    2. Disrupted sleep
    2. Feeling edgy, irritable, easily startled and constantly on guard
    3. Feelings of panic
    4. Stress headaches

4. Feeling depressed
5. Thinking about being violent towards others.

- **The five most frequent new psychological health symptoms since the onset of psychological violence** (cf par. 5.2.5.3; Table 5.62):

1. Loss of concentration
1. Feeling edgy, irritable, easily startled and constantly on guard
2. Feelings of panic
3. Feeling depressed
4. Thinking about being violent towards others
5. Anxiety, stress, excessive worry.

- **The five most frequent new physical health symptoms since the onset of psychological violence** (cf par. 5.2.5.3; Table 5.63):

1. Feeling chronically fatigued/tired
2. Disrupted sleep
3. Stress headaches
4. Exhaustion, leading to an inability to function
5. Sharp chest pain after activity/exercise.

- **New life-threatening physical health symptoms since the onset of psychological violence** (cf par. 5.2.5.3):

  - Sharp chest pain after activity/exercise
  - Chest pain
  - Heart problems (e.g. heart arrhythmia, heart racing, heart attack)
  - Asthma or allergies
  - High blood pressure/ hypertension.

5.3 QUALITATIVE DATA ANALYSIS

This section deals with the data collected through twenty-nine individual semi-structured interviews (cf par. 4.5.1 - par. 4.5.4; Annexure F). The profile of the twenty-nine participants who participated in the individual interviews was described in Chapter 4 (cf Tables 4.5 & 4.12).

Interviews were conducted in the preferred language of participants, and quotations in Afrikaans were freely translated in English. The original verbatim quotations will be presented in the first language of the participant. In the case of Afrikaans quotations, the translation in English will follow directly after and in brackets [ ].To prevent participants from being identified, each

participant received a unique number from 1 to 29, according to the order in which the interviews were conducted. The number ascribed to a participant will also be indicated next to the applicable participant's quotation. Owing to the extent of the quotations, only selected quotations will be presented in this section (For all the quotations - cf Annexure F).

The following research questions are answered in this section:

- How do staff members at FET Colleges experience psychological violence? (cf par. 5.3.1.1; par. 5.3.1.2; par. 5.3.1.3; par. 5.3.1.4; par. 5.3.1.5).
- What is the impact of psychological violence on staff members' health at FET Colleges? (cf par. 5.3.1.6; par. 5.3.1.7).
- How do staff members in FET Colleges cope with psychological violence? (cf par. 5.3.1.8).

5.3.1 Qualitative findings related to the experience and impact of psychological violence on health

From the transcribed interviews, 8 themes, 22 main categories and 166 subcategories were identified and categorised (cf Annexure F). As this study is based on the holistic framework, a category should not be seen in isolation, but as part of the greater holistic system (cf par. 3.3).

Except for relating their negative experiences, participants also disclosed the sources of their experiences. Therefore, the various identified sources or perpetrators responsible for the negative experiences of participants are indicated in paragraph headings 5.3.1.1 to 5.3.1.5 and will further be elaborated on in the main and subcategories under each responsible source.

The harmful impact of negative experiences on participants' health will be described (cf par. 5.3.1.6; par. 5.3.1.7). The impact related to primary psychological violence and secondary psychological violence will be presented (cf par. 5.3.1.6 - par. 5.3.1.7). Owing to the vast number of experiences related to primary psychological violence, the experiences can be subdivided into main categories which are representative of the different contexts of the holistic person (cf par. 3.3), except for the ecological context that will be described in two separate main categories, namely social and economical and not only as ecological impact. In addition, the findings related to the coping strategies that participants employ to cope or to deal with psychological violence will be presented (cf par. 5.3.1.8).

The discussion will commence with the sources (perpetrators) responsible for negative experiences. These sources will be presented in ranking order, starting with the source that recorded the highest frequency of negative experiences (see number of main, subcategories

and quotes) to the source responsible for the least negative experiences (least frequent) as indicated by the participants.

It became apparent that participants ascribe most of their negative psychological violence experiences to management, more specifically Manco and superiors at the Corporate Centre in addition to superiors at the campuses, and thereafter, the Department of Education, followed by colleagues of equal status, students and lastly subordinates (cf par. 5.3.1.1 - par. 5.3.1.5). However this should not be interpreted that superiors at FET Colleges do not experience psychological violence as 13 of the 29 participants of the qualitative study consisted of management staff members (cf par. 4.7). Thus management participants also experience psychological violence from their 'superiors (cf par. 2.4.3.3).

5.3.1.1 Abuse from management (cf par. 2.5.1)

"Abuse" is described as *"the use of something in a way that is wrong or harmful",* for example *"the abuse of power"* and *"unfair, cruel or violent treatment of somebody"* but also *"to use power or knowledge unfairly or wrongly". "*Abuse" is synonymous with "misuse" (Oxford Advanced Learner's Dictionary, 2010:6) (also cf par. 2.3.6 - abuse).

In the context of the qualitative study and as intended by the participants, the term "management" should be understood as including all levels of management within the College, namely Manco and superiors at the Corporate Centre and the superiors at the campuses (cf par. 1.3; par. 5.2.1.2.3 for a description of "management" within the context of FET Colleges).

It transpired from the verbalised quotations that management abuses through dysfunctional corporate communication, abusive verbal communication, abusive non-verbal communication, dysfunctional conduct, disengagement, structural violence, dysfunctional management practice and unfair demands.

5.3.1.1.1 Main category 1: **Negative experiences related to dysfunctional corporate communication** (cf. par. 2.6.4.1 - communication deficiencies; cf quantitative findings - Table 5.18: Factor 1: Dysfunctional corporate communication).

The Oxford Advanced Learner's Dictionary (2010:458) defines the adjective "dysfunctional" as *"not working normally or properly"*. "Communication" is defined as *"the activity or process of expressing ideas and feelings or of giving people information",* whereas "corporate" is described as *"involving or shared by all members of a group"* (Oxford Advanced Learner's Dictionary, 2010:327 & 291).

In the context of this study, dysfunctional corporation communication therefore refers to management's improper communication or the inadequate expression of ideas and provision of information to subordinates as experienced by participants.

Table 5.64: **Negative experiences related to dysfunctional corporate communication**

MAIN CATEGORY 1	NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CORPORATE COMMUNICATION	N = 29
Subcategories	Experiencing inadequate communication	11
	Not being allowed to respond	5
	Receiving distorted communication	4
	Experiencing a lack of transparency	3

The category *negative experiences related to dysfunctional corporate communication* is based on the following direct verbatim quotations:

- **Experiencing inadequate communication**

"Inadequate" communication refers to communication that is not good enough (Oxford Advanced Learner's Dictionary, 2010:752). It emerged that the participants experience the communication from management as inadequate or, as one participant commented *"you are not always informed".*

However, when informed, the messages are delayed and do not reach participants in time. Participants found it problematic that communication only flows downward (from management to subordinates) and lateral (from different managers who do not follow the formal communication lines) to subordinates and mostly by means of instructions. Furthermore, participants are prohibited from communicating upward to management. The following statements attest to this:

(11) *"Die manier hoe hulle 'n ou hier bestuur ook - jy's altyd in die duister, jy weet. Dinge gebeur, die kommunikasie is baie, is baie vrot. Jy weet nooit wat, wat gaan vir wat nie, jy weet … en ek kry dit by personeel ook - hulle raak onseker want hulle weet nie presies, jy weet uhm jy word nie altyd ingelig nie."*

["The way they manage one here -you are always in the dark, you know. Things happen, the communication is very, very poor. You never know, what is going on, you know …and I find it from the staff too - they become unsure because they do not know exactly, you know uhm you are not always informed."]

(27) *"Communi … and when there's no communication it means things cannot be talked, things cannot be solved you know. And even if there can be communication but we are not free …to talk and … show our views, then still whether it is a one man show, it's a one flow communication …"*

- **Not being allowed to respond**

Participants found it problematic that management accuses them or questions them and if they want to respond or explain themselves, they are not allowed to do so. One participant articulated this as follows:

(7) *"Uhm you are questioned about something, you are accused of doing something uhm and when you wanna talk, there's no response allowed …"*

- **Receiving distorted communication**

Participants were concerned because communication gets distorted as it passes through the different channels. It transpired that lower-level management distorts or withholds messages to staff members, as intended and originally communicated by the source, in this case higher-level management or the Corporate Centre. This was deduced from the following excerpts:

(7) *"You do not know whether what you're saying and the feed in and the input that you give at a certain level - how much of it is carried to the next level and is it carried in the correct way. I'm starting to doubt whether it is carried in the right way or if it is carried at all. Too many things have come up; recently, to show that there's gaps."*

(27) *"Ja, well most of the time we'll be given responses like: 'The Corporate Centre says …' or 'I've been instructed to tell you this …' you know and such things how can you really really confirm that it is the Corporate Centre or it's an instruction which I got or that the person got, you understand … Where do you start in that case to try and confirm if that's true or not, you know."*

- **Experiencing a lack of transparency**

"Transparency" implies that one is allowed to see the truth easily, whilst the opposite of transparent is "opaque", indicating that something is not clear and difficult to understand (Oxford Advanced Learner's Dictionary, 2010:1573 & 1021).

Participants felt that management lacks transparency and as a result of this perceived lack of transparency, some participants doubted whether management behaves in an ethically correct manner. The participants articulated their views as follows:

(8) *"Dis juis dit wat my so hinder van hulle, dat hulle eintlik nie transparent is nie en oneties optree."*

["It is exactly that what bothers me about them that they are not actually transparent and they act unethical."]

(11) *"Wat vir my ook 'n probleem is, is uhm jy kry partykeer dat jy die etiese uhm korrektheid van hoe dinge gebeur bevraagteken want hulle's nie transparent nie."*

["What is also a problem to me is, is uhm you find sometimes that you doubt the ethical correctness of how things happen because they are not transparent."]

5.3.1.1.2 Main category 2: **Negative experiences related to abusive verbal communication** (cf par. 2.4.1-verbal behaviours; also cf quantitative findings - Table 5.23; Factor 6: Verbal and non-verbal abuse and targeting).

The word "verbal" includes words, spoken or oral communication. "Communication" is defined as *"the activity or process of expressing ideas and feelings or of giving people information"* (Oxford Advanced Learner's Dictionary, 2010:1636 & 291). "Abuse" is also synonymous with "insults" and includes *"rude and offensive remarks, usually made when somebody is very angry: to scream/hurl or shout abuse"* (Oxford Advanced Learner's Dictionary, 2010:6).

The participants experience different forms of abusive verbal communication from management, namely threats, verbal abuse, being blamed falsely for errors not made, screaming and scolding sessions, gossiping, spreading of stories, half-truths and lying, criticism, management denial, generalisations, attacks on participants' professional status in addition to verbal attacks. The former is in line with research literature (cf par. 2.4.1).

Table 5.65: **Negative experiences related to abusive verbal communication**

MAIN CATEGORY 2	NEGATIVE EXPERIENCES RELATED TO ABUSIVE VERBAL COMMUNICATION	N= 29
Subcategories	Being intimidated through threats	8
	Being verbally abused	8
	Being blamed falsely for errors not made	7
	Being subjected to screaming and scolding sessions	7
	Gossiping, spreading of stories, half-truths and lying	6
	Being criticised	4
	Management deny saying or doing things	4
	Subjected to generalisations during meetings	4
	Professional status being attacked	3
	Being verbally attacked	2

The category *negative experiences related to abusive verbal communication* is formulated based on the following direct verbatim quotations:

- **Being intimidated through threats** (also cf quantitative findings - Table 5.27 Factor 10: Autocracy and intimidation; cf par. 2.3.7- intimidation; par. 2.3.8 - threats)

Eight participants reported that they are being intimidated through threats that ranged from non-conformances to disciplinary actions, while six participants reported that staff members were

threatened with their jobs during staff gatherings (cf Annexure F). In addition, staff members were informed during a meeting that, if they did not like the way things are, they should seek or find another job. These are considered very serious threats and it also violates the job security as well as the economic viability of participants and staff members. Participants verbalised their experiences as follows:

(1) *"We constantly get threats from different people, on different levels in our … uhm college….threats like*: *'If you do not enrol the numbers of students you're going to lose your job'. Threats like*: *'If you do not give us the pass rate we need, we're going to close this place down and you're going to leave … to lose your job'."*

(3) *"Daar word net vir jou gesê: 'Hoor hier, dit is nou hoe dit gaan wees … en as jy nie tevrede is daarmee nie - gaan soek vir jou ander werk' ... 'adapt or die' - dis een boodskap wat ons spesifiek met 'n vergadering gekry het, dis … 'Vat dit of vat jou goed'."*

["You are just told: *'Listen here, this is how it is going to be … and if you are not content with it - go look for another job' … 'adapt or die' - it is one message that we specifically got during a meeting, it's … 'Take it or leave'."]*

Blase and Blase (2008:279) similarly found that teachers reported intimidation and threats that emanated from educational managers. South African teachers who participated in the study of De Wet (2010:1453) similarly indicated that they were threatened with dismissal by educational managers, more specifically principals.

- **Being verbally abused** (cf par. 2.4.1)

Some participants viewed the verbal abuse from superiors as punishing and very abusive, as derived from wording such as *"verbally punished" and "serious … verbal violence"*. It seems as if there is a culture of verbal abuse, based on the language usage, for example *"I've been lashed" or "I've got a beating"*. The following are statements to that effect:

(7) *"You'll find people who are above you talking about*: *'I've been lashed'. Sometimes they use that expression*: *uhm 'I've got a row' 'I've got a beating' … uhm so that language filters …"*

(21) *"You are punished for, verbally punished … to me I think there are serious uhm viole … verbal violence."*

Kirsten (2007:5) and De Wet (2010:1453) similarly found that teachers experienced verbal abuse from perpetrating principals.

- **Being falsely blamed for errors not made** (cf par. 2.4.1)

Participants are falsely and routinely blamed by management for faults or errors not made. It furthermore transpired that management does not always take ownership for their own mistakes and that they tend to shift the blame to staff members. The following are some of the statements to that effect:

(18) *"Waar die probleem ookal vandaan kom - dit sluit hulle uit. Jy weet jy, jy op kampusvlak is maar die skuldige een."*

["Wherever the problem comes from - it excludes them. You know you; you at campus level are the guilty one."]

(8) *"En die fout lê nooit by hulle nie, dis altyd hierdie blameshifting … die die fout lê nie by hulle nie, die fout lê by ons."*

["And the mistake is never theirs, it is always this blame shifting … they are not at fault, we are at fault."]

- **Being subjected to screaming and scolding sessions** (cf par. 2.4.1)

It transpired from the following quotations that staff members are screamed and shouted at. Participants also reported that they are subjected to *"scolding sessions"*:

(2) *"Then she said*: *'Get out, get out get out' … she was screaming at me."*

(28) *"… en baiekeer ook, spesifiek met die uittrapsessie …* (detail omitted to ensure anonymity)*… dit was ook redelik onprofessioneel gedoen - voor almal uitgeskel."*

["… and also often, specifically with the scolding session … (detail omitted to ensure source anonymity) *… it was also done quite unprofessional - scolded at in front of everybody."]*

- **Gossiping, spreading of stories, half-truths and lying** (cf par. 2.4.1; par. 2.6.4.1 - low moral standard)

"Gossiping" refers to informal talk or stories about the private lives of other people that may be untrue or unkind (Oxford Advanced Learner's Dictionary, 2010:645). Participants reported that

managers gossip about them, spread stories about them, tell half-truths and lie about them, thereby creating a poor image of them with other managers and colleagues:

(8) *"Die skinder of die stories wat vertel word of jou naam wat gekoppel word aan stories of daar word beweer dat ek goed gesê het wat ek nooit gesê het nie."*

["The gossiping or the stories that are being told or your name that get connected to stories or it is alleged that I said things that I have never said."]

(7) *"Now, when you hear that story and you hear the Campus Manager relay the same story, agh, they are two different stories completely…."*

Blase and Blase (2008:279) similarly found that educational managers gossiped and lied about teachers.

- **Being criticised** (cf par. 2.4.1; also cf quantitative findings - Table 5.25: Factor 8: Being undermined and criticised)

Some participants found it demoralising that they only receive criticism from management. One of the participants articulated this as follows:

(5) *"Dis regtig asof hulle met negatiewe kritiek probeer om die mense aan te spoor en dit gaan nie werk nie."*

[*"It is realy as if they are are trying to encourage people with negative criticism and it will not work."*]

The 2008 survey conducted by Blase and Blase (2008:279) also revealed that teachers were unjustly criticised by educational managers (principals). De Wet (2010:1453) found that bullied teachers experienced unwarranted and unfair criticisms that emanated from educational managers, more specifically principals.

- **Management deny saying or doing things** (cf par. 2.6.4.1 - low moral standard)

Participants found it problematic that management would say and do things that they would deny at a later stage. It furthermore transpired that there is a culture of denying amongst management. One of the participants articulated this as follows:

(28) *"Daar's ook verskeie kere wat daar uhm wat mense in gesprekke is wat ons vir 'n feit weet iets is gesê en dan sal dit ontken word … en dis nogal 'n standaardgesegde om te sê: 'Wat ookal jy herhaal, hier buite sal ontken word'."*

["There are also several times that there uhm were people in conversations which we know for a fact something was said and then it will be denied … and it is quite a standard saying to say that: *'Whatever you repeat, here outside it will be denied."]*

- **Subjected to generalisations during meetings**

It transpired that management does not address individuals who transgress directly, but would generalise these individuals' transgressions to everyone else during meetings, thereby also abusing the "innocent" staff members:

(12) *"Daar word in vergaderings uhm … net verwys na*: *'Julle doen dit nie en julle doen dit nie'. Daar word nooit individue vasgevat nie, wat nie hulle werk doen nie."*

["In meeting it is only referred to as: *'You do not do this and you do not do this'. Individuals are never reprimanded that do not do their work."]*

(11) *"Jy kry baie keer dat hulle in die bondel skiet en nie 'n persoon inroep en hom daadwerklik, jy weet one on one kry … dan ly ons daaronder."*

["You often find that they aim at all and do not call a person in and get him one on one … then we suffer from it."]

- **Professional status being attacked**

It emerged that managers attack the professional status of staff members, for example their professional qualifications and knowledge:

(2) *"I'm going to quote her what she said*: *'they do not know why people like you get hired … They do not want people like you who uhm do not have educational qualifications'."*

(8) *"Toe was haar reaksie*: *'Jy wat besig is met jou MBA* (Masters in Business Administraton) *weet ook maar niks nie nê'."*

["Then her reaction was: *'You that are busy with your MBA* (Masters in Business Administration) *also know nothing."]*

- **Being verbally attacked** (cf par. 2.4.1)

Participants indicated that they are verbally attacked by management. They furthermore indicated that management, when placed on the spot or cornered, tend to defend themselves by attacking participants. One of the participants articulated this as follows:

(18) *"Die manier wat hulle dinge hanteer as hulle in 'n hoek kom om, om die persoon aan te val."*

["The manner in which they handle things when they are cornered, to attack the person."]

5.3.1.1.3 Main Category 3: **Negative experiences related to abusive non-verbal communication** (cf par. 2.4.1 - non-verbal behaviours; also cf quantitative findings - Table 5.23: Factor 6: Verbal and non-verbal abuse and targeting).

"Non-verbal communication" is defined as *"any form of communication apart from language, including paralanguage (non-verbal aspects of speech), facial expression, communicative gaze and eye contact, kinesics (gestures and other communicative bodily movements), and proxemics (communicative use of personal space)"* (Colman, 2009:512; cf par. 5.3.1.1 - abuse).

It emerged that participants are subjected to various forms of abusive non-verbal communication from management, such as negative attitudes, negative approach and inappropriate conduct and constant mood changes (cf par. 2.4.1 - Non-verbal behaviours).

Table 5.66: **Negative experiences related to abusive non-verbal communication**

MAIN CATEGORY 3	NEGATIVE EXPERIENCES RELATED TO ABUSIVE NON-VERBAL COMMUNICATION	N= 29
Subcategories	Being subjected to negative attitude, approach and inappropriate non-verbal conduct	5
	Being subjected to mood changes of superiors	2

The category *negative experiences related to abusive non-verbal communication* is based on the following direct verbatim quotations:

- **Being subjected to negative attitude, approach and inappropriate non-verbal conduct**

Participants are being subjected to negative attitudes and inappropriate non-verbal conduct of managers as deduced from the following verbatim quotations:

(18) *"Oor die algemeen is dit 'n kwessie van uhm dat hulle nie met 'n gawe attitude hiernatoe kom nie, jy weet dit, dit gaan maar oor die attitude, dis waaroor dit gaan."*

["In general it is a question of uhm that they with their grateful attitude do not come, you know, it goes more about the attitude, that's what it is about."]

(25) *"… toe't ek vir 'n paar dae van die HOD 'n koue skouer gekry."*

["… then for a few days from the HOD I got the 'cold shoulder'."]

- **Being subjected to mood changes of superiors**

It transpired from the following verbatim quotations that participants experience their superiors as very moody. As a result of managers' constant mood changes, participants perceive superiors as unpredictable. One participant noted that the treatment of staff members depends on the mood state of one manager. One participant unknowingly compared the character of a manager to that of the "serial perpetrator" as *"dr Jekyll and Mr Hyde"* (cf par. 2.6.3.5 - "serial perpetrator"):

(7) *"In terms of his own behaviour pattern … keeps on changing …and extremely moody, you can pick certain days that he comes in and he's still barking …"*

(8) *"Die ding is met …* (name of manager omitted) *is party dae is sy … baie innemend en mens kan van haar hou en die ander dag dan weet jy nie want dis soos dr Jekyll and mr Hyde, jy weet nie in watter bui sy is nie… jy weet nie waar, hoe jy dit rêrig hanteer gaan word nie …"*

["The thing with … (name of manager omitted) *some days she is … very endearing and one can like her and the other day you do not know because it is like dr Jekyll and mr Hyde, you do not know in what mood she is … you do not know where, how you will really be handled …"]*

5.3.1.1.4 Main category 4: Negative experiences related to dysfunctional conduct

The word "dysfunction" is described by Colman *in* the Oxford Dictionary of Psychology (2009:232) as an *"abnormality or disturbance of function".* The Oxford Advanced Learner's Dictionary (2010:302) describes "conduct" as *"a person's behaviour in a particular place or in a particular situation"* or as *"the way in which a business or an activity is organised or managed"*. In the context of this study, "dysfunctional conduct" refers to the "bad or abnormal" behaviour of management as experienced by participants.

Table 5.67: **Negative experiences related to dysfunctional conduct**

MAIN CATEGORY 4	NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CONDUCT	N= 29
Subcategories	Being retaliated against when irregularities or problems are voiced	9
	Experiencing dehumanisation and misuse	7
	Certain people are being singled out to be targeted and victimised	6
	Being excessively monitored	5
	Being humiliated in public	5
	Being subjected to unreasonable scrutiny and micro management	5
	Being treated like children	5
	Being subjected to excessive pressure	4
	Experiencing and observing discrimination	4
	Experiencing disrespectful treatment	4
	Experiencing mobbing	3
	Observing that different rules are applied for different people	3
	Observing and experiencing favouritism	3
	Experiencing that others are encouraged to turn against one	2
	Observing unequal work distribution	2

The category *negative experiences related to dysfunctional conduct* is formulated based on the following direct verbatim quotations:

- **Being retaliated against when irregularities or problems are voiced** (cf par. 2.4.1).

The Oxford Advanced Learner's Dictionary (2010:1248) describes "retaliation" as *"an action that a person takes against somebody who has harmed them in some way"* and it is synonymous to *"take revenge*". Participants reported that they are being retaliated against whenever they voice irregularities of problems. The management retaliates by withdrawing support, withholding promotion, declining leave, by mistreatment and by increasing the workload of participants. This was deduced from the following verbatim statements:

(10) "*As jy nou sou kla oor 'n spesifieke ding … en sê*: *'Hoor hier, ons voel julle doen dit verkeerd' en hulle is regtig in 'n hoek wat hulle weet hulle is verkeerd. Dan slaan hulle terug …op hierdie slinkse agterbakse manier … daai volgende drie weke werk jy jou as af."*

["If you complain about a specific thing … and say 'Listen here, we feel that you are doing things wrong' and they are really in a corner as they know they are wrong. Then they hit back … in a sly backhanded way … then for the following three weeks you work your butt off'."]

(17) *"En ons het die fout gemaak … ons as 'n personeel om om die tafel te sit, met hierdie mense en werklik probleme met hulle deur te werk en die volgende dag is ons soos …*

slym behandel deur die hele Corporate Centre omdat ons dit gewaag het om hulle foute uit te wys."

["And we made the mistake …. As staff to sit around the table with these people and to work through work related problems and the following day we are …. treated as scum by the whole of the Corporate Centre because we dared to point out their faults."]

(11) *"... jy voel dat jy nie werklik teen hulle gaan nie want dit kan langtermyn slegte gevolge vir jou inhou as jy openlik teen 'n besluit of teen hulle gaan … dan's dit nadelig vir jou, vir jou beroep, jy weet vir bevordering."*

["... you feel that you actually cannot go against them because in the long term it can have consequences for you if you openly go against a decision or against them … then it is detrimental to you, your career, you know for promotion".]

Namie (*in* the 2008 WBI Labor Day Surveys) also reported that employers react by means of retaliation when confronted with complaints from bullied employees regarding workplace bullying.

- **Experiencing dehumanisation and misuse**

The word "humanise" is described as *"make something more pleasant or suitable for people"* or *"to make something more humane"* (Oxford Advanced Learner's Dictionary, 2010:729). Accordingly, participants experienced management's treatment of them as unpleasant and not suitable for humans or inhumane, which is described as *"not caring about the suffering of other people"* or *"very cruel"* (Oxford Advanced Learner's Dictionary, 2010:767).

It also transpired that management misuses participants. The Oxford Advanced Learner's Dictionary (2010:942) defines "misuse" as *"the act of using something in a dishonest way or for the and wrong purpose"* or *"to treat somebody badly or unfairly"*. One of the participants articulated this as follows:

(3) *"Dit voel vir my … ons is … voorwerpe wat net behandel word en 'n middel tot 'n doel is, dis nie … ons is nie … word glad nie as mense in ag geneem nie, dis middele tot 'n doel vir hulle. Dit voel vir my of hulle gladnie … ons sien as mense met eie lewens en gevoelens en so aan nie … ons is niks werd behalwe vir hulle om met iets te bereik nie."*

["It feels to me …. We are … subjects who are just handled with a view to an end, it's not …. We are not … absolutely not considered as humans, its means to an end for them. It feels to me if they absolutely not view us as people with their own lives and feelings and so forth… we are worth nothing except for them to achieve something by."]

- **Certain people are being singled out to be targeted and victimised** (also cf quantitative findings - Table 5.23: Factor 6: Verbal and non-verbal abuse and targeting).

According to the Oxford Advanced Learner's Dictionary (2010:1640) the verb "targeting" means *"to aim an attack or a criticism at somebody or something"* and the verb "victimise" is defined as *"to make somebody suffer unfairly because you do not like them, their opinions, or something that they have done"* (cf par. 2.3.5). Accordingly, participants reported that management tends to single out certain people and then targets and victimises these people:

(3) *"Sy… sal op 'n stadium kom wat sy… besluit hierdie persoon… is nou uit lyn uit. Sy sal aanhou hamer op daai persoon totdat die persoon op 'n stadium… crack of bedank … Sy kry 'n persoon en sy hou daai persoon dop - as daai persoon net lyk of hy wil skeeftrap is dit groot moeilikheid en … dis net asof sy so 'n persoon net … die heeltyd … katazza."*

["She ….. will come to a point where she …… decides this person ….. is now out of line. She will continuously hammer on that person until that person will at a point ... crack or resign. She gets a person and she watches that person – if that person just looks like putting a foot wrong then it is a huge problem and … it's as if she just …. continuously nails that person".]

(8) *"Party ouens word getarget en hulle kry non conformances aanhoudend … sy target mense en dan viktimiseer sy hulle en alles wat daai ou dan verkeerd doen word uitmekaar uit getrek."*

["Some people are targeted and they get non conformances continually … she targets people and then victimizes them and then everything that person does incorrectly is pulled out of proportion".]

Kirsten (2007:5) similarly found that bullied teachers were victimised by an educational manager, more specifically a principal.

- **Being excessively monitored** (cf par. 2.4.1; also cf quantitative findings - Table 5.33 - Item 17: work excessively monitored).

From the verbalised experiences of participants, it transpired that management monitors them excessively. Some of the participants aptly described these experiences as 'being policed'. One management participant found it humiliating that he/she as a manager must give an exact account to higher-level management of everything that he/ she has done.

In addition, participants were unease by the excessive number of moderation and auditing processes that they are subjected to during a semester and one participant said outright that he/

she considers it as psychological violence. The following are some of the verbalised experiences of participants:

(2) *"Every time she speaks to me she calls one of the heads - HOD's - to come and sit there, now I being policed … and when I was having a meeting somebody must sit there you know."*

(10) *"Ek beskou hierdie hele … act oor strenge modereringsproses … as sielkundige geweld."*

["I experience this whole ….. act about strict moderation process …. as psychological violence".]

(11) *"Van jou eerste koppie koffie tot ... wanneer jy die middag huis toe gaan nê moet jy nou vir hulle … 'account' van wat presies, wat jy doen en ek voel dis vir my regtig uhh 'n klap in my gesig."*

["From your first cup of coffee until …. when you go home in the afternoon you must …. 'account' what you precisely did and I feel it's actually uhh a smack in my face".]

Anon (2007a *in* the Teacher Support Network) also reported that educational managers, more specifically principals, tend to monitor teachers excessively.

- **Being humiliated in public** (cf. par. 2.4.1; par. 2.4.6; also cf quantitative findings - Table 5.19: Factor 2: Public humiliation)

A few participants reported that they have personally experienced or observed that management humiliate staff members in public. Acts of humiliation are verbal and include screaming, belittling and scolding. These acts are performed in front of others and in places where people gather for example in the front office during staff meetings or in the staff room and in the presence of the public, students and colleagues:

(2) *"In the front office, in front, the public was coming in, the students were coming in you know and she was screaming at me …"*

(13) *"They, they happen in public in front of the learners, students, in front of your colleagues, in front of uhh … everybody. Sometimes you're just scolded; you never know who have heard that …"*

Public humiliation by educational managers was also reported by teachers who participated in the studies of Blase and Blase (2003:63 & 2008:279).

- **Being subjected to unreasonable scrutiny and micro management** (cf par. 2.4.1)

According to the Oxford Advanced Learner's Dictionary (2010:1313, 927 & 896) "scrutiny" refers to *"careful and thorough examination"* or *"inspection"* whilst "micro" refers to "small" and "management" to *"the act of running or controlling a business or similar organisation"*.

It emerged that participants are unreasonably examined, inspected and controlled even on "petty" detail by managers and the following are some of the statements to that effect:

(2) *"She says I must put a comma there, 'if there's not a comma there, you are not suppose to have write it' … when she edits it she won't edit all at once."*

(7) *"They make a mistake on a spelling thing and he has a fit. Uhm they might use incorrect grammar or they might have a comma in the wrong place."*

(19) *"Right now I have to uhh remark all those scripts, but as far as I'm concerned those scripts were fine."*

Teachers who participated in the study of Blase and Blase (2008:279) also reported being micro-managed by educational managers.

- **Being treated like children**

The term "parent-child" was first coined by the psychoanalyst, Eric Berne, the father of transactional analysis (Colman, 2009:775; Brealey, 2010:26). Berne (cited *in* Brealey, 2010:26) was of the opinion that people play games, though unwarily because they derive emotional satisfaction and increased sense of control from it.

Participants similarly experience their relationship with managers as a "school teacher-pupil" or a "parent-child" relationship, the manager as the "teacher or parent" and participants as the "pupils or children". In some instances managers even refer to staff members as "children" that needs correcting. The following verbatim quotations of participants attest to this:

(3) *"Ons word nie soos … groot mense behandel nie want in 'n vergadering … sy sal nou sê*: *'Die kinders moet nou', sy noem ons kinders 'die kinders moet maar nou maar bietjie vasgevat word' …"*

["We are not …… treated as adults because in a meeting …. she will now say: *'The children must now', she calls us children 'the children must now be reined in' …"]*

(7) *"It's this uh parent-child relationship that is been experienced."*

(11) *"Ek kry partykeer die gevoel hulle is die … meneer en jy is nou maar een van hulle, jy weet soos 'n graad eentjie wat nou vir 'n meneer moet luister en nou moet jy weet, sê 'ja' en 'blah blah blah' ensovoorts."*

["I get on occasions the feeling that they are …. the mister and you are now you are one of them you know like a grade one who must listen to a mister and now you must know to say 'yes' and 'blah blah blah' etcetera".]

- **Being subjected to excessive pressure** (cf par. 2.4.1; cf par. 2.6.4.1 - excessive pressure to produce work; also cf quantitative findings - Tables 5.8 & 5.10 - the five most prevalent and five most severe psychological violence experiences)

According to the Oxford Advanced Learner's Dictionary (2010:1148) to put pressure on somebody is to *"force or to try to persuade somebody to do something"* and "pressure" is described as *"difficulties and feelings of anxiety that are caused by the need to achieve something or behave in a particular way"*.

Some participants indicated that management exercises excessive pressure on them or other staff members to perform and that some staff members have already left the organisation (resigned) owing to the pressure. Additionally, when one manager experiences pressure, he "bullies" subordinates in return. The following statements attest to this:

(7) *"Other folks that have left because of… pressure..."*

(9) *"Laer vlakke mense wat onder druk is as gevolg daarvan soos hierdie een bestuurder* (name omitted to protect identity)*, as hy onder druk is, is hy geneig om mense aan die onderkant te, te boelie."*

["Lower level people who are under pressure as a result thereof like this one manager (name omitted to protect identity) *who when under pressure tends to bully people at the bottom."]*

- **Experiencing and observing discrimination** (cf par. 2.4.1)

"Discrimination" is defined as *"the practice of treating somebody or a particular group in society less fairly than others"* and the reason being *"because of somebody's age, race or sex"* (Oxford Advanced Learner's Dictionary, 2010:416).

Participants reported that they have experienced and observed that management discriminate against staff members on the basis of gender and race but management also discriminates against staff members who preferred to stay in the employment of the Department of Education and did not want to transfer to the College Council as their new employer:

(7) *"But he is aggressive, uhm except to women - if they can flicker their eyes at him then that's a different story."*

(5) *"Die mense wat gekies het om by die Departement* (Department of Education) *te bly is regtig anders* (emphasised) *behandel as die mense wat besluit het om by die Kollege na die Raad toe oor te gaan."*

["The people who chose to remain with the Department (Department of Education) *were really handled differently* (emphasised) *as the people who decided to transfer to the College Council."]*

(11) *"So dis vir my half so 'n diskrepansie waar jy ook kry dat … dat sekere mense anders hanteer word as ander mense uhm … Ek praat byvoorbeeld soos as jy blank is, uhm is daar baie minder mate van uhm, hoe kan ek sê … grasie van foute, wat toegelaat word. As jy van die previous disadvantaged groep is, lyk dit veral asof goed baie maklik uhm oorsien word."*

["So for me it's almost like a discrepancy where you get …. that certain people are treated differently as other people uhm … I give an example if you are white, uhm there is a lot less room for uhm, how can I say …. of faults that are allowed. If you are from the previous disadvantaged group, it especially seems if things are easily overlooked."]

Pietersen (2007:63) similarly found that academia experienced psychological violence in the form of racial and gender discrimination and favouritism.

- **Experiencing disrespectful treatment** (cf par. 2.4.1)

The Oxford Advanced Learner's Dictionary (2010:423) defines "disrespect" as *"a lack of respect of somebody or something"*. It transpired from the following verbatim quotations of participants that they experience disrespectful treatment from management that ranges from lack of respect to being talked to like *"dogs"* or *"trash"*:

(7) *"… the way they we're talked to*: *'Ons is maar honde daar' - that was the type of thing."*

(8) *"Maar eintlik het hulle geen respek vir jou nie …."*

["But actually they have no respect for you…."]

(13) *"The particular person speaks with you like you are trash."*

- **Experiencing mobbing** (cf par. 2.3.4; also cf quantitative findings - Table 5.26: Hostility and mobbing).

"Mobbing" refers to psychological acts by more than one person or a group of people (cf par. 2.3.4). This subcategory was derived from the wording that participants used to describe their negative experiences, for example *"conspiracies"*, *"gang up"* and *"mobbing"*:

(2) *"If I do not do such and such the preceding officer is going to charge me now … he told me I was the first one, he didn't look at me, he had other white conspiracies in there …"*

(7) *"So it's a gang up, it's a mobbing - it's not just an individual dealing with their management."*

- **Observing that different rules are applied for different people** (cf par. 2.4.1)

Some of the participants found it problematic that rules are not equally and consistently applied to all staff members. It transpired that some staff members get away with murder whilst others are punished for similar offenses. Participants indicated that management tend to follow their own rules. As a result of these experiences, participants perceive management as having *"double standards"*. The following verbatim quotations of participants attest to this:

(8) *"Party ouens word getarget en hulle kry non conformances aanhoudend … en party kom weg met moord en … so daar's hierdie dubbele standaarde wat gehandhaaf word."*

["A few people are targeted and they get non conformances continually … and some get away with murder and … so there are these double standards that exist."]

(11) *"Daardie bestuurders* (names of managers omitted) *het hulle eie rëels - hulle sal byvoorbeeld nie inteken in die oggend nie, hulle sal byvoorbeeld agt uur hier aankom, van die lede en … maar ek durf nie 'n minuut laat na agt inkom nie en ek moet inteken."*

["Those managers (names of managers omitted) *have their own rules – they will for example not sign in, in the morning, for example some will arrive at eight … but I dare not come a minute after eight and I must sign."]*

- **Observing and experiencing favouritism** (cf par. 2.4.1)

"Favouritism" is described by the Oxford Advanced Learner's Dictionary (2010:538) as *"the act of unfairly treating one person better than other because you like them better"*. Participants found it problematic that some managers have "favourites" as the "favourites" receive preferential treatment to the disadvantage of other staff members (including participants).

(24) *"Weet jy partykeer voel dit vir ons of daar sekere gunstelinge onder van die topbestuur is … jy word half misgekyk half en dis net sekere ouens wat in tel is."*

["You know on occasions we feel that there are certain favourites that top management has …. You are almost overlooked and only some others count."]

(27) *"Beginning of this year when uhh when we were going through the registration processes, né uhh and you'd find that there are those who are most favoured by the seniors and they wouldn't participate at all so ever in the registration process and consultation with the customers, clients and all that."*

Favouritism of select teachers was also reported by teachers who participated in the studies of Blase and Blase (2003:40 & 2008:279) and De Wet (2010:1453).

- **Experiencing that others are encouraged to turn against one** (cf par. 2.4.1)

Two participants have personally experienced that managers encourage or influence other staff members to turn against them:

(2) *"The admin* (administration) *told me … he* (campus manager) *told them: 'Look at X* (name of participant omitted)*', to her secretary … 'what she's done, look here' … if it's me."*

(27) *"The ones who are on the same level with us, some - they're be getting influenced from the top, you understand? But since you know you've discussed it with one of the seniors, you know that this was discussed somewhere about me and you'll realise it from those who are on the same level, yea."*

Blase and Blase (2008:279) similarly found that educational managers abuse by soliciting other people to disparage teachers.

- **Observing unequal work distribution** (cf quantitative findings - Tables 5.8 & 5.10).

Participants found it problematic that management does not distribute work or workload equally amongst staff members which causes some staff members to have an excessive workload whilst others do *"nothing":*

(8) *"Party dosente het ook erge werkslading en ander het omtrent … niks nie of hulle bied dieselfde vak nou al vir jare aan en dis vir dieselfde, dieselfde vak vir ses groepe maar ander ouens wen nuwe vakke soos wat dit aangaan."*

["A few lecturers also have serious work overload and others have almost …. nothing or they offer the same subject for years and it's the same, the same subject for six groups, but others get new subjects as it continues."]

(12) *"… daar's, daar's punte wat ons almal, op almal van toepassing is, daar's gemeenskaplike beplanning, daar's initiatiewe, daar's nie in my opinie, is daar nie 'n gelyke verdeling van die werk nie."*

["…there's there are points which we all, that are appropriate for all, there is joint planning, there are initiatives, there is not in my opinion a fair distribution of work."]

Kirsten (2007:6) reported in this regard, that a perpetrating principal favoured his wife in terms of workload.

5.3.1.1.5 Main category 5*:* Negative experiences related to disengagement by management (cf par. 2.4.1)

To "disengage" implies that someone frees him or herself from somebody or something (Oxford Advanced Learner's Dictionary, 2010:418). The opposite of "disengagement" is to "engage" or *"to become involved with and try to understand something or somebody"* (Oxford Advanced Learner's Dictionary, 2010:484). Disengagement includes withholding behaviour which implies that something is withheld or kept back (Oxford Advanced Learner's Dictionary, 2010:1691).

In the context of this study, *negative experiences related to disengagement by management* implies that management free them or disengage from participants and withhold certain behaviour or acts that are expected from them by participants. The main category *negative experiences related to disengagement by management,* was further formulated to be descriptive of the subcategories in Table 5.68.

Table 5.68*:* Negative experiences related to disengagement by management

MAIN CATEGORY 5	NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT BY MANAGEMENT	N= 29
Subcategories	Not receiving due recognition	11
	Problems and complaints are not being adequately addressed	8
	Not receiving support	6
	Not being listened to	5
	Not being adequately trained to meet job demands	4
	Privileges and resources are being intentionally withheld	4
	Disengagement that negatively affect job performance	3
	Information is being withheld	2

- **Not receiving due recognition** (cf par. 2.4.1; cf quantitative findings - Table 5.24: Factor 7: Unfair demands and lack of recognition)

"Recognition" refers to public praise and rewards for work done (Oxford Advanced Learner's Dictionary (2010*:*1215). Eleven of the 29 participants found it problematic that they do not receive due recognition for their inputs. This was further deduced from the words they used to describe their experiences such as *"undervalued*" and *"You get no acknowledgement from their side"*. Some participants verbalised their experiences as follows:

(2) *"If I do something very good at the College, I do not get acknowledged"*

(12) *"Jy voel jy word nie waardeer nie, jy voel jy word nie na waarde geskat nie, uhm ek dink die Engelse het 'n nice term van undervalued of unpaid."*

["You do not feel appreciated, you feel you are not valued, uhm I think the English have a nice term of undervalued or underpaid."]

(18) *"En al doen jy wat, daar word net nie erkenning gegee daarvoor nie, jy kry geen erkenning van hulle kant af nie."*

["Doesn't matter what you do, no acknowledgement is given, you get no acknowledgement from their side."]

Blase and Blase (2008:279) similarly found that teachers experienced a lack of recognition and praise for work-related achievements. Pietersen (2007) also found that academia experienced psychological violence in the form of a lack of recognition.

- **Problems and complaints are not being adequately addressed** (cf par. 2.4.1; par. 2.6.4.1 - lack of strong/efficient leadership; denial of problems; absence of policies to address psychological violence; a corporate culture that permits and rewards hostile behaviour).

In spite of raising their problems and lodging complaints, participants felt that management does not satisfactorily address these, or do not address it at all. One of the participants articulated this as follows:

(18) *"Die manier wat hulle probleme hanteer of laat ek liewers sê - nié probleme hanteer nie, want dis die ander kant van die saak … daar word probleme geopper, daar word klagtes ingedien, dinge word oor gepraat en dis laaste wat jy daarvan hoor."*

["The manner in which they handle or let me rather say not handle problems, because it is the other side of the matter …problems are raised, there are complaints submitted, things are discussed and that's the last you hear of it."]

- **Not receiving support** (cf par. 2.4.1; par. 2.6.4.1 - lack of supportive and friendly atmosphere)

According to the Oxford Advanced Learner's Dictionary (2010:1486) "support" is to "encourage" or "help" and is defined as *"to give or be ready to give help to somebody if they need it"*. Six participants reported that management does not support them. One of the participants verbalised his/her experience in this regard as follows:

(24) *"Daar's nie vir jou rerig die gevoel van - heng ek word ondersteun … dis asof ons van die Corporate Centre nie ondersteuning kry nie."*

["There is not actually the feeling of … jee I am supported…. it's as if we are not getting support from the Corporate Centre."]

Teachers who participated in the studies of Blase and Blase (2008:279) and De Wet (2010:1453) also reported that educational managers abused, by not supporting them.

- **Not being listened to**

Some participants felt that management does not listen to them or other staff members:

(3) *"Dit voel vir jou daar word nie na jou geluister nie, maak nie saak wat jy sê nie."*

["It feels like you are not listened to, doesn't matter what you say."]

(7) *"Uhm, it wasn't listened to because the mind was already made up …"*

- **Not being adequately trained to meet job demands** (cf par. 2.4.1)

Some participants felt concerned that they and other staff members do not receive adequate training to meet their job demands, in spite of requesting and declaring their needs for training to management. One participant articulated this as follows:

(16) "C*oncerning myself, is NCV training because I never, I have never been work shopped or attend a training or get any guidance from someone here concerning NCV. I was asking the HOD to take, to organise training for me. She said I will never get any training; I must just take the manual and follow whatever is there. Even the Dean (*name of Dean omitted) *said, he said he won't organise any training for me."*

Pietersen (2007:63) similarly found that academia is prevented access to training.

- **Privileges and resources are being intentionally withheld** (cf. par. 2.4.1; par. 2.6.4.1; also cf quantitiative findings - Table 5.29: Factor 12: Refusal of rights and disregard).

A few participants declared that management intentionally withholds resources or privileges from them, either to make it difficult to perform one's job or as a form of retaliation. The following example attests to this:

(2) *"I know very well she didn't want me in that position so she was making my work very … I was given an office with the old furniture … I take it anyway, so I told her I do not have a telephone in my office."*

The withholding of resources by educational managers was also reported by teachers who participated in the study of Blase and Blase (2008:279) and by academia in the study of Pietersen (2007:63).

- **Disengagement that negatively affect job performance** (cf par. 2.4.1)

Some participants reported that it negatively affect their job performance when managers refrain from including the subjects that they have to lecture on the timetable and by not providing a working timetable and/or by not allocating sufficient lecturing time for them on the timetable to lecture subjects:

(6) *"Mens moet wag totdat 'n semester al bykans verby is voordat jy 'n rooster ontvang en dan is die rooster nogsteeds nie reg nie want daar is óf botsings, daar's vakke aangedui as deel van jou werkslading, maar dit verskyn nie op die rooster nie… uhh en dit maak dit moeilik uhh om dan jou werk na behore te doen."*

["People must wait until a semester is almost through before a timetable is received and then the time table is still not right since there are clashes, there are subjects indicated as your workload, but they do not appear on the timetable…uhh and it makes it difficult uhh it makes it difficult to do your work properly."]

(8) *"Hulle gee altyd te min ure vir ons vir ons vakke."*

["They always allocate too little time for us for our subjects."]

- **Information is being withheld** (cf par. 2.4.1)

Two participants found it problematic that management withhold or do not give them access to needed and timeous information:

(5) *"Toe ... word ek deur my senior afgemerk omdat my lêers nie reg is volgens die QMS op daai stadium, alhoewel hulle geweet het dat ek nie toegang gehad het tot die nuwe lys om my lêers eers reg te maak nie."*

["Then … I am marked at that stage by my senior because my files are not right according to the QMS, even though they knew that I did not have access to the new list so as to correct my files."]

(6) *"Teikendatums word vergeet, maar baiekeer dink ek ook dis onbillik of onregverdig uhmm want jy ontvang inligting nie betyds nie."*

["Target dates are forgotten, but many times I think it unreasonable or unfair uhmm because you do not get information in time."]

Pietersen (2007:63) similarly found that academia is abused through the withholding of information.

5.3.1.1.6 Main category 6*:* Negative experiences related to structural violence

Behaviours characteristic of structural violence are – disrespectful handling of changes in an organisation, unrealistic redistribution of workload, manipulation and intimidation, procedures and policies, regulations and to coerce people to act in a certain way (Work Trauma Foundation, 2008; cf par. 2.2.3). Lewis (2004:281) also found that structural changes in Further and Higher Education attributed to workplace bullying in the UK.

The main category *negative experiences related to structural violence* was formulated based on the following subcategories contained in it which are all related to structural violence.

Table 5.69: Negative experiences related to structural violence

MAIN CATEGORY 6	NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE	N= 29
Subcategories	Being exposed to unilateral and continuous changes	9
	Being forced into doing things	6
	Not being consulted on changes that affect one directly	6
	Not being provided with the necessary resources to perform job	6
	Being subjected to unilateral policies	4
	Experiencing unacceptable handling of contracts	4
	Grievances are not being properly addressed	2
	Observing unfair remuneration practice	2

- **Being exposed to unilateral and continuous changes** (cf par. 2.6.4.1 - organisational changes)

The word "unilateral" is defined by the Oxford Advanced Learner's Dictionary (2010:1612) as *"done by one member of a group or an organisation without the agreement of the other"* for example *"a unilateral decision"*. Participants raised their concerns about the unilateral and continuous changes that management expose them to for example the unilateral and continuous changes of their working hours, change of forms, change in number of students allowed to be enrolled, timetable changes, change in the way things are done and continuous change of the number of students to allowed in one classroom. The following are some of the statements to that effect:

(3) *"Ek het begin werk, toe halfdag, dit was tot halftwee gewees van agtuur af en Vrydae het ons twaalfuur, baie vroeg geloop en later is dit verander na twee uur en later is dit verander na drie uur en toe later na kwart oor vier maar dit gebeur elke keer …"*

["I began work, then halfday, it was from eight until half past one and on Fridays twelve o'clock, we left very early and later it was changed to two o' clock and later it was changed to three o' clock and later to quarter past four but it happens all the time ...."]

(10) *"Ek meen dan skielik, in die middel van die jaar uhm roosterveranderings …"*

["I mean that suddenly, in the middle of the year uhm timetable changes…."]

(21) *"Sometimes this is handled this way … in a week's time or two weeks, it's changed.*

(25) *"Niemand weet regtig waarheen is ons op pad nie, want elke, elke maand of twee word daar ander rëelings getref."*

["No one really knows which direction we are travelling, because every month or two there are other arrangements that are made."]

- **Being forced into doing things** (cf par. 2.6.4.1 - lack of strong/efficient leadership)

The verb "force" is defined as *"happening or done against somebody's will"* (Oxford Advanced Learner's Dictionary, 2010:580). Some participants experienced or observed that management force them or other staff members to do certain things that they do not agree to do or are unable to do and that they have to think like management and must use forms for NCV (National Curriculum Vocational) which were compiled by someone who has never been on NCV training (cf Annexure F).

Some participants expressed their views as follows:

(11) *"Jy kry partykeer die idee dat hulle sekere goed wil afdwing op jou."*

["You get on occasions an idea that some things are forced upon you."]

(25) *"Maar oor die algemeen kry ek die gevoel dinge word op jou afgedruk en 'take it or leave it'."*

["But generally I get the feeling that things are forced on you and 'take it or leave it'."]

- **Not being consulted on changes that affect one directly** (cf par. 2.2.3; par. 2.4.1; par. 2.6.4.1 - lack of possibilities to monitor & control one's own work)

The verb "consult" is defined as *"to discuss something with somebody to get their permission for something or to help you make a decision"* (Oxford Advanced Learner's Dictionary, 2010:313). Participants found it problematic that management does not consult with them on changes that affect them directly, for example the number of subjects they have to teach, their working hours and the cancellation of their leave:

(3) *"Daar word nie gekonsulteer oor hoeveel werksure of vakke of … daar word glad nie gekonsulteer nie, daar word net vir jou gese: 'Hoor hier, dit is nou hoe dit gaan wees … en as jy nie tevrede is daarmee nie - gaan soek vir jou ander werk' …"*

["There is no consultation on how many working hours or subjects or…. there is absolutely no consultation, you are just told: 'Listen, this is how it will be ….and if you are not happy with it … go and look for other work'."]

(9) *"Op 'n stadium is die Admin* (administrative) *personeel, in hulle verlof gebel, teruggeroep kampus toe en gesê daai verlof is gekanselleer."*

["At a stage the Admin (administrative) *staff, were phoned during their leave, called back to campus and were told that the leave is cancelled."]*

(28) *"En toe ewe skielik uit die bloute uit word ons werksure met 'n uur per dag en Vrydae sommer met twee verleng - sonder enige konsultasie … onder andere oor die ure wat ons werk is daar net gesê: 'It was decided that you will work longer hours'."*

["And then suddenly out of the blue our working hours are lengthened by an hour and on a Friday by two hours – without any consultation… amongst other concerning the hours we work it was just said: 'It was decided that you will work longer hours'."]

- **Not being provided with the necessary resources to perform job** (cf par. 2.6.4.1 - perceived loss of resources)

Participants indicated that they are not provided with the necessary resources to perform their jobs. They referred to a lack of or broken computers and photocopiers, lack of lecturing resources and stationary, limited access to the Internet, and the delay in receiving of textbooks which are some of the major concerns raised by participants. Another concern is that management would rather spend money on non-essentials and neglect needed resources. The following verbatim quotations are providing some evidence to that:

(6) *"'n Groot probleem - is die toegang tot hulpbronne… die feit dat jy het nie jou eie rekenaar nie, jy't beperkte toegang tot 'n rekenaar… jy't beperkte toegang tot Internet, transparante ... baie van daai goed moet jy uit jou sak uit self aankoop of as jy na … as jy vra, dan: 'ons het nie en ons gaan ook nie kry nie'."*

["A big problem is the access to resources …. The fact that you do not have your own computer, you have limited access to a computer …. you have limited access to the Internet, transparencies …. much of those things you must pay for yourself or if you ….then ask for then 'we do not have and we also are not going to get'."]

(11) *"… sal hulle doodeenvoudig vir jou sê: 'Sorry daar's nie finansies nie' dan gaan jy byvoorbeeld op 'n op uhh personeelfunksie wat R47 000, 00 kos vir die twee dae, maar daar's nie geld vir rekenaars nie …"*

["…would they simple say to you: 'Sorry there is no finances available, but then you will for example go on a staff function that costs R 47 000.00 for two days, but there is no money for computers…"]

(24) *"Hulle gee nie vir jou die nodige toerusting … en daar's op 'n stadium is daar net … een fotostaatmasjien gehad … uhm, rekenaars wat foutief is en wat lank vat voor dit herstel word … Die eerste kwartaal is al amper op sy rug toe kry ons eers ons handboeke."*

["They do not give you the necessary resources …. and there was a time … we had one photocopier… uhm, computers that are faulty and that take a long time to be repaired …The first quarter is almost over then only did we get textbooks."]

Pietersen (2007:63) similarly found that academia is abused through the withholding of resources for task completion.

- **Being subjected to unilateral policies** (cf par. 2.2.3)

A "policy" refers to *"a plan of action agreed or chosen by a political party, a business etc"* (Oxford Advanced Learner's Dictionary, 2010:1122). It emerged from the following statements that participants experience the policies of the College as unilateral because they feel that it does not serve the interest of all concerned parties:

(8) *"Hierdie dissiplinêre … verhoor aksie wat hulle vir, teen die staff kan doen maar op die policy staan daar jy mag jou verteenwoordiger saambring solank dit net iemand is wat saam met jou werk. Hulle wil nie iemand van buite, van die Unie of die prokureurs daar hê nie."*

["This disciplinary …. hearing action that they can bring against staff but in the policy it stands that you can bring a representative as long as it is someone who works with you. They do not want anyone from the outside, from the Union or attorneys there."]

(22) *"Ek het 'n klas met net Afrikaanse studente, maar ek is verplig om vir hulle Engelse notas te gee … en ek is verplig om vir hulle in Engels klas te gee … … so die policy is vir my uhhm so bietjie … eensydig."*

["I have a class with only Afrikaans students, but I am compelled to give them English notes … and I am compelled to give them class in English …. So the policy for me … uhm is a little… one sided."]

- **Experiencing unacceptable handling of contracts** (cf par. 2.2.3)

Participants expressed their dissatisfaction with the manner in which contracts are handled by management:

(8) *"Ons kry byvoorbeeld nie genoeg tyd om belangrike dokumente te lees soos ons kontrakte nie. Ons kry net 'n uur waar die ander kolleges in die land het byvoorbeeld 'n week."*

["For example we do not get enough time to read important documents like our contracts. We get just an hour where the other colleges in the country get a week for example."]

(28) "*Ek het seker 'n jaar en 'n half terug gegaan vir 'n permanente pos- onderhoud wat ons toe nou eers al Januarie 'n brief gekry het en wat gesê het ons is permanent aangestel en toe ons na twee maande navrae doen oor ons kontrakte en … toe sê hulle vir ons- nee die papier wat hulle vir ons gegee het is nie geldig nie, dit beteken niks nie."*

["It was about a year and a half back that I went for an interview for a permanent post that we now only received a letter this January that says we are permanently appointed and then after two months of enquiring about our contracts and … then they said to us – no, the paper that they gave us is not valid, it amounts to nothing."]

- **Grievances are not being properly addressed** (cf par. 6.3.2.2)

Two participants were of the opinion that staff members' grievances are not properly addressed. In addition, it appears as if grievances get "blocked" at a certain level, because it does not reach the applicable managers (cf par. 6.3.2.2):

(2) *"Where I work to me I would say there are no proper ways to lodge grievances. When they receive grievances … they did nothing … I realised that this college does not have, does not uphold good standards of in terms of the Labour."*

(17) *"Die griewe kom nie by die mense uit by wie dit moet uitkom nie."*

["The grievances do not get to the people who are supposed to receive it."]

- **Observing unfair remuneration practice** (cf par. 2.2.3)

The word "unfair" is defined by the Oxford Advanced Learner's Dictionary (2010:1610) as *"not right or fair according to a set of or principles, not treating people equally".* The word "remuneration" refers to *"an amount of money that is paid to somebody for the work they have done"* (Oxford Advanced Learner's Dictionary, 2010:1234). Two participants found it problematic that staff members are not equally paid according to their outputs:

(14) *"People have got the gratuity and the explanation said they've gone extra mile … managers are going extra miles. And we all are going extra miles."*

(28) *"Die ouens wat vir jare lank in acting positions is, toe hulle dit opvat by die Roadshow toe word daar vir hulle gesê - nee hulle het geteken, hulle het geweet hulle gaan geen finansiele vergoeding daarvoor kry nie, jammer wat die wet sê dit tel nie."*

["The guys that acted for years in acting positions, when they raise it during the Road show then it is said to them – no they have signed, they knew that they would get no financial reward, sorry about what the law says, it doesn't count."]

5.3.1.1.7 Main category 7: **Negative experiences related to dysfunctional management** (cf par. 2.6.4.1 - lack of strong/efficient leadership)

Although "management" is used in the text as a noun - to refer to the different managers within the context of the College, the term "management" in the main category *negative experiences related to dysfunctional management and its subcategories* (cf Table 5.70) is meant as a verb and indicates *'the act of running and controlling a business'* (Oxford Advanced Learner's Dictionary, 2010:896) that is performed by managers. (To eliminate any misunderstanding, the term "managers" will be used in par. 5.3.1.1.7 and its subparagraphs, when referring to "management" as managers). For "dysfunction" refer to par. 5.3.1.1.1.

Table 5.70: **Negative experiences related to dysfunctional management**

MAIN CATEGORY 7	NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL MANAGEMENT	N= 29
Subcategories	Experiencing lack of leadership	5
	Being controlled by means of autocratic management style	4
	Being subjected to insufficient planning	4
	Being exposed to crisis management	3
	Observing managers' inability to confront culprits	3
	Observing that managers refrain from acknowledging own deficiencies	2

The category *negative experiences related to dysfunctional management* is formulated based on the following verbatim quotations:

- **Experiencing lack of leadership** (cf par. 2.6.4.1 - lack of strong/efficient leadership)

Participants alluded to the lack of leadership in managers (leaders). This was derived from the words they used to describe managers such as *"incompetent"*, *"not enough knowledge"*, *"something lacks to provide the answers to take the next step"*, *"little leading"*, *"leadership skills is needed".* Some of the participants verbalised this as follows:

(9) *"Uhm … 'n groot deel daarvan is onbekwaamheid … Uhm. Die Corporate Centre is 'n groot deel daarvan."*

["Uhm …. A great deal of it is incompetence …. Uhm. The Corporate Centre forms a large part of it."]

(11) *"Ek voel dat as topbestuur sekere goed reg doen uhm reg optree dan kan, dan kan hulle baie beter by hulle, by hulle uhm doelwitte uitkom … Ek dink die bedoeling is daar maar ek dink die resources is nie altyd daar nie, ek dink nie daar is genoeg kennis nie…. Uhm jy weet daar's iets wat daar kort om daai antwoorde te gee om die volgende stap vorentoe te vat."*

["I feel that if top management can do certain things correctly uhm act correctly, then they can do much better in reaching their goals …. I think the intention is there but I think the resources are not always there, I do not think there is enough knowledge … Uhm you know there is something missing there to give those answers, to take the next step forward."]

De Wet (2010:1453) also reported a lack of constructive leadership amongst educational managers, more specifically principals.

- **Being controlled by means of autocratic management style** (cf par. 2.6.4.1 - lack of strong/efficient leadership & lack of possibilities to monitor & control one's own work; also cf quantitative findings - Table 5.27: Factor 10: Autocracy and Intimidation)

"Autocratic" refers to a system or person who has complete power and who expects to be obeyed by others, but does not care about their feelings or opinions (Oxford Advanced Learner's Dictionary, 2010:85). It emerged from the experiences of participants as well as the words they used to describe their experiences, for example *"very authoritarian"*, *"autocratic"*, and *"Hitler - regime"* that participants are being controlled by means of autocratic management style:

(7) *"He was basically saying*: *'This must happen this way and I'm telling you to do it this way'. So he's very authoritarian."*

(11) *"Ek voel ons bestuur is in 'n mate uh jy weet baie outokraties… ek kry partymaal die idee, veral met die Departement van Onderwys ouens - as hulle nou in hoër posisies ingaan dan raak hulle half hierdie tipe 'untouchables' en hulle kan maak wat hulle wil en .. jy verstaan en hulle het hierdie tipe outokratiese siening van hoe dinge gebeur en uhm en jy weet*: *'Ek is jou baas, bly stil, jy moet dit so en so en so doen'."*

["I feel that our management is in a way uh very authoritarian … I get the idea sometimes especially with the Department of Education people – if they get into a higher position then they become 'untouchables' and they can do as they like and … you understand and they have this type of authoritarian view point of how things happen and uhm and you know: 'I am your boss, keep quiet, you must do it like this and this and this'."]

(28) *"Dit is Hitler-regime."*

["It's Hitler's regime."]

These findings corroborate with the findings of Hauge *et al.* (2007) and Hoel *et al.* (2010) that autocratic leadership style is often associated with workplace bullying (cf par. 2.6.4.1). Kirsten

(2007:6) and De Wet (2010:1453) similarly found that educational managers abuse tby means of autocratic management style.

- **Being subjected to insufficient planning** (cf par. 2.6.4.1 - lack of strong/efficient leadership)

Participants felt that due to managers' insufficient planning they are being placed in difficult situations. The following are some of these experiences articulated by participants:

(3) *"Dit gaan oor wat hulle, hulle swak beplanning is nou skielik vir jou …'n krisis."*

["It concerns what they, their poor planning now becomes a crisis for you …."]

(6) *"Daar's ook nie voldoende beplanning … ons gaan goed nodig hê - bestel betyds sodat ons dit betyds kan kry nie … Ek dink die beplanning is verseker 'n groot probleem."*

["There is also not sufficient planning …. we are going to need things – order in time so that we can get it in time …. I think the planning is a big problem for sure."]

- **Being exposed to crisis management** (cf par. 2.6.4.1 - lack of strong/efficient leadership; excessive pressure to produce work)

The Oxford Advanced Learner's Dictionary (2010:348) describes the word "crisis" as *"a time of great danger, difficulty or confusion when problems must be solved or important decisions must be made".* Some participants indicated that they are regularly exposed to crisis management from managers, which impacts negatively on them:

(4) *"En dit gaan alles oor kritiese bestuur, alles is nóu, nóu moet jy vure doodslaan, nóu gebeur dit."*

["And it all goes about crisis management; everything is now, now you must put out fires, now this happens."]

(25) *"Dit klink vir my of Corporate Centre heeltyd besig is om vure dood te slaan, of hulle net survive, hulle surface net net."*

["It sounds to me like Corporate Centre is constantly busy putting out fires, or they are just surviving, staying afloat."]

- **Observing managers' inability to confront culprits** (cf par. 2.6.4.1 - a corporate culture that permits and rewards hostile behaviour; lack of strong/efficient leadership)

Some participants found managers' inability to confront culprits problematic. They ascribed this to managers' lack of guts or fear for subordinates:

(11) *"Mense wat nie doen wat hulle moet doen nie, maar daar's ook geen gevolge nie. Ek voel veral, jy weet,* (name of senior manager omitted) *het nie die guts om 'n ou in te roep - hy wil nie konfrontasie hê nie maar in die proses dan gee hy baie belangrike dinge prys dat hy nie mense vasvat nie."*

["People who do not do what they should do, but there is no consequences. I mostly feel, you know, (name of senior manager omitted) *doesn't have the guts to call a person in – he wants to avoid confrontation but in the process he sacrifices many important things."]*

(25) *"Dan kom die HOD na my toe, dan sê sy vir my*: *'Ek wil hê jy moet met daai persoon praat' ... met ander woorde, ek doen die HOD se vuilwerk en dit het hierdie jaar by verskeie geleenthede dat ek die Campus Manager se vuilwerk ook moes doen. Hulle is té bang, hulle kan nie 'n persoon aanspreek wat fouteer het nie."*

["Then the HOD comes to me and says: 'I want you to go and speak to that person'…. In other words, I am doing the HOD's dirty work and this year it happened at different times that I also had to do the dirty work of the Campus Manager. They are too scared; they cannot address the person who has faults."]

The findings of this subcategory corroborate with the findings of Hauge *et al.* (2007) and Hoel *et al.* (2010), that leaders' passivity or the failure to intervene (*laissez-faire* leadership) is associated with perceptions of workplace bullying (cf par. 2.6.4.1)..

- **Observing that managers refrain from acknowledging own deficiencies** (cf par. 2.6.4.1 - lack of strong/efficient leadership)

Participants felt that managers refrain from acknowledging their own deficiencies and that they are aloofed above mistakes. One of the participants articulated this as follows:

(11) *"Die goed wat ons sien gebeur is, byvoorbeeld soos (name of managers omitted)… maar daar was geen reaksie van hulle kant om te sê*: *'O hel, dis miskien ons wat daai fout maak nie'. Dis so half asof hulle hulself totally ... eenkant hou en probleme hoor maar dan dink*: *'O dis seker 'n kampusbestuurder of dis seker daai ou wat, wat sulke goed doen'…"*

["The things we see happen is, for example (name of managers omitted) … there was no reaction from their side to say. 'Oh hell, it's maybe our fault'. Its half as if they are totally …. aloof and when they hear the problem they think 'Oh it's probably a campus manager or it's that guy that does those things' …"]

5.3.1.1.8 Main category 8: **Negative experiences related to managements' unfair demands** (cf par. 2.4.1; cf par. 2.6.4.1 - lack of strong/efficient leadership; also cf quantitative findings - Table 5.24: Factor 7: Unfair demands and lack of recognition)

(Note that the term "management" is used from here onwards as a noun and refers to the "managers" within the context of FET Colleges). The verb "unfair" is defined by the Oxford Advanced Learner's Dictionary (2010:1610) as *"not right or fair according to a set of or principles, not treating people equally"* and the same source (2010:388) describes "demands" as *'things that somebody makes you do, especially things that are difficult, make you tired, worried, etc."*

The main category *negative experiences related to managements' unfair demands* is formulated based on the following subcategories:

Table 5.71: **Negative experiences related to managements' unfair demands**

MAIN CATEGORY 8	NEGATIVE EXPERIENCES RELATED TO MANAGEMENTS' UNFAIR DEMANDS	N= 29
Subcategories	Experiencing unmanageable workload	12
	Expected to perform and complete tasks within impossible and unreasonable deadlines	9
	Being exposed to unrealistic and unreasonable expectations	8
	Having to carry other staff members' workload	7
	Receiving unclear and vague job descriptions	5
	Being held accountable for non-specified and unclear instructions	4
	Being expected to teach large numbers of students in one class	3

- **Experiencing unmanageable workload** (cf par. 2.4.1; par. 2.6.4.1 - excessive pressure to produce work; also cf quantitative findings - Tables 5.8 & 5.10)

The word "unmanageable" is defined as *"difficult of impossible to control or deal with"* whilst "workload" refers to *"the amount of work that has to be done by a particular person or organisation"* (Oxford Advanced Learner's Dictionary, 2010:1616 & 1698). Twelve of the 29 participants reported that they experience unmanageable workload. One participant referred to management as "bullies" who just keep on handing out more and more work.

The following are some of the statements to that effect:

(12) *"'n Ou bereik 'n punt waar jy … waar jy voel dit, dit begin onbillik raak. As jy elke aand by die huis jou werk moet inhaal … of werk wat nie voltooi is nie omdat die werkslading net doodeenvoudig te veel word."*

["A guy gets to a point where you … where you feel it, it begins to become unreasonable. If every evening at home you must catch up on work … work that is not completed due to the workload and that has simply become too much."]

(23) *"Daar word net meer en meer en meer werk gegee en die boelies wat bo sit hou net aan meer en meer en meer boelie …"*

["More and more and more work is given and the bullies that sit above just continue to bully more and more and more…"]

Blase and Blase (2008:279) similarly found that teachers were abused by educational managers through work overload.

- **Expected to perform and complete tasks within impossible and unreasonable deadlines** (cf par. 2.4.1; par. 2.6.4.1 - excessive pressure to produce work; also cf quantitative findings - Tables 5.8 & 5.10)

A "deadline" refers to *"a point in time by which something must be done"* (Oxford Advanced Learner's Dictionary, 2010:374). Participants found it problematic that management expects from them to perform tasks within impossible and unreasonable deadlines and timeframes:

(3) *"Om vir jou te vra … tien minute voordat jy moet huis toe gaan - hulle soek nóú hierdie statistiek, jy móés dit nou al eintlik al ingehandig het 'n uur terug maar jy kry dit nou … dit word van jou verwag - jy sāl dit nóú doen … gebeur dikwels dat daar … te kort uhm tyd toegelaat word vir iets wat hulle nóú dadelik …*"

["To ask one … ten minutes before you are going home – they are looking for this statistic, you should have handed it in an hour back but you get it now … it is expected of you –you will do it now … happens regularly so that … too little uhm time is allowed for something that is wanted immediately."]

(19) *"We're given one date for completing the mark sheets … uhh but then suddenly from the blue that date was brought forward, that date was brought forward and it had to be submitted you know."*

(20) *"Sometimes you are given the information now now, you see then you must react now which is really impossible for most of us."*

Teachers who participated in the study of Blase and Blase (2008:279) also reported that educational managers abuse them by means of unreasonable demands. Pietersen (2007:63) similarly found that academia is abused by means of impossible deadlines and targets.

- **Being exposed to unrealistic and unreasonable expectations** (cf par. 2.4.1; par. 2.6.4.1 - excessive pressure to produce work)

The word "unrealistic" is defined as *"not showing or accepting things as they are: unrealistic expectations"* (Oxford Advanced Learner's Dictionary, 2010:1618) and the same source (2010:512) describes an "expectation" as *"a strong belief about the way something should happen or how somebody should behave"*. Participants considered management's expectations from them as unrealistic and unreasonable:

(1) *"If I look at the capability the possibility to do all the things that they expect from us … it is not practically possible to keep everything uhm on this level and standard that they want us to do now."*

(5) *"Ek dink daar word onwerklike eise gestel … on uhm onbereikbare doelwitte."*

["I think there are unrealistic demands made… on uhm unattainable goals."]

(6) "*En … ons word … gesê*: *'Maar as jy nie besig is met klasgee nie kan daar van jou verwag word om dinge te doen soos om te verf'…"*

["And … we are…told: *'If you are not busy lecturing then it can be expected of you to do things like paint…"]*

(28) *"Maar dit word net besluit van bo af en dit moet maar net eenvoudig geimplementeer word, hoe onmoontlik dit ookal is maak nie saak nie - ons moet dit net laat gebeur."*

["But it is just decided from above that it must simply be implemented, how impossible it is does not matter – we must just make it happen."]

- **Having to carry other staff members' workload** (cf par. 2.6.4.1 - lack of strong/efficient leadership)

According to the Oxford Advanced Learner's Dictionary (2010:216) to "carry" indicates that one is accepting the responsibility of something and to suffer the results of this. For example, when

someone is “carrying” a department it indicates that the department is only working because of the one carrying it. Participants were dissatisfied that management expects from them to carry other staff member/s’ workloads:

(8) *“Dan word daar van ons verwag om die admin se werk te doen want hulle het dit nie reg gedoen nie.”*

[“Then it is expected of us to do the administration’s work because they didn’t do it correctly.”]

(22) *“Uhm ek het ook ‘n kollega wat aangestel is om my te help en dat hy in die eerste ses maande niks gedoen het nie, niks … Ek sal daai werk volgende jaar weer met daai studente moet doen - dis net nie gedoen nie ... En dan word my werkslas maar net meer want ek moet ander mense dra.”*

[“Uhm I also have a colleague that was appointed to help me and for the first six months he did nothing, nothing… I will have to redo that work next year with the students – it has not been done…and then my workload just gets more because I must carry other people.”]

- **Receiving unclear and vague job descriptions** (cf par. 2.6.4.1- role ambiguity & role conflict)

A “job description” refers to *“a written description of the exact work and responsibilities of a job”* (Oxford Advanced Learner’s Dictionary, 2010:800). Participants felt that their job descriptions are vague and unclear and that they are also instructed to perform tasks not specified in their job descriptions:

(12) *“Uhm wat miskien ‘n bietjie bydraend daartoe is is omdat ons nie rol, rol clarity het nie. Omdat ‘n ou nie duidelikheid het oor wat word van jou verwag nie … uhm ons job descriptions is nie duidelik in die strategiese plan nie. Dit staan op papier maar … dis nie wat ons doen nie want ons word anders gelei of anders ge-instruct …”*

[“Uhm what contributes a little to that is role, we do not have role clarity. Because we do not have certainty about what is expected from you… uhm our job descriptions are not clear in the strategic plan. It on paper but … but it’s not what we are doing because we are led differently or instructed differently.”]

(25) *“Ons is onseker wanneer moet ons doen, ag goed, nou nie kan sê wanneer moet ons doen, waar moet ons doen nie.”*

["We are unsure when we must do, ag things, cannot say when and where must we must do what."]

This finding corroborates with the finding of Hauge *et al.* (2007:230) that there is a correlation between workplace bullying and role conflict (cf par. 2.6.4.1).

- **Being held accountable for non-specified and unclear instructions** (cf par. 2.6.4.1 - role ambiguity & role conflict)

Participants found it problematic that they are being held accountable for non-specified and unclear instructions by management. One participant articulated this as follows:

(12) *"Omdat 'n ou nie duidelikheid het oor wat word van jou verwag nie… die gevolg is daar's baie onsekerheid wat moet jy doen en waar stop jou funksie. Uhm want jy jy word gevra om verantwoording te doen vir goed wat jy nie, waar jy nie beheer het nie en jy word persoonlik daarvoor aangevat."*

["Because a person doesn't have clarity on what is expected of you … the result is that a lot of uncertainty exists as to what you must do and where your functions end. Uhm because you, you are asked to account for things that you not, that you have no control over and you are personally challenged on that.]

- **Being expected to teach large numbers of students in one class**

Participants felt discontented that management expects from them to teach large numbers of students in one class. They articulated their views as follows:

(1) *"We had a discussion with a very Senior member in the College and he told us that to teach 5 people and to take 120 people is exactly the same - there is absolutely no difference and … I cannot believe that somebody can make such a statement uhm especially if you look at the quality of the students that we have to work with."*

(23) *"En hoe jy 40 mense van verskillende kulture, verskillende stande, verskillende opvoedingsvlakke kan vat en een sillabus doen - ag, dis amper onmoontlik en dan sit daar nog 40 van hulle."*

["And how you can take 40 people of different cultures, different races and different educational levels and have one syllabus – ag it's almost impossible and then there are sitting 40 of them."]

5.3.1.2 **Abuse from the Department of Education** (cf par. 2.4.7)

The Department of Education governs all education in South Africa, including FET Colleges and staff members (including management/superiors, educators/academic and administration staff) are also expected to follow instructions and are accountable to the Department of Education.

5.3.1.2.1 **Main category 9**: **Negative experiences related to structural violence by the Department of Education** (cf par. 2.2.3)

The main category *negative experiences related to structural violence by the Department of Education* was based on the subcategory *being forced to accept changes to one's own disadvantage* and the related experiences of participants.

Table 5.72: **Negative experiences related to structural violence by the Department of Education**

MAIN CATEGORY 9	NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE BY THE DEPARTMENT OF EDUCATION	N= 29
Subcategory	Being forced to accept changes to one's own disadvantage	6

- **Being forced to accept changes to one's own disadvantage** (cf par. 2.6.4.1 - organisational changes; par. 2.2.3 - structural violence)

To be forced implies that something happens or is done against your will (Oxford Advanced Learner's Dictionary, 2010:581). Participants felt that the Department of Education forces them into accepting changes which are to their disadvantage. The following example attests to this:

(7) *"When we came to the merger operation all the managers were on a particular status - they were called Senior Managers. They've been demoted, in a sense, from Senior Managers to Managers, unilaterally without discussion - you're no longer Senior Managers because the Department has Senior Managers and you're not Senior Managers in the line of the Department therefore you're a Manager here."*

5.3.1.2.2 **Main category 10**: **Negative experiences related to excessive pressure, intimidation and poor planning from the Department of Education** (cf par. 2.4.1; par. 2.6.4.1 - lack of strong/efficient leadership & excessive pressure to produce work; for excessive pressure also cf quantitative findings - Tables 5.8 & 5.10 - the five most prevalent and most severe psychological violence experiences and for intimidation - Table 5.27: Factor 10: Autocracy and intimidation)

The main category *negative experiences related to excessive pressure, intimidation and poor planning from the Department of Education* is formulated based on the subcategories and related experiences contained in it.

Table 5.73: **Negative experiences related to excessive pressure, intimidation and poor planning from the Department of Education**

MAIN CATEGORY 10	NEGATIVE EXPERIENCES RELATED TO EXCESSIVE PRESSURE, INTIMIDATION AND POOR PLANNING FROM THE DEPARTMENT OF EDUCATION	N= 29
Subcategories	Being subjected to excessive pressure	2
	Being subjected to poor planning	2
	Being threatened	2

- **Being subjected to excessive pressure** (cf par. 2.6.4.1 - deficiencies in work design - excessive pressure to produce work)

The verb "pressure" is defined as *"being forced to do something"* or *"made to feel anxious about something you have to do"* (Oxford Advanced Learner's Dictionary, 2010:1148). According to participants, they are being subjected to excessive pressure from the Department of Education. It also transpired that pressure is forced down from the Department of Education onto all staff members:

(10) *"Ek meen die oomblik as die Departement of die Direktoraat druk kry van bo af, dan druk hulle onder en dan moet hierdie ouens ook hop, hulle moet skielik produce … so dis, dis volgens my meer meer van heel bo af… wat dit afgedruk word en en daar sit die groot probleem, van daai kant af gedruk, ja."*

["I mean the moment that the Department or the Directorate gets pressure from above, then they pressurise downwards and then these guys also jump, they must suddenly produce… so its, according to me it's more and more from the highest top downwards… that it is pushed down and there is where the big problem lies, pressurised from that side, yes."]

(11) *"Die Departement van Onderwys … hulle bestuur ons, die Direktoraat en hulle't … daar is weinig goeie beplanning en daar word goed op jou afgedruk en wat jy binne 'n sekere tyd moet doen, wat hulle van jou vereis. Jy kry vanmiddag twee uur die faks en dan drie uur moet die goed al weer by hulle wees, inligting en goed wat hulle wil hê."*

["The Department of Education … they manage us, the Directorate and them … there is little or no planning and there are things that are pushed upon you and that you are expected to do for them within a certain time, that they expect from you. At two o'clock

this afternoon you get a fax and at three o'clock the things must be with them, information and things that they require."]

- **Being subjected to poor planning** (cf par. 2.6.4.1 - lack of strong/efficient leadership)

Some participants are of the view that the planning of the Department of Education is very poor:

(10) *"Hierdie hele effek met die NCV 2's* (National Certificate Vocational level 2) - *dis veronderstel gewees om ekstern gemerk te word want dis volgens wetgewing 'n exit level … en toe kom hulle skielik agter maar ons het nooit beplan daarvoor nie* (laughs) *soos maar alles by die Departement deesdae - ons het nie beplan nie, ons het nie begroot nie …en dit… swak beplanning, ons kan dit so noem."*

["This whole effect with the NCV 2's (National Certificate Vocational level 2) *– it was supposed to be marked externally as according to legislation it's an exit level… and then they suddenly find out that we never planned for it* (laughs) *just like everything at the Department these days – we did not plan, we did not budget… and its … we can call it poor planning."]*

(11) *"Die Departement van Onderwys- het ook nog hulle insae, hulle bestuur ons, die Direktoraat en hulle't byvoorbeeld uhm hulle … ek dink daar is weinig goeie beplanning"*

["The Department of Education – they have still got their input, they manage us, for example the Directorate and them uhm they … I think there is little or no planning."]

- **Being threatened** (cf par 2.4.1; par. 2.6.4.1 - lack of strong/efficient leadership)

One participant indicated that the Department of Education threatened him with his job whilst another participant is of the view that management's threats to *"hire and fire"* actually originates from the Department of Education:

(6) *"Sekere goed wat ek daar uitgewys het … soos onder andere my verlof wat op daai stadium nie korrek was nie uhmm die aanstellingsdatum was foutief gewees. Daar's niks aandag daaraan gegee nie, daars net vir my gesê*: *'Teken dit uhm want anderste is jy nie in diens nie'."*

["Certain things that I pointed out there had … amongst others my leave which at that stage was not correct uhm the appointment date was incorrect. No attention was paid to that, I was just told: 'Sign it uhm otherwise you do not work here anymore."]

(10) *"'Ons kan nou hire en fire … ons kan nou hire en fire soos wat ons lekker kry' so dis Departement, dis dis nie 'n Kollege nie, dis departementeel, dis Direktoraat, dit kom van daai vlak af, is dit deurgegee en ek het die idee gekry rêrig, daai ouens is aangesê, die CEO's* (Chief Executive Officers) *is aangesê om hierdie mense te druk."*

["'We can now hire and fire … we can hire and fire as we like' so it's the Department, its, it's not the College, its departmental, it's the Directorate, it comes from that level, it is communicated and I really get the idea that, those guys are told, the CEO's (Chief Executive Officers) *are told to pressurise these people."]*

5.3.1.2.3 Main category 11: **Negative experiences related to the new curriculum (NCV - National Certificate/s Vocational)** (cf par. 2.6.4.1 - organisational changes; deficiencies in work design)

The new curriculum, also known as the NCV (National Certificate Vocational) was introduced at all public South African FET Colleges in January 2007 and replaced all the previously offered NATED courses (N1-N3) offered previously by public FET Colleges (FET Colleges, 2010). The NCV focuses on industry related training on NQF levels 2 to 4 and gives Grade 9 learners a vocational alternative to an academic Grade 10 to 12 (College of Cape Town, 2010). The duration of each level is a year and students are issued with a certificate on completion of each level. To obtain a certificate, a student has to take seven subjects, including three fundamental subjects and four vocational subjects (FET Colleges, 2010).

Participants found certain aspects regarding the new curriculum problematic, as derived from the quotations under the subcategories in Table 5.74.

Table 5.74: **Negative experiences related to the new curriculum (NCV - National Certificate Vocational)**

MAIN CATEGORY 11	NEGATIVE EXPERIENCES RELATED TO THE NEW CURRICULUM (NCV) - NATIONAL CERTIFICATE VOCATIONAL)	N= 29
Subcategories	Having to teach students who do not have the ability to meet the demands of the new curriculum	7
	Handling of students' portfolios of evidence causes unmanageable workload	6
	Being subjected to an increased and excessive administrative load	4
	Having to teach increased numbers of NCV students in one class	4
	Being disrespectfully forced to implement the new curriculum	3

- **Having to teach students who do not have the ability to meet the demands of the new curriculum** (cf par. 2.6.4.1 - excessive pressure to produce work)

Participants indicated that the Department of Education expects from them to teach students that do not meet the demands of the new curriculum, for example students from special schools, students with limited ability, students who cannot write, read or file properly, students who are not proficient in English, demotivated students, students who are expelled from schools, those who could not achieve in the school system or who are too old to be admitted to schools. The following are some of the statements to that effect:

(1) "*We are forced to take students from special schools that could not cope in an ordinary school system. And if you see what the content of the syllabi involves … we work with the type of students that do not have the capacity (emphasized) or the ability."*

(10) *"Ek meen hierdie kinders kan nie twee Engelse woorde agtermekaar sê nie. Hoe moet jy hom leer? Maar hy moet sewe vakke doen en dit word in Engels aangebied."*

["I mean these children cannot put two English words together. How must one teach him? But he must take seven subjects and it is presented in English."]

(18) "*Die NCV studente is basies … uitskotstudente, studente wat uit skole weggejaag word, wat nie kon verder gaan nie, wat te oud is vir die standerds, daai tipe van dinge."*

["The NCV students are basically …throw outs, students that have been chased from schools that could not go any further, that were too old for the grades that type of thing."]

(23) *"Dis mense wat nie op skool presteer het nie, mense wat nie kan lees nie, hulle kan nie skryf nie, hulle kan nie liasseer nie - dit is nag om vir hulle klas te gee."*

["It's people who did not achieve at school, people who cannot read, they cannot write, they cannot file - it is impossible to give them tuition."]

Smith (cited *in* the UK National Workplace Bullying Advice Line, 2010a:28) also reported that teachers are dumped with special needs children who needs constant attention, are emotionally disruptive and in need of constant attention in mainstream classes.

- **Handling of students' portfolios of evidence causes unmanageable workload** (cf par. 2.4.1; par. 2.6.4.1 - deficiencies in work design; also cf quantitative findings - Tables 5.8 & 5.10 - the five most prevalent and five most severe psychological violence experiences).

Participants indicated that the portfolios of evidence as prescribed by the new curriculum causes an unmanageable workload for them. They articulated their experiences as follows:

(5) *"So jy doen al daai portefeuljes uhm daar moet pre en post moderation van elke (emphasised) ding. Dis net die hoeveelheid werk het vermenigvuldig."*

["So you do all the portfolios uhm there must be pre and post moderation of each (emphasis) thing. It's just the amount of work that has multiplied."]

(23) *"Dis 200 studente, dis 200 portfolios wat ek moet op datum hou - daai mense ken nie van liasseer nie - ek doen die liassering, want daar word nie vir hulle gevra, word vir my gevra*: *'Hoekom is jou lêers in so 'n toestand?' Jy stoei net om iets in 'n lêer the kry, iets gemerk te kry en elke portfolio, elke evidence moet gemerk word - dis pakke en pakke werk."*

["It's 200 students, it's 200 portfolios that you must keep up to date – those people do not know filing – I do the filing, because they are not asked, I am asked: *'Why are your files in this condition? You battle to get something in the file, to be marked and each portfolio, every evidence must be marked – its packs and packs of work."]*

Smith (cited *in* the UK National Workplace Bullying Advice Line, 2010a:28) also reported that the workload of teachers are increased by all the paperwork and bureaucracy.

- **Being subjected to an increased and excessive administrative load** (cf par. 2.4.1; par. 2.6.4.1 - deficiencies in work design; also cf quantitative findings - Tables 5.8 & 5.10; cf par. 2.6.4.1)

Participants expressed their discontent with the increased administrative load related to the new curriculum such as all the filing, the amount of paperwork as well as the amount of photocopies they have to make. One participant also mentioned that staff members (educators) experience the paper work related to the new curriculum as indirect bullying. Participants related the following experiences:

(1) *"Then we come to the admin side of the NCV course - the lecturer, the educator in the classroom in other words spend more than approximately 50% of teaching time with*

filing work. The filing is absolutely too much and it takes too much of the, of the lecturer's and the student's time."

(5) *"NCV…Die papierwerk maak jou dood… Die hoeveelheid admin uhm wat gepaard gaan met een klas van NCV is klaar erg."*

["NCV … The paper work kills you… the amount of admin uhm related to one NCV class is already severe."]

(24) *"Alle fotostaatwerk, goed wat gekoppel is aan hierdie nuwe NCV, dis ongelooflik baie fotostate en jy moet al hulle, al die memorandums, alles moet jy fotostateer."*

["All photocopy work, work that is attached to this new NCV, it's unbelievable the amount of photocopies and you must do all, all the memorandums, everything must be photocopied."]

(29) *"Jy weet uhm 'n indirekte bullying wat die ouens al ervaar is hierdie nuwe kurrikulum … …hulle dra hierdie ekstra papierlas wat saam met die nuwe kurrikulum gekom het."*

["You know uhm indirect bullying that guys have experienced is this new NCV curriculum… they carry this extra paper load of work which came together with this curriculum."]

Smith (cited *in* the UK National Workplace Bullying Advice Line, 2010a:28) also reported that teachers experience increased assessments, never-ending paperwork and reduced contact time with pupils.

- **Having to teach increased numbers of NCV students in one class** (cf par. 2.6.4.1 - deficiencies in work design)

Participants were also concerned that the Department of Education planned to increase the number of (NCV) students to be taught in one class or workshop:

(10) *"Dit word nou gedruk, 25 in 'n werkswinkel. Ek meen ek sukkel om 15 gelyktydig dop te hou."*

["It is now pressurised, 25 in a workshop. I mean I battle to watch 15 simultaneously."]

(23) *"Hulle beweer die Departement vereis dat daar 80 tot … eers het hulle vir ons gesê 80."*

["They allege that the Department expects that 80 (number of NCV students in one class) to … first they said to us 80."]

Smith (cited *in* the UK National Workplace Bullying Advice Line, 2010a:28) also reported that teachers' class sizes are constantly increased.

- **Being disrespectfully forced to implement the new curriculum** (cf par. 2.6.4.1; cf par. 2.2.3; par. 2.6.4.1 - deficiencies in work design)

"Disrespect" refers to a lack of respect (Oxford Advanced Learner's Dictionary, 2010:423 & 581), whilst the verb "forced" refers to something that is happening or done against the will of a person. It emerged that participants were disrespectfully forced by the Department of Education to implement the new curriculum (NCV). This is evident from the following verbatim quotations:

(25) *"Ons personeel veral met die nuwe NCV wat dit in ons kele afgedruk word want ons moet teen 2016 moet ons iets soos 54 000 NCV leerders hê."*

["Our staff especially with the new NCV that was rammed down our throats because by 2016 we should have something like 540 000 learners".]

(28) *"Die OBE* (Outcomes Based Education) - *stelsel en die hele NCV-ding … jy weet die mense is negatief oor die manier waarop dit geimplementeer is … jy word half in hierdie NCV-ding ingedruk sonder enige … agtergrond."*

["The OBE (Outcomes Based Education) – *system and the entire NCV thing - you know the people are negative about how it is implemented … you are half forced into this NCV thing without any background."]*

5.3.1.3 Abuse from colleagues of equal status (cf par. 2.5.2)

An "equal" refers to a person with the same status and rights as another (Oxford Advanced Learner's Dictionary, 2010:492). In the context of this study, colleagues of equal status refer to colleagues with the same status in terms of post level, for example the equal of a campus manager would be another campus manager and educators on the same post level would also be considered as equals.

Apart from experiencing abuse from management and the Department of Education, participants identified colleagues of equal status as a source of abuse (cf par. 2.5.2). Lewis (2004:289) similarly found that lecturers experienced abuse at the hands of colleagues of equal status but in the form of public humiliation and ridicule.

The main category *negative experiences related to colleagues' inappropriate conduct* is formulated based on the subcategories contained in it as illustrated in Table 5.75.

5.3.1.3.1 Main category 12: **Negative experiences related to colleagues' inappropriate conduct** (cf par. 2.5.3; par. 2.4.1; par. 2.6.4.1 - lack of efficient/strong leadership)

Table 5.75: **Negative experiences related to colleagues' inappropriate conduct**

MAIN CATEGORY 12	NEGATIVE EXPERIENCES RELATED TO COLLEAGUES' INAPPROPRIATE CONDUCT	N= 29
Subcategories	Experiencing divisions and cliques	5
	Colleagues refrain from completing tasks that affect one's own work performance	2
	Colleagues attempt to create a poor impression of one at management	2
	Colleagues denying doing or saying things	2
	Experiencing gossiping	2
	Experiencing racism	2

- **Experiencing divisions and cliques** (cf par. 2.6.4.1 - a corporate culture that permits and rewards hostile behaviour; lack of friendly & supportive atmosphere)

"Divisions" are synonymous to disagreements or differences between members of an organisation, whilst a "clique" refers to a *"small group of people who spend their time together and do not allow others to join them"* (Oxford Advanced Learner's Dictionary, 2010:428 & 265). It was deduced from the following verbatim quotations that participants experience divisions and cliques from their colleagues:

(4) *"As jy in personeelkamers instap kan jy ook sien - ingenieursouens sit bymekaar, sakestudiesouens sit bymekaar, so daar is nog altyd 'n ding van ingenieurs - sakestudies."*

["If you walk into the staff room you can also see – engineering guys sit together, business studies guys sit together, so there is still this thing of engineers - business studies."]

(8) *"Die ander uhhm wat bydra is is maar die clicks wat gevorm word."*

["The other uhm thing that contributes is the clicks that are formed."]

- **Colleagues refrain from completing tasks that affect one's own work performance** (cf par. 2.4.1)

It transpired from the following verbatim quotation that colleagues intentionally refrain from completing tasks, which then affect participants' work performance negatively:

(22) *"… toe ek gister daar kom toe sê die dame net vir my*: *'Sorry, I haven't done it yet'. Toe sê ek: 'Please I need it - the students are writing'…"*

["…when I got there yesterday the lady simply said to me: 'Sorry, I haven't done it yet'. Then I said: 'Please I need it – the students are writing' …"]

- **Colleagues attempt to create a poor impression of one at management** (cf par. 2.4.1; par. 2.6.4.1 - a corporate culture that permits & rewards hostile behaviour; lack of friendly & supportive atmosphere)

It was deduced from the following related experiences of participants that colleagues of equal status attempt to create a poor impression of participants at management:

(5) *"Daar is spesifiek op my gerapporteer wanneer ek hier is en wanneer ek goeters doen en wanneer byvoorbeeld as ek siek was dan is dit onmiddelik ... deurgestuur, net gesê ek is nie hier nie."*

["I am specifically reported on when I am here or when I doing things and when for example if I was sick then it's immediately … reported… just said I am not here."]

(22) *"Hulle neem goed op band op sodat uhh ons in 'n slegte lig gestel kan word* (cries) *… ja, kollegas, ons swart kollegas … selfde vlak …"*

["They record things on tape so that uhh we can be placed in a bad light (cries) *… yes, colleagues, our black colleagues … same level…"]*

- **Colleagues denying doing or saying things** (cf par. 2.6.4.1 - low moral standard)

Participants indicated that colleagues of equal status abuse by denying things they say or do, at a later stage:

(9) *"Sy het gesê uhm hierdie vorm moet nie nou gedoen word nie, hy word verander. Toe gaan hy na haar toe, toe ontken sy dat sy dit gesê het."*

["She said uhm this form must not be done now, it's changing. Then he went to her, and she denies having said it."]

(22) *"Toe sê sy, no that's what I gave her en dit was nie."*

["Then she said, no that's what I gave her and that was not so."]

- **Experiencing gossiping** (cf par. 2.4.1; par. 2.6.4.1 - lack of friendly & supportive atmosphere)

The Oxford Advanced Learner's Dictionary (2010:645) defines "gossip" as *"informal talk or stories about other people's private lives that may be unkind or not true"* (cf par. 2.4.1; par. 5.3.1.1.2). Participants indicated that colleagues' gossip about one another and about participants:

(8) "*… skinder oor voorkoms en jy weet sulke goedjies."*

["… gossip about appearance and you know such things."]

(28) *"Uhm en ook onderlangs mekaar ek dink ook uhh daar is seker maar by alle werke skinderstories maar ons het ook agtergekom, spesifiek met ons klomp, ek dink daar's rerig 'n venyn."*

["Uhm and I also think amongst one another I also think uhh there is probably gossip at all workplaces but I noticed, especially amongst our group, I think there is really a sting to it."]

- **Experiencing racism** (cf par. 2.4.1; cf par. 2.6.4.1 - a corporate culture that permits and rewards hostile behaviour)

"Racism" is defined in the Oxford Advanced Learner's Dictionary (2010:1195) as *"the unfair treatment of people who belong to a different race"* or *"the belief that some races of people are better than others".* It transpired from the following statements that participants experience racism at the hand of their colleagues:

(22) *"Daar word duidelik vir ons vertel ons is té wit en ons klomp wit ouvrouens wil hulle tog net hier uithê, hulle sê dit. Uhm ons is té wit en hierdie klomp ouvrouens moet gaan want die jong swartmense wil hier oorneem, hulle wil die bestuur wees."*

["It is clearly said to us that we are too white and they just want us white women out here. Uhm we are too white and this group of white women must go because the young black persons wants to take over, they want to be the management."]

(27) *"I was to understand something like Apartheid; something like racism… all I could see was people who are not friendly, people who do not appreciate this other colour."*

Pietersen (2007:63) similarly found that racial tensions contributed to workplace bullying.

5.3.1.4 **D**: **Abuse from students** (cf par. 2.5.4 - client)

A "student" is defined as *"a person who is studying at a university or college"* (Oxford Advanced Learner's Dictionary, 2010:1470). Some of the participants indicated that they experienced abuse from the students.

5.3.1.4.1 **Main category 13**: **Negative experiences related to students' dysfunctional conduct** (cf par. 2.4.1; par. 5.3.1.1.4 - dysfunctional conduct)

In the context of this study, students' dysfunctional conduct refers to the abnormal behaviour of students as experienced by participants. The main category *negative experiences related to students' dysfunctional conduct* was formulated based on the following subcategories:

Table 5.76: **Negative experiences related to students' dysfunctional conduct**

MAIN CATEGORY 13	NEGATIVE EXPERIENCES RELATED TO STUDENTS' DYSFUNCTIONAL CONDUCT	N= 29
Subcategories	Students refrain from completing their portfolios of evidence	4
	Being exposed to serious behaviour problems from students	3
	Students lack commitment and discipline	3
	Students are disrespectful towards lecturers	2

- **Students refrain from completing their portfolios of evidence** (cf par. 2.4.1)

It transpired that participants felt abused by students, who refrain from completing their portfolios of evidence, because participants then have to complete it on behalf of the students:

(19) *"It is also psychological violence on the part of the student on me, because the students are well aware that they're supposed to do those files but they do not do them. At the end of the day they … you find yourself having to make to do those files for the students."*

(20) *"When coming to the portfolio's that we had to do because some of the students, they do not do their portfolio's and we are the ones who must account if there's no evidence in the portfolio."*

- **Being exposed to serious behaviour problems from students** (cf par. 2.4.1)

Participants reported that they are exposed to serious behaviour problems of students, which in turn affects them negatively:

(3) *"Die studente se … gedrag ook, dit het my persoonlik baie geaffekteer … Die studente se probleme en hulle Satanisme en goeters het my geaffekteer dat ek nie meer normaal kan funksioneer nie."*

["Also the students …. behaviour, it affected me personally... The students' problems and their Satanism and things affected me so that I cannot function normally anymore."]

(17) *"Hulle kom word hier pregnant, dis al wat gebeur, hulle kom hê hier orgies en seksvideos wat hulle opneem en hulle laai dit op elke computer - ons het dit ook al gesien."*

["They come here get pregnant, that is all that happens, they come here hold orgies and sex videos that they record and they load it onto each computer – we have even seen it."]

(18) *"Hulle is hier om basies tyd te verwyl, dis waarom daar so baie swangerskappe ook is. So dit het ook 'n impak op 'n ou se emosies, op jou psigologiese welstand en daai tipe van dinge."*

["They are here basically to pass time that is why there are so many pregnancies. So it also has an impact on one's emotions, on your psychological well-being and that type of stuff."]

- **Students lack commitment and discipline**

Participants found it problematic that students lack commitment and discipline, as deduced from the following statement:

(19) *"Our students are not really committed to their work, they lack discipline, they lack the drive to succeed, you see, but you know we have to operate within that environment where we're expected to make them achieve when they do not want to achieve."*

- **Students are disrespectful towards lecturers** (cf par. 2.4.1)

The following examples as described by participants also point towards students' disrespect towards them:

(6) *"Dan stap jy in die personeelkamer in wat veronderstel is om jou plek te wees, dan sit 'n student met sy voete op die tafel en dan word jy dan half aangekyk - ja maar hoe kan jy nou die een wees wat hier instap."*

["Then you walk into the staff room which is supposed to be your place, then a student sits there with his feet on the table and you are half looked at – as if why could you walk in here now."]

(18) *"Studente wat uhm wat jou aanvat en jou uitdaag in'n klaskamer en en dit vir jou moeilik maak … Jy kry van hulle wat daarop uit is om om jou te toets, elke dag, wat kyk hoe ver kan hulle jou dryf."*

["Students that uhm that confront and challenge you in the classroom and make it difficult for you …. You get some of them that are out to test you, every day, they want to see how far they can drive you."]

5.3.1.5 Abuse from subordinates (cf par. 2.5.4)

The Oxford Advanced Learner's Dictionary (2010:1475) defines a "subordinate" as *"a person who has a position with less authority and power than somebody"*. Thus, a subordinate is someone who is appointed in a lower position than his/her manager. Management participants reported that they experience abuse from their subordinates.

5.3.1.5.1 Main category 14: **Negative experiences related to disengagement** (cf par. 2.4.1; par. 5.3.1.1.5 - disengage)

It emerged that subordinates abuse managers through disengagement by keeping back or withholding expected behaviours:

Table 5.77: **Negative experiences related to disengagement**

MAIN CATEGORY 14	NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT	N= 29
Subcategories	Subordinates do not follow communication channels	2
	Subordinates refrain from obeying and are ignoring instructions	2

- **Subordinates do not follow communication channels** (cf par. 2.6.4.1 - communication deficiencies)

A "communication channel" refers to *"a method or system that people use to get information to communicate or to send something somewhere"* (Oxford Advanced Learner's Dictionary, 2010:234). As in most organisations, staff members at FET Colleges are also expected to follow the formal (official) communication channels.

It also transpired from the following verbatim quotations that subordinates tend to ignore the formal communication channels and do not communicate through the superiors appointed above them, but directly their superiors' managers, and that they also directly report their superiors to higher level management:

(16) *"Most of the time the Campus Manager do not know what happens because people jumps the channels and go straight to … to Corporate Centre."*

(29) *"Die ander ding wat gebeur is veral - veral van onder af - as jy nou nie die regte ding gesê het nie, dan word daar sommer oor jou kop gespring - gaan dan na jou hoofde toe en dan krý* (emphasised) *jy dit van bo af."*

["The other thing that happens – from below – if you now did not say the right thing, then they jump over your head – and then go to the Heads and then you get (emphasised) *it from above."]*

- **Subcategory**: **Subordinates refrain from obeying and are ignoring instructions** (cf par. 2.4.1)

Management participants found it difficult that subordinates do not obey their instructions and ignore deadlines:

(17) *"Die werk wat hy moet inhandig, vir sy, ons noem dit nou maar merkwerk byvoorbeeld - hier's 'n paar wat nou nog nie hulle vraestelle gemerk het nie … hulle sleep hulle voete."*

["The work that he must submit, for him, for example we call it marking – here are a few who still have not marked their scripts … they drag their feet."]

(18) *"Ignoreer wat jy sê en ignoreer afsnydatums, daai dinge… kry jy nogsteeds die wat uhh net doodeenvoudig voete sleep en dit nie doen nie"*

["Ignore what you say and ignore due dates, those things … you still get those that uhm simply drag their feet and do not do it."]

From all the above-mentioned negative experiences, it may be deduced that participants experience abuse (psychological violence) very negatively and from various sources, but mostly from management.

5.3.1.6 **Harmful impact related to primary psychological violence** (cf Chapter 3)

If a participant experienced psychological violence personally (direct) and the resultant affect thereof, it will be discussed underneath this section (impact related to primary psychological violence, but if the participant was a witness to psychological violence, the impact on the witness' health will be discussed under harmful impact related to secondary psychological violence (cf par. 5.3.1.7; secondary - cf par. 2.5; Witness effect - cf par. 3.4.4.2.2).

This section deals with the impact of psychological violence as personally experienced by participants or victims. The harmful impact related to primary psychological violence is discussed from a holistic perspective, including the different contexts of an individual's life (cf par. 3.3).

Owing to the different psychological violence experiences of participants, the severity of their experiences and the difference in the perceptions of individual participants, participants are not necessarily affected in the same way, within the same context(s) or at the same level of severity (cf par. 3.2.1.1; par. 3.2.1.2; par. 3.2.1.3). This is clear from the unique number (1 to 29) attached to each participant's name, as well as the number of participants quoted under each subcategory.

5.3.1.6.1 **Main category 15**: **Experiencing negative psychological health effects** (cf par. 3.4.1)

According to the Oxford Advanced Learner's Dictionary (2010:1172), the word "psychological" is defined as *"connected to with a person's mind and the way in which it works".* In the context of this study, "psychological" refers to the psychological context of health (cf par. 3.3; par. 3.4.1).

The main category *experiencing negative psychological health effects* was formulated based on the subcategories contained in it and because it emerged from the related experiences of participants that psychological violence harms their psychological health (cf Table 5.78).

Table 5.78: Experiencing negative psychological health effects

MAIN CATEGORY 15	EXPERIENCING NEGATIVE PSYCHOLOGICAL HEALTH EFFECTS	N= 29
Subcategories	Experiencing distress	21
	Experiencing recurring thought patterns	11
	Feeling frustrated	11
	Experiencing anger	10
	Experiencing personality changes, acting contrary to personality and becoming a 'changed' person	7
	Crying	6
	Experiencing depression	6
	Experiencing concentration problems	4
	Experiencing fear and anxiety	4
	Experiencing forgetfulness	4
	Feeling irritated	4
	Having suicidal thoughts	4
	Consuming more alcohol	3
	Experiencing feelings of inferiority and damaged self esteem	3
	Experiencing lethargy	3
	Experiencing numbed emotions (anhedonia)	3
	Experiencing thoughts of violence	3
	Feeling very emotional	3
	Feeling worried	3
	Having to violate own moral values and ethical conduct	3
	Repressing thoughts about negative experiences	3
	Wanting to retaliate (retribution)	3
	Becoming aggressive	2
	Smoking more	2

- **Experiencing distress** (cf par. 3.4.1.)

The meaning of "distress" is *"to make somebody worried or unhappy"* (Oxford Advanced Learner's Dictionary, 2010:425). It is alarming that 21 of the 29 participants experience severe distress as a result of negative experiences. One participant (7) commented that many staff members are on capacity leave due to stress. This finding concurs with findings of related studies that stress is one of the most significant symptoms of psychological violence (Einarsen cited *in* Meyers, 2006; Ellis, 2007).

The following are some examples of participants' experiences:

(3) *"Binne die eerste week vandat ek begin werk het, was ek by die dokter wat sy my afgeboek het vir stress"*

["Within the first week of commencing work, I was at the doctor who booked me off for stress."]

(7) *"Those people who are on capacity leave, the majority of them have come from stress."*

(14) *"Yes it affects my health because I always go to the doctor because of stress."*

Kirsten (2007:6) and De Wet (2010:1456) similarly found that teachers experienced stress as a result of psychological violence.

- **Experiencing recurring thought patterns** (cf par. 3.4.1.4; par. 3.4.1.8)

It emerged that participants are preoccupied with thoughts about psychological violence experiences. In addition, participants experience negative cognitive effects such as recurring thought patterns, obsessive and intrusive thoughts. This is also one of the typical symptoms of Post-Traumatic Stress Disorder (cf par. 3.4.1.4). The following are some of the experiences articulated by participants:

(3) *"…dis asof ek nie my gedagtes kon beheer nie, dis asof … sulke gedagtes net in my kop opkom."*

["It is as if I cannot control my thoughts, it's as if … such thoughts just emerge in my head.]"

(7) *"… obviously self talk - there's a lot of dialogue going on ….uhm the dialogue that's going on is - who's lying - is it X* (name of senior manager omitted) *or is it him uhm there's calculations going in terms of … what strategy is next, what is the thing that I should do next, should I go back, shouldn't I go back, should I approach this person, shouldn't I approach that person … uhm .. So you find you're your thought pattern is, is very uhm … random because you're trying to find answers that's shooting all over the place …"*

Blase and Blase (2003:95 & 2008:276) and Kirsten (2007:8) found similar negative cognitive effects amongst bullied teachers. Lewis (2004:295) reported that lecturers' experience reliving of and dwelling on negative experiences as a result of workplace bullying.

- **Feeling frustrated**

Colman (2009:299) *in* the Oxford Dictionary of Psychology describes "frustration" as *"the blocking of a potentially rewarding or satisfying act or sequence of behaviour: or the emotional response to such hindrance".* Participants reported that they are frustrated as a result of their negative experiences:

(12) *"Uhm … en dit veroorsaak … klomp frustrasie."*

["Uhm … and that causes …. a lot of frustration."]

(25) *"Vir my is dit verskriklik frustrerend."*

["For me it's extremely frustrating."]

- **Experiencing anger** (cf par 3.4.1.8 - anger)

The Oxford Advanced Learner's Dictionary (2010:49) defines "anger", as *"a strong feeling that you have when something has happened that you thing is bad and unfair"*. According to Ekman and Friesen (cited *in* Blase and Blase, 2003), frustration provokes anger (cf previous paragraph - frustration). Averill (cited *in* Blase and Blase, 2003:120) states that anger is due to the belief that one has been intentionally and unjustifiably wronged by another person (in this case by the perpetrator/s).

In line with the above-mentioned, participants reported that they became very angry as a result of their negative experiences. Some participants display their anger publically, whilst others suppress it (cf subcategory - Repressing thoughts about negative experiences - statement 17). Some of the participants articulated their experiences as follows:

(2) *"I just didn't want to fight I wanna make sure … one of us is going to the mortuary… but I wanted to make a serious thing that day, I was, I was very angry … I was very angry."*

(17) *"Ek is altyd die donner in, ek is altyd woedend…"*

["I am always the hell in, I am always furious…"]

Other studies also indicated that victims experience anger as a result of psychological violence (Namie & Namie, 2003:198; Blase & Blase, 2003:95 & 2008:276; Lewis, 2004:296).

- **Experiencing personality changes, acting contrary to personality and becoming a 'changed' person** (cf par. 3.4.1.8 - altered personality)

Participants reported that the negative experiences have altered their personalities or that they act contrary to their nature. Some participants reported that they have changed so much that they do not recognise themselves anymore. One participant mentioned that a family member observed that she is not the same person as before. The following are some of the verbatim statements of participants:

(26) *"Ek het 'n hele totale persoonlikheidsverandering ondergaan."*

["I have undergone an entire personality change."]

(28) *"My man het nou die dag reguit vir my gesê ek is nie meer dieselfde mens vandat ek daar werk nie."*

["My husband the other day said directly to me that I am not the same person since I worked there."]

- **Crying** (cf par. 3.4.1.8 - crying)

Some of the participants reported that they cry continuously as a result of negative experiences, for example when at home, every day before work or directly after a psychological violence incident. All the participants who reported crying as a negative effect are female. Four female participants also cried during the interviews just by relating their negative experiences to the researcher. This finding concurs with the results of Blase and Blase (2003:129), who found that crying, is more prevalent amongst bullied female teachers. The following are some of the verbalised experiences of participants:

(3) *"… was ek elke dag in trane by die huis wat ek … dit nie meer kon hanteer nie … het ek elke dag gehuil as ek moet opstaan as ek moet werk toe gaan."*

["…. I was in tears every day at home … I couldn't handle it … every day cried when I got up when I must go to work."]

(22) *"Ek tjank oor alles … ek kan nie meer nie … ek huil oor alles …"*

["I sob about everything … I cannot anymore … I cry about everything."] (The participant cried during interview and couldn't talk at times due to crying).

- **Experiencing depression** (cf par. 3.4.1.7)

According to Riskind (cited *in* Blase and Blase, 2003:124), "depression" is *"a demobilization response to a loss, a static or unlikely to vary situation than can no longer (with any hope) be avoided because it has already developed or come to pass"*.

Participants reported that they experience depression as a result of negative experiences. Participants also mentioned that they experience feelings such as anger, hopelessness, an inability to commence with tasks, having no energy left and feeling down, which are typical symptoms of depression (cf par. 3.4.1.7; The American Psychiatric Association *in* DSM-IV-TR, 2000:356). The following are some of the experiences that participants related:

(3) *"Dis dalk waar die deppressie ook vandaan gekom het want ek voel daar's nie hoop nie, ek het nie krag om enige … hoe klein ookal die probleem is aan te pak en dit uit te sorteer nie, ek het, ek kan dit nie doen nie."*

["Its probably where the depression also originated because I feel there is no hope, I do not have strength to anything … irrespective of how small the problem is to confront and sort out, I have, I cannot do it."]

(17) *"… wat veroorsaak dat daar 'n mate van deppressie is in die sin van - jy sit soms hier en jy kan nie aan die gang kom nie - dit was nog nooit so nie."*

["… what causes that there is a degree of depression is in the sense that – you sometimes sit here and you cannot get going – it was never like that."]

This finding concurs with the findings of previous research that psychological violence often results in depression (Blase & Blase, 2003:124; Namie, 2003; Anon, 2007a *in* the Teacher Support Network; Blase & Blase, 2008:276; De Wet, 2010:1456).

- **Experiencing concentration problems** (cf par. 3.4.1.8 - negative cognitive effects)

Some of the participants reported that they find it difficult to concentrate, which also affects their ability to continue with work. However, difficulty to concentrate is also one of the symptoms of both Post-Traumatic Stress Disorder and depression (cf par. 3.4.1.4; par. 3.4.1.7). The following are some experiences related by participants:

(7) *"But to actually concentrate and physically get on and do work, that that's an impossibility."*

(20) *"And concentration - one looses concentration, you see …"*

Similar negative cognitive effects amongst bullied teachers were reported by other researchers (Anon, 2007a *in* the Teacher Support Network; Blase and Blase, 2008:276; Kirsten, 2007:6).

- **Experiencing fear and anxiety** (cf par. 3.4.1.6)

Fear is an immediate and intense emotional alarm, accompanied by energy that motives a person to flee from danger whilst anxiety is characterised by physical tension and *"apprehension about the future'* (Barlow & Durand, 2009:122). Epstein (cited *in* Blase & Blase, 2003:114) comments that fear is associated with escape and avoidance and when such actions get blocked, fear is transformed in anxiety, which is *"a state of arousal following the perception of the perception of threat".* Accordingly, participants felt fearful and anxious owing to negative experiences and in apprehension of the next attack:

(5) *"En as ek … dink ek moet begin werk toe kom, dan begin ek klaar angstig raak."*

["And if I … think I must start to go to work, then I already become anxious.]"

(29) *"Ek … ek's veskriklik bang gewees om in te loop in die gebou in want ek weet nie wat wag vir my nie want daar's weer 'n nuwe ding wat iemand uitgedink het of 'n nuwe slaanstok wat wat uitgekom het …"*

["I … I am extremely scared to walk into the buildings because I do not know what is waiting for me because there is something new again that someone has thought up or a whipping stick that has emerged…."]

Concurring findings concerning anxiety and fear amongst victims of psychological violence were reported by other researchers (Namie, 2003:17; Blase & Blase, 2003:114; WHO publication on psychological harassment at work 2003 cited *in* Meyers, 2006b; Keashly, 2007; Kirsten, 2007:7; Blase & Blase, 2008:276).

- **Experiencing forgetfulness** (cf par. 3.4.1.8 - negative cognitive effects)

Participants reported that they experience forgetfulness as a result of negative experiences. Some participants mentioned that they forget the content of a subject while explaining it to students. They articulated this as follows:

(10) *"Ek sit skielik met hierdie goed wat net weggaan… gedagtes wat net weggaan… Ek ondervind nou die laaste … vier , vyf … weke …laat ek in die klas sal staan en 'n ding verduidelik en dan kom ek by 'n naam … wat ek vantevore sjoe okay, jy sal ook weet, so drie keer moes omrol en dan kry ek die ding, kry ek hom deesdae net nie - hys weg."*

["I am suddenly sitting with these things that just disappear… thoughts that just disappear… I find recently … four, five… weeks … I stand in front of the class explaining and I come to a name … that I previously would okay, you will know, about three times must repeat and then I get the name, but I do not get it nowadays, it's just gone."]

(16) *"I'm not a person who used to forget … but there is a times, there are sometimes that I forget what I must do and I knew that I know those things but they came out of my mind because of this work situation."*

- **Feeling irritated** (cf par. 3.4.1.8 - irritability)

To be irritated refers to being *"annoyed or angry"* at or by, or with something (Oxford Advanced Learner's Dictionary, 2010:791). Participants experienced irritation as a result of negative experiences and that these feelings also tend to linger after the incidents:

(17) *"Ek kan nie 'n dag in die oë kyk nie want daar's altyd 'n ding wat … irriteer."*

["I cannot face a day because there is always a thing that … irritates."]

(18) *"Uhm as ek baiekeer, as ek so geïrriteerd hier weggaan, dan vat dit my ten minste drie, vier ure by die huis om eers weer myself te word."*

["Uhm if I many times, if I leave here so irritated, then it takes me at least three, four hours at home to just become myself again."]

Similar findings related to irritability amongst teachers were also reported by Anon (2007a *in* the Teacher Support Network) and Kirsten (2007:7).

- **Having suicidal thoughts** (cf par. 3.4.1.8 - suicide & suicide ideation)

Suicidal thoughts should be considered as very serious and it is alarming that 4 of the 29 participants reported that they have or had regular suicidal thoughts as a result of negative experiences at work. This finding concurs with literature and previous research that victims of psychological violence often experience suicidal thoughts or suicide ideation (ILO, 1998; Neuman, 2000b; Namie *in* the US Hostile Workplace Survey, 2000:9; Monaghan, 2006; Kirsten, 2007:8). However, suicide ideation is also one of the symptoms of depression (cf par. 5.3.1.6.1 subcategory - depression).

The following are some of the experiences articulated by participants:

(3) *"Ek het vreeslik baie selfmoordgedagtes begin kry … dinge kom by my op wat ek sal sit en dink …nee, ek sal nie myself skiet nie want dit maak te veel van 'n gemors vir die mense wat agterbly."*

["I have started to get extremely many suicidal thoughts… things come to mind that I will sit and think … no, I won't shoot myself because it make too much of a mess for those left behind."]

(26) *"Wat ek wel vir jou kan sê is dat ek baie dikwels gedink het aan selfmoord … uhm … veral op die stadium toe dit so sleg gegaan het met my gesin (cries) want ek het gevoel ek het alles verloor … ek het my posisie en my beroep verloor, ek is besig om my man te verloor, ek is besig om my kinders te verloor… so wat maak sin?"*

["What I can say to you is that very often I thought of suicide … uhm … especially at that stage when things really were bad with my family (cries) because I felt that I lost everything …. I lost my position and my career. I am busy losing my husband, I am busy losing my children … so what's the use?"]

- **Consuming more alcohol** (cf par. 3.4.1.8 - substance abuse & self-destructive habits)

Participants reported that they consume more alcohol as a result of their negative experiences:

(2) *"I'm not a great drinker but I ended up every day I sit down and I drink one cup of wine."*

(11) *"Ja kyk ek geniet my wyn maar ek dink ek drink die laaste jaar, jaar en 'n half meer wyn drink ek meer wyn as wat, as wat ek in die verlede gedrink het en jy kan seker maar sê ek drink meer."*

["…Yes I enjoy my wine but I think the past year, year and a half I drank more wine than (laughs) than what I drank in the past and you can surely say I drink more."]

Kirsten (2007:8) and Blase and Blase (2003:133 & 2008:277) similarly found that bullied teachers consumed more alcohol owing to psychological violence.

- **Experiencing feelings of inferiority and damaged self esteem** (cf par. 3.4.1.8 - shattered faith in self-competence, injured/decreased self-confidence & feelings of worthlessness)

"Inferiority" refers to a feeling of not being as good as somebody else (Oxford Advanced Learner's Dictionary, 2010:763). "Self-esteem" is defined as *"one's attitude towards oneself or one's opinion or evaluation of oneself, which may be positive (favourable or high), neutral, or negative (unfavourable or low)"* (Colman *in* the Oxford Dictionary of Psychology, 2009:681).

In line with the research findings of Blase and Blase (2003:100 & 2008:276), participants in this study reported that they experience feelings of damaged self-esteem (negative unfavourable or low self-esteem) as a result of their negative experiences:

(22) *"Uhmm ag dit laat my minderaardig voel … my selfbeeld lei defnitief daaronder (cries)."*

["Uhmm agh it makes me feel inferior … my self image definitely suffers as a result (cries)".]

(26) *"Weet jy dit laat 'n mens minderaardig voel… uhm ek het 'n geweldige selfbeeld probleem ontwikkel."*

["You know it leaves a person feeling inferior …. uhm I have developed a huge self image problem."]

- **Experiencing lethargy**

"Lethargy" is *"the state of not having any energy or enthusiasm for doing things"* and is synonymous to *"listlessness"* (Oxford Advanced Learner's Dictionary, 2010:847). However, lethargy is also one of the symptoms of depression (cf par. 5.3.1.5.1 subcategory - depression). Participants reported that they experience lethargy or listlessness as a result of their negative experiences:

(10) *"Ek is lam ek is tam ek is nie lus nie ….lusteloosheid … uhm."*

["I am lame I am tired I do not want to … listless …uhm."]

(27) *"You do not want to do anything whatsoever …"*

- **Experiencing numbed emotions (anhedonia)** (cf par. 3.4.1.8 - anhedonia)

"Anhedonia" is described as *"inability to experience pleasure or interest in formerly pleasurable activities"* (Colman, 2009:38). It transpired from the following verbatim quotations that participants experience anhedonia as a result of their negative experiences:

(4) *"Dit voel net vir my ek het nie meer emosie nie. Ek is al op al daai vlak wat ek nie eers meer emosie toon nie."*

["It just feels for me that I do not have any emotions. I am at that level that I do not even show any emotions."]

(17) *"Jy raak afgestomp en dis waar ek nou is - ek is afgestomp."*

["You get blunted and that is where I am now – I am blunted."]

Kirsten (2007:6) similarly found that bullied teachers experienced anhedonia owing to psychological violence.

- **Experiencing thoughts of violence** (cf par. 3.4.1.8 - fantasies of violence directed towards the perpetrator)

Participants in this study reported fantasies of violence towards the perpetrator. Thoughts of violence include *"beating someone up"*, *"slapping the perpetrator across the ear"*, and getting to the *"untouchables"*. It is disturbing that three participants experience thoughts of violence as a result of negative experiences (cf Annexure F). Two participants articulated this as follows:

(7) *"I think when it's happening, you want to beat the person up, that's how you feel, you want, be … because you have that immediate thing 'this guy is so aggressive that the only thing that's going to shut him up is a good klap across the ear."*

(10) *"Ek uh kom op die punt wat ek wil op daai punt kom … en ek sal wraggies … sekere dae voel dit asof ek myself net nie kan beheer nie … maar ek sal fisies tot geweld oorgaan … ek ek het al lus gehad om hier in te stap met 'n pistool en te begin student… man ja dis baie moeilik soos ek sê - ou sal moet heel boontoe beweeg … en dis nou ongelukkig ouens wat in 'n posisie is waar hulle onaanraakbaar is 'untouchables."*

[I uh get to the point where I ….and I will really …. on certain days I feel that I cannot control myself… but I will get physically violent…. I, I felt like like walking in here with a pistol and begin student … man yes it's very difficult like I say – one must move

upwards … and now unfortunately its guys that are in a position where they are untouchable – untouchables."]

Thoughts of violence were also reported as an effect of workplace bullying in two surveys, namely, the U.S. Hostile Workplace Survey (Namie, 2000:6) and the 2003 WBI Survey on Abusive Workplaces. Kirsten (2007:6) similarly found that bullied teachers experienced thoughts of violence towards a perpetrating principal.

- **Feeling very emotional**

The adjective "emotional" is defined as *"connected with people's feelings"* or *"causing people to feel strong emotions"* (Oxford Advanced Learner's Dictionary, 2010:478). Participants reported that they have become very emotional as a result of negative experiences:

(2) *"I'm very much emotional … I cannot work like that, so I left and reported that…"*

(27) *"Yea you too become very emotionally."*

- **Feeling worried** (cf par. 3.4.1.5)

To feel worried implies that one is *"thinking about unpleasant things that have happened or might happen and therefore feeling unhappy and afraid"* (Oxford Advanced Learner's Dictionary, 2010:1700). Participants experienced worry owing to psychological violence. It transpired that they are also worried about their future at the College (cf Annexure F):

(1) *"I'm concerned and I'm a worried man because uhm because that is my short future that still lies ahead is in the hands of the NCV NCV programme …"*

(25) *"Sielkundig, soos ek vir jou sê - ek worry daaroor."*

["Psychologically, like I said to you – I worry about that."]

Bullied teachers in the study of Kirsten (2007:7) also indicated that they worry due to psychological violence.

- **Having to violate own moral values and ethical conduct** (cf par. 3.4.3)

Participants reported that they have to do things that are against their moral values or ethical conduct. Examples include being forced to follow policy to the detriment of students, refraining from raising problems to avoid negative consequences or refraining from disciplining

subordinates who are absent from work, because their absence is a result of being abused by higher-level management (cf Annexure F). The following example attests to this:

(11) *"Jy weet jy word half verwag om … uhm dinge bloot te stel maar maar meer die … goeie dinge, nie die goedjies wat nou werklik … krapperig is nie. Dan moet jy maar eerder vir jou eie beswil maar eerder dit so half bietjie, hoe kan ek sê … onder die mat invee…. ag ek weet nie. Ek het al met met sekere uhh gevalle gesien dat - as jy baie uitesproke is dan op die ou einde van die dag en bestuur hou nie daarvan nie. Ek praat nou van* (name of managers omitted) *topbestuur - hulle hou nie daarvan nie dan uhh dan uhm ek weet nie, dan's dit nadelig vir jou, vir jou beroep jy weet vir bevordering whatever dit het gebeur met persone wat wat uhh nie bevordering gekry het nie as gevolg van dat hulle uitgesproke is."*

["You know you are half expected to …. uhm to expose things but, but more the … good things, not the things that are actually …irksome. Then you must rather for your own sake it, how can I say… sweep it under the carpet … ag I do not know. I have already in certain uhh instances seen that if you are too outspoken then in the end the management doesn't like it. I am speaking about (name of managers omitted) *– top management – they do not like it uhh then uhh I do not know, then it's detrimental for you, for your career your promotion whatever. It has happened with people that that uhh didn't get promotion as a result of their outspokenness."]*

Bullied teachers in the studies of Blase and Blase (2003:94 & 2008:276) similarly reported that they had to violate their own moral values and ethical conduct owing to psychological violence.

- **Repressing thoughts about negative experiences** (cf par. 3.4.1.4)

"Repression" is *"a defence mechanism whereby unacceptable thoughts, feelings or wishes are banished from consciousness"* whereby *"anxiety-arousing information already in the consciousness are removed and blocked from returning"* (Colman, 2009:653). Participants reported that they repress thoughts about their negative experiences. Repression of thoughts is also related to PTSD (cf par. 3.4.1.4). One participant indicated that he/she represses feelings, because one has to act according to a professional code at the workplace and therefore feelings cannot be acted out. Participants articulated their experiences as follows:

(8) *"Oor die algemeen het my gesondheid agteruitgegaan omdat ek, sê maar die hoofoorsaak is maar stres … en repressie jy weet, jy praat nie, jy bottel alles op, dis nou maar dit."*

["Generally my health has deteriorated because I, you can say, the main cause is stress … and … and repression you know, you do not talk, you bottle everything up, and that's it."]

(17) *"Ongelukkig omdat jy mos nou hier … jou moet gedra volgens 'n sekere kode kan jy nie die mense wat jou frustreer aanval en sê soos wat jy graag wil nie, jy dra maar daai wrokkigheid en daai frustrasies maar met jou saam."*

["Unfortunately because you now here… you must behave according to a certain code you cannot take on those that frustrate you and say what you want to, you carry those grudge and frustrations with you."]

- **Wanting to retaliate (retribution)** (cf par. 3.4.3; cf par. 5.3.1.1.4).

Some of the participants reported that they want to or have retaliated as a result of their negative experiences. One of three participants articulated his/her experiences as follows:

(21) *"Sometimes my seniors cause emotional stress, sometimes I do cause it to them (laughs) in many different ways, ja, they can tell you, in many different ways and I do it deliberately because I'm just giving them a taste of of of treating people in an unacceptable way ... I retaliate on this on on uhh some of the things they did do. In most cases uhh I retaliate but in a way that they … they will think about it at a later stage, ja, because I do not want to allow myself to be … treated in a bad way and somebody does not, is not, doesn't realise that they treated me in a bad way, so I sometimes re … retaliate, ja."*

Previous research similarly indicated that victims of psychological violence become revengeful and experience feelings of bitterness (Blase & Blase, 2003:121; O'Morain, 2006:1).

- **Becoming aggressive** (cf par. 3.4.1.8 - fantasies of violence towards the perpetrator; anger)

Colman (2009:18) defines "aggression" as *"behaviour whose primary or sole purpose or function is to injure another person or organism, whether physically or psychologically"*. According to the frustration-aggression hypothesis by Dollard, 1939 in the book Frustration and Aggression (cited *in* Colman, 2009:299) *"the instigation to aggressive behaviour always presupposes frustration and that frustration always leads to aggression"* (cf sucategory - frustration).

Two participants reported that they become aggressive owing to psychological violence:

(4) *"… aggressief geraak…"*

["… became aggressive..."]

(18) *"… baie aggressie … uhhmm aggressie wat opbou, dit is nou maar, dit dit soek 'n uitlaatklep en dit bars oop en dit borrel uit."*

["Lots of aggression… uhhmm aggression that builds up, that is so, it it looks for a release valve and it explodes and pours out."]

- **Smoking more** (cf par. 3.4.1.8 - substance abuse and self-destructive habits)

Two participants reported that they smoke more owing to psychological violence:

(8) *"Uhmm ag oor die algemeen is dit maar jy weet selfvernietigende gedrag wat ek toon … ek rook… baie wat ek nooit voorheen so erg gedoen het nie maar dis nou erger."*

["Uhmm agh generally it is but you know self-destructive behaviour that I display … I smoke … lots that I didn't do so much previously but it is now worse."]

(10) *"Hoekom rook ek? Oor die stress… want hoe … erger die stress raak, hoe meer begin jy rook."*

["Why do I smoke? Due to stress … because how … more intense the stress becomes the more one begins to smoke."]

Blase and Blase (2003:133 & 2008:277) similarly found that bullied teachers smoked more as a result of psychological violence.

5.3.1.6.2 Main category 16: Experiencing negative biophysical health effects

Biophysical refers to the biophysical context of health (cf par. 3.3; par. 3.4.2).

The main category *experiencing negative health effects* was formulated based on the subcategories contained in and because it also emerged from the related experiences of participants that psychological violence harms the biophysical health of participants.

Table 5.79: **Experiencing negative biophysical health effects**

MAIN CATEGORY 16	EXPERIENCING NEGATIVE BIOPHYSICAL HEALTH EFFECTS	N= 29
Subcategories	Experiencing tiredness and exhaustion	12
	Suffering from headaches	12
	Experiencing insomnia	11
	Having to use medication and food supplements	9
	Experiencing bodily pains	5
	Experiencing painful and tensed shoulders	5
	Worsening of existing diseases; new medical conditions appearing	5
	Experiencing heart palpitations	4
	Experiencing stomach aches and cramps, stomach sensitivity, diarrhoea, chronic stomach ulcer and spastic colon	4
	Experiencing high blood pressure (hypertension)	3
	Experiencing overeating, weight gain and a lack of appetite	3
	Teeth grinding (teeth gnashing)	3
	Experiencing heart cramps and heart disease	2
	Experiencing migraine headaches	2
	Experiencing nausea and vomiting	2
	Sleeping excessively	2

- **Experiencing tiredness and exhaustion** (cf par. 3.4.2.2)

Twelve of the 29 participants mentioned that they are constantly tired to the point of exhaustion as a result of their negative experiences. The wording that participants used to describe their tiredness such as *"exhausted"*, *"I am finished", "tired already", "I am tired, tired, tired", "tired until death", "tired all the times" "dead tired"* give some indication of the severity of their experiences (cf Annexure F). The following are some of the participants' direct verbatim statements:

(4) "*Want ek is…ek is…moeg, ek is op…Uhm."*

["Because I am … I am … tired, I'm finished …Uhm."]

(22) *"… ek voel net dat uhhm dit maak my moeg. Ek is moeg, moeg, moeg, jy weet."*

["…I feel just that uhhm it makes me tired. I am tired, tired, tired, you know."]

(27) *"Physically I would say you feel, you feel tired at all times …"*

Previous studies similarly revealed that targets experienced tiredness or exhaustion owing to psychological violence (Blase & Blase, 2003:131; Lewis, 2004:96; Ellis, 2007; Blase & Blase, 2008:276; Kirsten, 2007:8).

- **Suffering from headaches** (cf par. 3.4.2.2)

It emerged that participants suffer from constant and severe headaches as a result of psychological violence. Some participants reported that they have to use pain tablets on a daily

basis, received weekly injections and also visit the doctor regularly because due to the severity and continuous nature of headaches. They articulated their experiences as follows:

(5) *"En dit was in daai stadium so erg dat ek elke week, as daar 'n week verbygegaan het* (cries) *dat ek nie dokter toe moes gaan vir hoofpyn, erge hoofpyn-inspuitings in my skedel."*

["And at that stage it was so severe that every week, there was not a week that went by (cries) *that I didn't have to go to the doctor for headaches, severe headaches – injections in my skull."]*

(15) *"And sometimes I've got headache … Terrible headache. I'm always going to the doctor because of that."*

(16) *"They have influence in my health because sometimes I can have a headache… I have a terrible headache, I'm living with pain tablets every day."*

Previous research similarly alluded to headaches as an effect of psychological violence (Blase & Blase, 2003:131; Namie *in* the 2003 Report on Abusive Workplaces; Kirsten, 2007:8; De Wet, 2010:1456)

- **Experiencing insomnia** (cf par. 3.4.2.2)

Eleven of the 29 participants reported that they experience chronic sleeplessness as a result of negative experiences. Some participants wake up during the night or in the early hours of the morning while a few reported that they have sleepless nights. One participant reported that he/she is unable to sleep in spite of sleep medication. Insomnia is also one of the symptoms of both Post-Traumatic Stress Disorder and of depression (cf par. 3.4.1.4; par. 3.4.1.7). The following are some of the verbalised experiences of participants:

(5) *"So ek bly die heelnag wakker, ek slaap nie, ek ly aan slaaploosheid en al het hulle my met ernstige slaapmedisyne gedokter, kon ek nie slaap nie."*

["So I remain awake the whole night, I do not sleep, I suffer from insomnia and even if they have treated me with severe medication for sleeping, I cannot sleep."]

(14) "*Sometimes they affect me because during the night I woke up, I think about the workplace I cannot sleep during the night. If it's serious, I do not sleep at all … I sleep a while - during the am's I woke up then the following day I do not feel like sleeping."*

Several researchers also reported sleep disorders and insomnia owing to psychological violence (Blase & Blase, 2003:276; Meyers, 2006b; Keashly, 2007; Kirsten, 2007:7; Blase & Blase, 2008:276; Namie & Namie, 2009a:135; De Wet, 2010:1456).

- **Having to use medication and food supplements** (cf par. 3.4.2.2)

Nine participants reported that they have to use medication or food supplements to address their physical and psychological ailments that resulted from negative experiences. The participants used anti-depressants, tranquilizers, sleep medication, muscle relaxers, pain tablets to the point of addiction, homeopathic remedies, iron supplements, B-12 injections, iron-supplements, folic acid and headache tablets owing to psychological violence. The following are some of the verbalised experiences of participants:

(3) *"Wat ek … dit nie meer kon hanteer nie … as ek moet opstaan as ek moet werk toe gaan dat ek, ek kon nie tot die dokter my op anti-deppressante en kalmeermiddels en goed gesit het."*

["What I …. could not handle anymore … if I must get up when I have to go to work that I, I couldn't until the doctor put me on anti – depressants and tranquilizers and stuff."]

(8) *"Gebruik slaappille van tyd tot tyd … ag ek het uhh ons gesels van tyd tot tyd met ander mense en 95% van die, van die ... personeel is op een of ander tipe anti-deppressant of kalmeermiddel."*

["Use sleeping tablets from time to time… ag I had uhh we talk from time to time with others and 95% of the, of the ….staff is on one or other type of anti depressant or tranquilizer."]

(16) *"I'm living with pain tablets everyday - I, I am addicted to that ... really, I drink them every day."*

(26) *"Uhh ek het ontsettend baie hoofpynpille gedrink … partykeer het ek die hoofpynpil gedrink nog voordat ek die hoofpyn gehad het want ek het geweet hy gaan kom."*

["Uhh I have drunk huge amounts of headache tablets … sometimes I have drunk the headache tablet before I had the headache because I know it is going to come."]

Blase and Blase (2003:132) similarly found that bullied teachers use a combination of medication to treat the negative effects of psychological violence.

- **Experiencing bodily pains** (cf par. 3.4.2.2)

Some participants reported that they experience bodily pains such as muscle pains and muscle spasms, back pain and breast pains (to mention but a few) as a result of their experiences and the following are some of the experiences related by participants:

(16) *"They have influence in my health because sometimes … or a back pain and I realise that whilst I have feet pains, back pains they're working together with my heart … and my mind also."*

(27) *"On my back and in between my breasts here - there will be a very very serious pain, a pain which which I do not know how to describe it…its so painful even when at times when you try and breathe, you feel that there's is something pricking you, you know, like a needle is been … you know, you are pricked with something."*

Back pain as a result of psychological violence was also reported by Blase and Blase (2003:131). Kirsten (2007:7) and Blase and Blase (2008:277) similarly reported body aches as a symptom experienced by bullied teachers that is due to psychological violence.

- **Experiencing painful and tensed shoulders**

Some of the participants reported that they experience painful and tensed shoulders owing to psychological violence:

(7) *"Sometimes I get stiffness between the shoulder blades like I've been typing too much at the computer but I haven't typed …I get this stiffness across the shoulder blades."*

(20) *"I mean you could feel it here on your shoulders, it's if you've carried something very heavy on your shoulders."*

- **Worsening of existing diseases and new medical conditions appearing** (cf par. 3.4.2.2 - a re-appearance of pre-existing medical conditions)

Five participants mentioned that they experience a worsening of existing diseases or the appearance of new medical conditions owing to psychological violence. Existing diseases that worsened are for example auto immune disease and asthma. An increase in *"sugar"* and *"cholesterol"* was also reported. Headaches, infections and arthritis are new medical conditions experienced as a result of negative experiences. The following examples attest to this:

(5) *"En toe het dit net aanhou basies opbou en opbou en toe het ek in in die jaar daarna baie siek geword as gevolg van outo-immuun siekte … ek het dit bespreek met die*

dokter toe sê sy dis as gevolg van die buite stress, laat die siekte ook nie in remissie wil gaan nie."

["And then it just continued to build up and build up and then in the following year I got very sick as a result of auto- immune disease… I discussed this with the doctor and she said it is a result of external stress that the illness doesn't want to go into remission."]

(8) *"Oor die algemeen het uhm suiker, cholesterol, jy weet, alles is net hoër omdat die stresslakke so hoog is … my voete het op begin pak want dis maar stress en en suiker goed korroleerde goeters."*

["Generally I have uhm sugar, cholesterol, you know, everything is just higher because the stress levels are so high …. my feet have begun to pack up because it's stress and and sugar and all that is associated with it."]

(12) *"My asma het versleg behalwe dat ek my medikasie reg gebruik en so aan, is my asma nie onder beheer nie."*

["My asthma has deteriorated even though I use my medication correctly and so on, my asthma is not under control.]

(22) *"En uhhm dit affekteer wel my gesondheid uhm ek het allerhande probleme soos arthritis."*

["And uhhm it actually affects my health uhm I have got a lot of different problems like arthritis."]

Blase and Blase (2003:133 & 2008:277) and Kirsten (2007:7-8) similarly found that psychological violence caused an exacerbation of pre-existing medical conditions amongst bullied teachers.

- **Experiencing heart palpitations** (cf par. 3.4.2.2)

Some of the participants indicated that they experience severe and continuous heart palpitations as a result of negative experiences. Heart palpitations are also related to panic attacks (cf par. 3.4.1.6 - panic attacks). Participants verbalised their experiences as follows:

(16) *"My heart … sometimes, sometimes if I'm not satisfied, when I sleep it just make like this for the whole night (demonstrates) … it pounds."*

(23) *"Jis en met tye dan kry ek so hartkloppings dat ek kan dood gaan …"*

["Yes and at certain times I get heart palpitations that I could die …."]

Kirsten (2007:7) similarly found that bullied teachers presented with heart palpitations as a result of psychological violence.

- **Experiencing stomach aches, stomach cramps, stomach sensitivity, diarrhoea, chronic stomach ulcer and spastic colon** (cf par. 3.4.2.2)

It transpired from the following verbatim statements that participants experience stomach aches, stomach cramps, stomach sensitivity, diarrhoea, chronic stomach ulcer and spastic colon as a result of negative experiences. One participant mentioned that her stomach ulcer is chronic (*"has just never healed"*). The following are some of the statements to that effect:

(3) *"Ek het op 'n stadium gedink ek het dalk 'n maagseer ook … wat … die dokter het ook net vir my medikasie gegee …Vreeslike maagpyn …uh so aan, spastiese kolon …"*

["I had thought at a stage that I had also had a stomach ulcer …. Because… the doctor has also just gave me medication … Extreme stomach pain … uh so on, spastic colon…"]

(23) *"Ek het 'n maagseer wat net nooit gesond word nie."*

["I had a stomach ulcer that has just never healed."]

(10) *"Ja maagkrampe, ag permanent … my maag het sensitief geraak uhm hy wil net nie herstel nie … ek het krampe, ek het permanent ongesteldheid, as dit nie hardlywigheid is nie is dit diarree, so ek spring die heeltyd rond hier tussen die twee van hulle."*

["Yes stomach cramps, agh permanently… my stomach has become sensitive uhm it just won't heal… I have cramps; I have permanent upsets, if it's not constipation then its diarrhoea so I jump around the whole time between the two."]

Kirsten (2007:8) similarly found that bullied teachers experienced stomach problems.

- **Experiencing high blood pressure (hypertension)** (cf par. 3.4.2.2)

"Hypertension" is described as *"blood pressure that is higher than normal"* (Oxford Advanced Learner's Dictionary, 2010:735). Three participants reported that they experience hypertension owing to psychological violence.

One participant articulated this as follows:

(17) *"Ek het, dis nou so twee jaar wat ek gediagnoseer is met hoë bloeddruk. Ek het in my lewe lank nog nooit gesondheidsprobleme gehad nie, ek het dit nie gehad nie, maar hier het ek hoë bloeddruk want ek is altyd die donner in, ek is altyd woedend, ek is altyd gefrustreerd, ek kan nie 'n dag in die oë kyk nie want daar's altyd 'n ding wat my hoogs frustreer en irriteer en ja - dit het sy tol geëis - ek het nou hoë bloeddruk daarvan oorgehou."*

["I have its two years since I was diagnosed with high blood pressure. All my life long I have never had health problems, I never had it, but here I have high blood pressure because I am always the hell in, I am always furious, I am always frustrated, I cannot go through a day without feeling frustrated and irritated and yes – it takes its toll – I have now got high blood pressure from it."]

It is also interesting to note that one participant (participant 17) who is diagnosed with hypertension simultaneously mentions that he/she is always angry. Hafen *et al.* (1996:8) reported in this regard that there is a link between anger, or expressed anger and resulted guilt or the inability to protest against an unjustified attack and hypertension. The same participant (17) also mentioned that he/she represses feelings because one has to act according a certain code in the workplace (cf par. 5.3.1.6.1 - repressing thoughts about negative experiences).

Previous research also pointed towards hypertension as a result of psychological violence (Namie & Namie, 2009a:36; Ellis, 2007; Kivimake cited *in* Lutgen-Sandvik, 2006:4). Blase and Blase (2003:132) and Kirsten (2007:8) similarly reported that bullied teachers suffer from hypertension due to psychological violence.

- **Experiencing overeating, weight gain and a lack of appetite** (cf par. 3.4.2.2)

Some participants reported that they experience overeating, weight gain or lack of appetite owing to psychological violence. Weight swings are related to depression (cf par. 5.3.1.6.1 - subcategory - depression). Some of the participants verbalised their experiences as follows:

(21) *"When I'm really affected emotionally, most specifically at these management issues uhh you find that uhh I lose appetite."*

(27) *"I'll want to eat everything that I come across, everything that I come across I want to eat and as much as I eat it wouldn't curb my appetite … I'll be gaining just a lot of weight."*

Overeating and weight gain or weight loss were similarly reported by other researchers as negative physical effects as a result of psychological violence (Blase & Blase, 2003:131 & 2008:277; Keashly, 2007; Namie & Namie, 2009a:136).

- **Teeth grinding (teeth gnashing)** (cf par. 3.4.2.2)

Some of the participants reported that they grind their teeth as a result of negative experiences. One participant articulated this as follows:

(4) *"Wat, wat ek werklik kan agterkom is ek kners baie op my tande en ek het nou gesien ek is nou byvoorbeeld 'n week by die huis gewees niks, niks niks. Toe ek daai dag werk toe gaan toe begin ek weer op my tande kners."*

["That, that I truly can recognize is that I grind on my teeth and I have seen that I am for example a week at home nothing, nothing nothing. That day that I went to work I started grinding my teeth again."]

Other studies similarly indicated that teeth grinding is a negative effect of psychological violence (Namie, 2003:12 *in t*he 2003 WBI Survey of Abusive Workplaces; Blase & Blase, 2008:277).

- **Experiencing heart cramps and heart disease** (cf par. 3.4.2.2)

It emerged that two participants experience serious health effects, namely heart cramps and heart disease as a result of psychological violence:

(5) *"… soveel so dat ek beginne hartkrampe kry … van, van die verskriklik) angs."*

["…so much that I began getting heart cramps… from, from the extreme anxiety."]

(18) *"Ek het in hierdie tyd wat verby is uhm hartprobleme opgetel wat ek nooit voorheen gehad het nie en ek moes gaan vir uhm harttoetse en dinge en daar's twee are wat toe is wat moontlik in die toekoms omlyn moet word."*

["I have in this past time uhm picked up on heart problems that I never had previously and I had to go for heart tests and things and there are two arteries that are closed that in the future may have to have bypasses."]

Kirsten (2007:7) similarly found that bullied teachers experienced heart arrhythmia and chest pains due to psychological violence.

- **Experiencing migraine headaches** (cf par. 3.4.2.2)

A "migraine" refers to *"a very severe type of headache which often makes a person sick and has difficulty in seeing"* (Oxford Advanced Learner's Dictionary, 2010:930). Two participants indicated that they experience chronic migraine headaches as a result of negative experiences. It also transpired that the migraines affect participants' work performance or presence at work. The severity of the migraines can also be deduced from the related experiences of participants:

(18) *"Uhm migraines ongelooflik baie, wat 'n ou se werk affekteer ..."*

["Uhm migraines unbelievably many, that affects one's work ..."]

(28) *"Ek sukkel met migraines ek is gehospitaliseer vir 'n week weens migraine."*

["I battle with migraines I have been hospitalised for a week due to migraines."]

Blase and Blase (2003:132) and Kirsten (2007:8) similarly found that teachers experienced migraines owing to psychological violence.

- **Experiencing nausea and vomiting** (cf par. 3.4.2.2)

Two participants mentioned that they experience nausea and vomiting as a result of negative experiences. One participant reported that she vomits in the morning at the thought of coming to work:

(5) *"Dat jy in die oggend opstaan en begin bewe en opgooi … net omdat jy dink (emphasised), jy moet werk toe kom."*

["That you get up in the morning and begin to shake and vomit … just because you think (emphasised), you must go to work.]"

Ellis (2007) similarly found that victims of workplace bullying may vomit at the thought of coming to work. Nausea and vomiting were also reported as a negative health effect of workplace bullying by other researchers (Blase & Blase, 2003:132; Richards, 2003:7; Keashly, 2007).

- **Sleeping excessively**

Participants reported that they sleep from one to three days incessantly as a result of negative experiences. However, a change in sleep pattern is also related to depression (cf par. 5.3.1.6.1).

Two participants verbalised their experiences as follows:

(4) *"So ek, ek het defnitief op 'n stadium slaapversteurings gehad … dan kom 'n ou op 'n dag, wat jy nou, jys nou op dan dan slaap jy. Is nou, ek was nou twee dae by die huis, ek het gister byvoorbeeld heeldag net geslaap."*

["So I, I definitely had sleep disturbances at a stage … then one comes to a day that one now, now you are finished then then you sleep. Its now, I was now two days at home, yesterday for example I just slept for the whole day."]

(10) *"Ek … clutch uit vir twee, drie dae partykeer wat ek … wil slaap, ek slaap. Ek staan op om te eet, ek staan op om toilet toe te gaan maar ek slaap vir drie dae."*

["I … disengage for two, three days sometimes that I … want to sleep, I sleep. I get up eat, I get up to go to the toilet but I sleep for three days."]

5.3.1.6.3 Main category 17: Experiencing negative spiritual health effects

In the context of this study, "spiritual" refers to the spiritual context of health (cf par. 3.4.3).

The main category *experiencing negative spiritual health effects* was formulated based on the subcategories contained in it and because it also emerged from the related experiences of participants that psychological violence harms their spiritual health.

Table 5.80: **Experiencing negative spiritual health effects**

MAIN CATEGORY 17	EXPERIENCING NEGATIVE SPIRITUAL HEALTH EFFECTS	N= 29
Subcategories	Feeling that everything has become too much to handle and that one cannot cope anymore	9
	Having a negative outlook on life	6
	Negative personal views held by non-management employees regarding their realities	5
	Having no positive expectations about the future	4
	Perceptions that management cannot be trusted	4
	Questioning role of God in bad experiences	3
	Affecting relationship with God negatively	2
	Experiencing bitterness and resentment	2
	Experiencing dejection and desperation	2
	Experiencing lack of control over own situation	2
	Experiencing unfairness	2

- **Feeling that everything has become too much to handle and that one cannot cope anymore**

It transpired that 9 of the 29 participants feel that everything has become too much to handle for them and that they cannot cope any more as a result of negative experiences. Participants used phrases such as *"I want to collapse and give up"*, *"I cannot cope any more…"*, *"come to a stage that you crack … cannot continue like this", "you cannot see your way … you just cannot continue any more, you cannot handle it any more …"* to describe the effect of negative experiences on them. One participant mentioned that the negative experiences have *"fragmented my soul"*. The following are some of the verbalised experiences related by participants:

(2) *"Sometimes it become very difficult on me … I'm going under a lot of stress - I'm at work - I'm under a lot of harassment and everything, so sometimes it become very too much for me to handle all these … these experiences they have, you know I'm certain they've fragmented my soul."*

(3) "*En dan voel 'n mens op 'n stadium heeltemal moedeloos, dat jy nie meer kans sien vir … jy kan net nie meer aangaan nie, jy kan nie meer dit hanteer …"*

["And then I feel at a stage a person is totally dejected , that you cannot see your way … you just cannot continue anymore , you cannot handle it anymore…"]

(10) *"Ek is net te moeg om aan te gaan, ek wil omval en oorgee … met hierdie konstante druk, konstante pressure, konstante … ag ek weet nie, ek kan nie, ek kan nie meer cope nie …"*

[" I am just too tired to go on, I want to collapse and give up … with this constant pressure, constant pressure, constant … agh I do not know, I cannot, I cannot cope anymore…"]

(18) *"Tot jy op 'n stadium kom wat jy, wat jy knak dan besef jy maar dit kan nie langer so aangaan nie."*

["Until you come to a stage that you crack then you realise that you just cannot continue like this."]

- **Having a negative outlook on life** (cf par. 3.4.3)

It emerged from the following statements of participants that they have developed a negative outlook on life in general as a result of negative experiences:

(2) *" …all of my life, 75% of my life, I spend at workplace, it has affected me so much that I cannot see the world in a better way."*

(26) *"Dit het my verskriklik, verskriklik negatief beinvloed … ek het net almal, almal kwalik geneem… So, jy weet - finansieel, emosioneel dit het net 'n totale … 'n heeltemal totale negatiewe … effek op 'n ou se hele lewensvisie."*

["It influenced me extremely, extremely negatively… I just blamed everyone, everyone… So you know – financially, emotionally it had a total … an entire totally negative … effect on one's entire outlook on life."]

- **Negative personal views held by non-management employees regarding their realities** (cf par. 3.4.3)

The positive interpretation of ultimate reality is reflective of spiritual health (Kirsten, 2004; Kirsten *et al.,* 2009:11). As a result of their negative experiences, non-management employees have developed negative personal views about their realities:

(5) *"Die een spesifieke dokter* (name of doctor omitted) *het vir my gesê hy't al vyf mense behandel wat hier werk en dit wat hy… kan aflei is … dat dit 'n uiters toksiese omgewing is."*

["The one specific doctor (name of doctor omitted) *said to me he had already treated five people that works here and that that which he can deduce … that it is an extremely toxic environment."]*

(22) *"Ek voel die bestuur het nie 'n saak met ons nie. Hulle is so feitegerig en ons is net die klomp idiote wat vir hulle uhm die Kollege se beeld moet uitdra, terwyl die Kollege se beeld is nie vir my goed nie … want hulle dra dit self nie uit nie…"*

["I feel the management doesn't care about us. They are so factually orientated and we are just a group of idiots that for them uhm should carry the College image, while the College's image is not according to me good… because they themselves do not carry it out…"]

- **Having no positive expectations about the future** (cf par. 3.4.3)

Hope and positive expectations are dimensions of spiritual health (Lee cited *in* Hafen *et.al,* 1996:379). It emerged that participants have no positive expectations about their futures:

(1) *"… I'm convinced that it cannot work in the long term."*

(3) *"… wanhopig… ek voel daar's nie hoop nie…"*

["….hopeless … I feel there is no hope…"]

- **Perceptions that management cannot be trusted** (cf par. 3.4.3)

Owing to their negative experiences, the resultant perception of participants is that they cannot trust management at all:

(4) *"Ek het nie vertroue in my kampushoof nie en … ek het ook nie die gevoel gekry dat ek my base, grootbase kan vertrou nie …"*

["I do not trust my campus manager and … I have not got the feeling that I can trust my boss, my big bosses …."]

(5) *"Daar was 'n hele tyd dat alles wat hier gebeur het, dis Corporate … en uiteindelik dan vind jy uit maar alles was nie Corporate Centre nie, baie van dit was hierso. En dan begin jy uhm … vertroue verloor in die mense wat hierso is."*

["There was an entire period when what happened here , was Corporate … and eventually you discover that everything is not the Corporate Centre, much of it was also here … And you uhm … lose faith in the people that are here."]

- **Questioning role of God in bad experiences** (cf par. 3.4.3)

Negative experiences have also caused some of the participants to question the role of God in these experiences. Two participants articulated this as follows:

(2) *"I believe that God know yes, if I pray he answers prayer … sometimes I think He's not listening … Spiritually, yeah I felt that I've lost touch with God and maybe I was punished for - why? Why?"*

(26) *"Ek baklei baie met God baie nogsteeds want ek verstaan nogsteeds nie hierdie goed wat gebeur nie want dit gebeur nogsteeds, dit het nou weer gebeur."*

["I fight often with God, often still because I still do not understand these things which happen because it still happens, it has just happened."]

- **Affecting relationship with God negatively** (cf par. 3.4.3)

Some of the participants reported that their relationship with God is affected negatively as a result of negative experiences. This was deduced from the following verbatim quotations:

(24) *"Op mens se geestelike vlak dink ek mens het tog maar bietjie 'n knou gekry … ek dink tog daai deel het ook maar uhm bietjie vir 'n loop gegaan … jou geloof - dit voel nie meer so verskriklik sterk nie, dit voel jy's te … jy's te uitgeput in die aande en om enigsens nog, as jy bid dan raak jy aan die slaap, nê."*

["On a person's spiritual level I think people suffer a bit of a blow… I think that part has also uhm gone for a bit of a loop… your faith – it doesn't feel so extremely strong, it feels like you … you are too exhausted in the evening and anything in addition, if you pray then you fall asleep , yes."]

(26) *"Dit laat jou twyfel aan jou God …"*

["It makes you doubt your God…"]

- **Experiencing bitterness and resentment** (cf par. 3.4.3)

The word "bitter" is defined as *"feeling angry and unhappy because you feel that you have been treated unfairly"* (Oxford Advanced Learner's Dictionary, 2010:138). The word "resentment" is defined as *"a feeling of anger or unhappiness about something that you think is unfair"* (Oxford Advanced Learner's Dictionary, 2010:1242). It transpired from the following verbatim quotations that participants became bitter and resentful due to negative experiences:

(17) *"Jy dra maar daai wrokkigheid … maar met jou saam."*

["You carry that that grudge … with you."]

(26) *"Dit het my rêrig baie verbitterd gemaak."*

["It has really made me very bitter."]

Blase and Blase (2008:276) similarly found that bullied teachers became bitter whilst Blase and Blase (2003:120-121) reported that teachers experienced feelings of revenge owing to abuse.

- **Experiencing dejection and desperation** (cf par. 3.4.3)

"Dejection" refers to *"a feeling of unhappiness and disappointment"* (Oxford Advanced Learner's Dictionary, 2010:386). The word *"desperation"* is described as *"a state of being desperate"* whilst the word *desperate* is defined comprehensively as *"feeling or showing that you have little hope and are ready to do anything without worrying about danger to yourself or other"* (Oxford Advanced Learner's Dictionary, 2010:397). It transpired from the following verbatim quotations that some of the participants experience dejection and desperation as a result of negative experiences:

(3) *"En dan voel 'n mens op 'n stadium heeltemal moedeloos…"*

["And then at a stage a person feels totally hopeless (dejected)…"]

(16) *"If you can ask them because I've also talked to (name of senior manager omitted). He promised me that he's going to organise training for me …. but all in vain, really."*

Lewis (2004:296) similarly found that lecturers experienced despair due to workplace bullying.

- **Experiencing lack of control over own situation** (cf par. 2.4.7; par. 3.2.1.3)

"Control" is synonymous with power and to have control over something is defined as: *"the ability to make something or someone do what you want"* (Oxford Advanced Learner's Dictionary, 2010:319; cf par. 2.4.7). It emerged from the following statements that participants experience a lack of control over their own situations:

(11) *"… jy't 'n defnitiewe frustrasievlak want obviously frustrasies kom daarvan as jy, as jy nie werklik beheer oor iets het nie en dit gebeur met jou en dit het 'n invloed op jou."*

["… You have a definite frustration level because obviously frustrations arise, if you truly do not have control over things and it happens to you and it has an influence on you."]

(17) *"Nee, my hele wese kom in opstand daarteen maar ek het nie'n alternatief nou op hierdie stadium nie."*

["No, my whole being reacts against it but I do not have an alternative now at this stage."]

- **Experiencing unfairness** (cf par. 3.4.3; par. 5.3.1.6.3)

The word *"unfair"* is defined as *"not right or fair according to a set of rules or principles; not treating people equally"* and the synonym of unfair is *"unjust"* (Oxford Advanced Learner's Dictionary, 2010:1610). Participants experienced unfairness as a result of their negative experiences. One participant articulated this as follows:

(26) *"Die persoon wat departementshoof is is nogsteeds laer gekwalifiseerd as ek … dis nie haar skuld dat daar so 'n onregverdige aanstelling gemaak is nie maar ek voel net dis onregverdig … Ek sal dit nooit aanvaar nie, ek sal nooit die onregverdigheid wat met my gebeur het aanvaar nie. Ek … ek … ek kan dit nie aanvaar nie… die effek daarvan is te wyd, dit dit kring te wyd uit. Mens vernietig mense se lewens as jy so onregverdig is … uhm want jy pleeg eintlik moord, jy jy pleeg sielkundige moord, vir mywas dit 'n sielkundige moord."*

["The person who is the Head of Department is still lower qualified as me…. It's not her fault that such an unfair appointment was made but I feel it's just unfair…. I will never accept it I will never accept the unfairness that has happened to me. I …I …I cannot accept it… the effect is too broad. A person destroys people's lives if you are so unfair… uhm because you actually commit murder, you commit psychological murder, for me it was psychological murder."]

Likewise, Namie and Namie (2003:60) and Steinman (2007:136) reported that victims of psychological violence often view the world as unfair.

5.3.1.6.4 Main category 18: **Experiencing negative social health effects** (cf par. 3.4.4.2)

It emerged that negative experiences at work do not only harm participants' psychological, biophysical and spiritual health, but also impact negatively on their relationships with other people, including their families, colleagues and students.

The category *experiencing negative social health effects* was further formulated based on the subcategories contained in it.

Table 5.81: Experiencing negative social health effects

MAIN CATEGORY 18	EXPERIENCING NEGATIVE SOCIAL HEALTH EFFECTS	N= 29
Subcategories	Affecting relationships with family negatively	19
	Withdrawing from other people	6
	Affecting relationships with students and quality of instruction negatively	5
	Affecting social relationships with colleagues and others negatively	5
	Having no time for social life due to work overload	3
	Losing trust in other people	3

- **Affecting relationships with family negatively** (cf par. 3.4.4.2.2)

Most of the participants (nineteen) reported that negative experiences at work simultaneously affected their relationship with their families negatively. Similar to the research findings of Blase and Blase (2003:135), it emerged that participants are unable to compartmentalise their experiences of psychological violence. The stress experienced at work, tiredness, feelings of frustration, dejection, irritation, anger, negativity, crying and recurrent thoughts about their negative experiences were also experienced when at home and often cause distance between participants and their family members (cf Annexure F). Psychological violence also resulted in marital conflict, which in turn impacted negatively on participants' children. This was evidenced from some of the verbatim statements:

(15) *"Yes, because when I'm angry, I get home, I had to be alone in my bedroom… taking out the stress home … if, the little thing that a child or somebody's doing … I 'm…. hush on them or as they innocent - maybe they're asking me like, I do not even listen to that - 'Do not disturb me, do not do this, do not do this' even if they are doing right, they asking the right question."*

(18) *"Jy vat tog dit wat by die werk gebeur, vat jy tog huistoe … jou verhouding met jou huismense, jou man, jou kinders … uhm as ek baiekeer, as ek so geïrriteerd hier weggaan, dan vat dit my ten minste drie, vier ure by die huis om eers weer myself te word, dat ek almal se kop wil afbyt en niemand weet wat met my aangaan nie, daai tipe van ding."*

["You take what happens at work, you take it home…. your relationship with those at home, your husband, your children … uhm often, when I am so irritated when I leave here, then I it takes me at least three, four hours at home to become myself again, that I want to bite every ones head off and no one knows what's happening to me, that type of thing.]"

(26) *"… dat daar baie konflik in die gesin ontstaan ... dit het verskriklik baie huwelikskonflik veroorsaak … Dit het ook verskriklike negatiewe invloed gehad op my kinders … ons was op die punt van 'n egskeiding."*

["…. that there is a lot of conflict that originates in the family … it caused extreme marriage conflict …It also had an extreme negative influence on my children … we were on the brink of divorce."]

Kirsten (2007:7) similarly found that psychological violence impacted negatively on bullied teachers' marriages, whilst Blase and Blase (2008:276-277) reported that it impacted negatively on bullied teachers' relationships with their children.

- **Withdrawing from other people** (cf par. 3.4.4.2.2 - social isolation)

Participants reacted to their negative experiences by withdrawing from other people. Except for becoming socially withdrawn, they also experience feelings that they want to hide from other people:

(13) *"You do not want to see anybody, you just like … I just go away and stay in my class, or into my car and just sit. I do not want to be in between peo ..."*

(26) *"Ek wou net wegkruip … omdat ek my onttrek het van hulle uhm in daai stadium … ek wou nie met hulle meng nie."*

["I wanted to hide… because I withdrew myself from them uhm at that stage … I did not want to mingle with them."]

(27) *"You'll all be there alone, you want to be all alone and you know, shut yourself away …"*

Blase and Blase (2008:276) similarly found that bullied teachers withdrew from discretional involvements and school related events owing to abuse by principals.

- **Affecting relationships with students and quality of instruction negatively** (cf par. 3.4.4.2.2 - relationship with students)

As a result of their negative experiences, participants reported that they are unable to focus or provide quality instruction and that they cried while they were supposed to teach (amongst other).

They also project feelings such as negatively and workplace stress to their students, which adversely affected their relationship with their students:

(2) *"One day I came to work and the students they got in class… I just got down and I cried I cried, that whole morning I cried … there was nothing I could do and then they just had to stand up and do the rest."*

(26) *"Dit het ook veroorsaak dat ek negatief was in die klas. Uhm ek kon nie fokus nie, ek kon nie regtig kwaliteit onderrig gee nie."*

["It also resulted in me being negative in class. Uhm I could not focus, I could not give real quality tuition."]

(27) *"It does affect the way you deliver, the way you will relate with your students, the connection that you might have with them … When you're happy you'll come up with very nice examples, relevant examples but if you're not in the mood you do not even think of giving examples. If they do not understand, they do not understand, so what …"*

Blase and Blase (2003:106 & 2008:276) similarly found that psychological violence impacts negatively on teachers' relationships with their students and on their quality of instruction.

- **Affecting social relationships with colleagues and others negatively** (cf par. 3.4.4.2)

The negative experiences affected the relationships of participants with other people or their colleagues adversely. In addition, participants reported that they react negatively towards other people or colleagues owing to psychological violence:

(15) *"Then I cough it to somebody which is not …"*

(26) *"Ek het ook nie goeie verhoudings met my kollegas gehad by die Kollege op daai stadium nie."*

["At that stage I also did not have good relationships with my colleagues at College."]

Other researchers similarly found that bullying impacts on teachers' relationships with colleagues at work (Anon, 2007a *in* the Teacher Support Network; Blase & Blase, 2008:276).

- **Having no time for social life due to work overload** (also cf par. 2.6.4.1 - excessive pressure to produce work)

Participants indicated that they do not have any time left to socialise due to their excessive workloads:

(8) *"Daar is nie 'n tipe van 'n sosiale … lewe nie omdat ek … die werk so baie is."*

["There is not a type of social … life because I … the work is so much."]

(23) *"Daar's nie tyd vir sosiale lewe eers nie want ek kry nie eers gecope met dit wat ek moet doen nie, nê, die basiese goed wat jy moet doen en dan naweke moet jy probeer inhaal."*

["There is not even time for a social life because I do not even cope with the work that I must do, no, the basic things that you must do and then you must try and catch-up on weekends."]

- **Losing trust in other people** (also cf par. 3.4.3)

Some of the participants reported that they have lost trust in other people as a result of their negative experiences:

(4) *"'n Ou verloor vertroue in mense."*

["One looses trust in people."]

(10) "*Wantrou almal, jammer. Ek het nou net so geraak. As jy dit nie doen nie … word jy geboor, jy word geskop jy word geslaan… uhm vertrap. Ek wantrou almal ..."*

["Distrust everyone, sorry. I have just become that way. If you do not do it … you are screwed. You are kicked you are hit … uhm stamped on. I distrust everyone ..."]

Blase and Blase (2008:276) similarly found that bullied teachers experienced distrust owing to abuse by principals.

5.3.1.6.5 Main category 19: **Experiencing negative economical health effects** (cf par. 3.4.4.1)

Except for the negative health effects on the social health of participants, it emerged from the related experiences of participants that psychological violence impacts negatively on

participants' economic health, which (like social health) is also an element of the ecological context of health (cf par 3.3; par. 3.4.4.1).

The main category *experiencing negative economical health effects* was further formulated based on the subcategories contained in it (cf Table 5.82).

Table 5.82: **Experiencing negative economical health effects**

MAIN CATEGORY 19	EXPERIENCING NEGATIVE ECONOMICAL HEALTH EFFECTS	N= 29
Subcategories	Dreading coming to work	11
	Experiencing demoralisation and lack of motivation	10
	Having no job security and experiencing feelings of uncertainty	9
	Seeking other employment and resigning (High staff turnover)	9
	Experiencing diminished creativity and initiative	4
	Being less productive	3
	Taking more sick leave and experiencing increased absenteeism	3
	Experiencing no job satisfaction	2

- **Dreading coming to work**

As a result of negative experiences, 11 of the 29 participants indicated that they dread to come to work. They reported that they get sad, angry, feel already tired, feel that they do not want to get up in the morning, or that they want to stay in bed at the mere thought of coming to work. It transpired that participants do not enjoy their work any more as a result of negative experiences. One of the participants articulated this as follows:

(15) *"There's nothing that resurrect me to come to work ... I'm reluctant when I have to come to work in the morning, I'm tired already. Let me say it - I'm tired already, to come to work."*

- **Experiencing demoralisation and lack of motivation** (cf par. 3.4.4.1)

The Oxford Advanced Learner's Dictionary (2010:390) defines "demoralise" as "*to make somebody lose confidence or hope"*. On the other hand, "motivation" is defined as *"a driving force or forces responsible for the initiation, persistence, direction, and vigour of goal-directed behaviour"* (Colman, 2009:480).

It emerged from the wording of participants, such as *"sluggish", "demotivated"*, *"demotivational", "demoralised"*, *"nothing is pushing me"*, *"why should I do it -who bothers?"*, *"why should I work so hard"*, *"no more a challenge"*, *"passion and enthusiasm … it fades away"* that they are demoralised and experience a lack of motivation owing to psychological violence (cf Annexure F).

The following are some of the verbalised experiences expressed by participants:

(7) *"I felt … sluggish … demotivated … uhm."*

(13) *"People are demoralised; people are … I'm also including myself."*

(15) *"Nothing that is pushing me though … now* (name of participant omitted) *is excited, now he can come to this, I'm going to do this and this, do you understand? I'm tired of working at this College. I'm only working because I had to work … There's nothing that is pushing me."*

(17) *"Ek is gedemotiveerd, ek is gedemoraliseerd. Ek het nét negatiewe gedagtes rondom my werksituasie."*

["I am de-motivated, I am demoralised. I have only negative thoughts concerning my work situation."]

Low morale amongst bullied teachers was similarly reported by Blase and Blase (2008:276) and the UK National Workplace Bullying Advice Line (2008a:4).

- **Having no job security and experiencing feelings of uncertainty** (also cf par. 2.6.4.1- deficiencies in work design)

A "job" refers to *"a position doing work for which you receive regular payment"* and "security" is defined as *"the state of feeling happy and safe from danger and worry"* (Oxford Advanced Learner's Dictionary, 2010:799 & 1321). "Uncertainty" is described as *"something that you cannot be sure about"* (Oxford Advanced Learner's Dictionary, 2010:1600). Steinman (2007:11) declares that *"it is a well known fact that workplace bullying increases during times of organisational change, resulting in uncertainty on all levels".*

It emerged that participants do not have job security and experience feelings of uncertainty due to organisational changes and related negative experiences:

(18) *"Jy weet dis uh, dis wanneer jou sekuriteit aangetas word. Dis wanneer jy daai gevoel kry van - ek het nie 'n toekoms rêrig nie, ek moet so op my tone wees en daar's niks wat my rêrig beskerm as hy die ou is wat kan hire en fire nie."*

["You know it's, uh when your security is affected. It's when you get that feeling of – I have no future really, I must be on my toes and there is nothing that really protects me if he is the guy who can hire and fire."]

(23) *"So die besluit wat geneem word weet niemand rêrig hoe erg is dit nie en hoe waar is dit nie … dit gee my sekuriteit as ek weet waarheen ek op pad is en ek weet nie waarheen ek op pad is nie …"*

["So the decision that is taken no one knows really how bad it is and how true it is … it gives me security if I know where we are going and I do not know where I am going…"]

- **Seeking other employment and resigning (High staff turnover)** (cf par. 3.4.4.1)

Some of the participants reported that many staff members have resigned due to negative experiences, whilst remaining staff members are seeking alternative employment:

(3) *"Ek kan hul so opnoem, die mense in die rye, dan bedank hulle op die ou einde want hulle voel dis nie die moeite werd om hulle lewens om te krap om terug te veg of iets nie, so hulle vat hulle goed en hulle loop op die ou einde."*

["I can mention them, the people in the line, who resign in the end because they feel it's not worth upsetting their lives to fight back or something, so they take their things and they go at the end."]

(5) *"Ek gaan weg omdat ek dink dit sal beter wees vir my gesondheid … ek sien hoe die mense bedank en loop. Mense wat jare al hier werk wat skielik net nie meer, dit nie kan hanteer nie."*

["I am going away because I think that it will be better for my health … I see how people resign and go. People who worked here for years who suddenly just cannot take it anymore."]

Other researchers similarly found that bullied employees consider leaving their jobs (Blase & Blase, 2003:13; Lutgen-Sandvik, 2006:4; Keashly, 2007: Anon, 2007a *in* the Teacher Support Network). The Teacher Support Network also reported that teachers resign as a result of workplace bullying (Nash, 2007:1).

- **Experiencing diminished creativity and initiative** (cf par. 3.4.4.1)

Some participants reported that negative experiences have diminished their creativity and initiative:

(17) *"Daar word van jou geen kreatiewe denke verwag nie, daar word van jou nie inisiatiewe verwag nie. Jy gaan net so voort op 'n spoor wat hulle vir jou lê."*

["There is no creative thinking expected of you, there is no initiative expected from you. You go on a path that is laid out for you."]

(21) *"It forces me not to be innovative and uhh creative, you see. I said - no in any case somebody is thinking for me, I must just do what somebody say."*

A decline in creativity amongst teachers owing to psychological violence was similarly found by other researchers (Blase & Blase, 2003:96 & 2008:276; De Wet, 2010:1457).

- **Being less productive** (cf par. 3.4.4.1)

Participants claimed that they are less productive as a result of negative experiences:

(7) *"But nevertheless it still … hits you because you feel it in your body, in terms of the output that you're doing within the next 24 hours."*

(21) *"And at some point you find that when you are tired unaware, you become drowsy and you cannot perform the way you are suppose to perform. Sometimes uh uhm it it forces me to to to to relax whilst I'm suppose to perform some other duties."*

The UK National Workplace Bullying Advice Line (2010g:2) also reported that bullied teachers become less productive owing to psychological violence.

- **Taking more sick leave and experiencing increased absenteeism** (cf par. 3.4.4.1)

It transpired from the verbatim quotations that the absenteeism rate is extremely high amongst staff members and that some participants take more sick leave owing to psychological violence. One participant verbalised this as follows:

(7) *"I think if you take the number of absenteeism that we've got - extremely high uhm in three month period we've had R170 odd thousand rand … loss to a company in three months is high although some of those are people who are… basically on incapacity leave. Those people who are on capacity leave, the majority of them have come from … stress. They're booked off by their psychologists their psychiatrists' uhmm … one woman has cracked completely - she will never return to work uhmm because of, I believe of bullying tactics …"*

This finding concurs with previous studies (Lutgen-Sandvik, 2006:4; Kivimaki cited *in* Steinman, 2007:44; UK National Workplace Bullying Advice Line, 2008a:7; Anon, 2007a *in* the Teacher Support Network; Namie & Namie, 2003:57; Blase & Blase, 2008:277).

- **Experiencing no job satisfaction** (cf par. 3.4.4.1)

Two participants reported that negative experiences have impacted negatively on their job satisfaction and one participant emphasised that he/she does not experience any job satisfaction at all and related this as follows:

(17) *"My hele situasie hier het begin so uhm afraak, ek kry geen werksbevrediging meer nie … ek het geen bevrediging in wat ek meer doen nie, geen."*

["My whole situation here began to uhm declined, I do not get any job satisfaction anymore … I do not get any satisfaction in what I am doing anymore."]

De Wet (2010:1457) similarly found that bullied teachers experienced decreased job satisfaction to psychological violence.

Although it became evident from the related experiences of participants that psychological violence impacts on the economic health of participants, aspects such as high staff turnover, diminished creativity and initiative, being less productive, taking more sick leave and increased absenteeism may simultaneously impact negatively on the workplace and employer as well.

5.3.1.6.6 Main category 20: Experiencing negative metaphysical health effects (cf par. 3.4.5)

It emerged from the related experiences of participants that psychological violence harms the metaphysical health of participants (cf par. 3.3; par. 3.4.5). The main category *experiencing negative metaphysical health effects* was further formulated based on the subcategories contained in it (cf Table 5.83).

Table 5.83: Experiencing negative metaphysical health effects

MAIN CATEGORY 20	EXPERIENCING NEGATIVE METAPHYSICAL HEALTH EFFECTS	N= 29
Subcategories	Experiencing the implementation of affirmative action negatively	4
	Working in an environment of 'survival of the fittest'	4
	Experiencing racism as a consequence of the new political dispensation	3
	Minority groups are being subjected to psychological violence	3
	Negative personal views held by management regarding the toxicity of the work environment	3
	Having fears of retribution if one speaks out	2

- **Experiencing the implementation of affirmative action negatively** (cf par. 3.4.5)

It transpired from the verbatim quotations that participants do not only experience the implementation of affirmative action very negatively and as discriminatory, but they also felt that it impacts negatively on the College in a holistic sense. The following are some of the verbatim statements that attest to this:

(6) *"Dis bitter moeilik vir 'n blanke man … in die algemeen. Baie van die poste is regstellende aksie … uhmm oor die algemeen, ek praat nie net van nou wat ek in die Kollege is nie en… uhmm dis maar uh hoe kan ek sê? Iets waarmee mens worstel …"*

["It is extremely difficult for a white man … in general. Many of the posts are corrective (affirmative) action …uhmm in general, I am not only talking now about me in the college and … uhmit is how can I say? Something that one battles with ..."]

(22) *["Racism is an ugly reality here with us in such a way that … I feel that our whole College suffers from it…. people are only privileged on the basis of race … and uhm then they cannot cope. I mean we have already had two black Campus Managers that did nothing here or who were really totally incompetent but just because they were black they got the position."]*

(26) *"Ek het 'n post graduate degree* (specific degree omitted to protect identity) *… maar mense het agterna vir my gesê hulle vermoed hy het net 'n onderwys diploma* (lesser qualification)*… en trouens is daar vir my gesê ek moet nou hierdie persoon oplei. Ek moet al die werk wat ek toe op daai stadium, tot op daai stadium uitgewerk het, moes ek vir hierdie ou gee uhm … en ek moes vir hom vertel hoe om dit te doen en, en ek meen - hy't die pos gekry en ek sit sonder 'n pos, jy verstaan … want die diskriminasie teen my was op grond van ras …"]*

["I have a post graduate degree (specific degree omitted to protect identity) *… but people have said to me afterwards that they believe he only has a teachers diploma* (lesser qualification) *… and as a matter of fact I have been told that I must now train this person. I must give all the work that I have done up until that stage, worked out to that stage, I must give it to this guy uhm … and I had to tell him how to to do it, and I mean – he got the post and I sit without a post, you understand …because the discrimination against me was based on race…"]*

- **Working in an environment of 'survival of the fittest'** (cf par. 2.6.4.1 - a corporate culture that permits and rewards bullying behaviour; par. 3.4.5)

The subcategory *survival of the fittest* is deduced from the following verbatim quotations where participants indicated they have to fight for everything, including their jobs whilst one participant compared the work environment to *"Survivor"*:

(3) *"Jy voel heeltyd jy moet veg net vir jou bestaan, net om jou werk te doen moet jy jou werk oopveg teen ander departemente wat heeltemal onnodig is …"*

["You continually feel that you must fight for your existence, just to do your work you must fight your way through and against other departments which is totally unnecessary…"]

(8) *"Ons is soos Survivor - jy het jou alliances maar jy weet nie rêrig wie jy kan vertrou nie want op die ou eind is dit elkeen vir homself en te duiwel met die res."*

["We are like Survivor – you have your alliances but you do not really know who you can trust ultimately it is everyone for himself and to hell with the rest."]

- **Experiencing racism as a consequence of the new political dispensation** (cf par. 2.4.1; par. 3.4.5)

Participants reported that they experience racism as a consequence of the new political dispensation:

(2) *"I've become racist myself … when I see a white person how can I say I, I … I do not like that person because I see my manager. Whatever happens to a white person I do not care because that's what I see also they do not care why should I care … It made me hate whites more than anything … but I will never touch anything that's white, I cannot."*

(22) *"Ag weet jy wat in die eerste plek is ek heeltemal té wit om hier te wees. Daar word duidelik vir ons vertel - ons is té wit en ons klomp wit ouvrouens wil hulle tog net hier uithê - hulle sê dit. Uhm ons is té wit en hierdie klomp ouvrouens moet gaan want die jong swartmense wil hier oorneem, hulle wil die bestuur wees …"*

["Agh you know what in the first place I am totally too white to be here. It is clearly said to us that we are too white and they just want us white women out here. Uhm we are too white and this group of white women must go because the young black persons wants to take over, they want to be the management …"]

Pietersen (2007:63) also reported racial discrimination amongst academia at a South African University. Blase and Blase (2008:283) similarly found that US teachers experienced racist behaviour as a psychological violent act. Namie *in* the 2007 WBI-Zogby Research Report (2007:12) also report racial discrimination and prejudice as indicated by respondents in the 2007 US Workplace Bullying survey.

- **Minority groups are being subjected to psychological violence** (cf par. 3.4.5)

It emerged from the verbatim experiences of some participants in this study that minority groups are being subjected to psychological violence for example work overload, having to carry other staff members' workload and the experience of reduced tolerance for mistakes from managers, amongst other (also cf above - subcategory - Experiencing racism as a consequence of the new political dispensation & subcategory - Experiencing the implementation of affirmative action negatively). The following are some of the verbalised experiences of participants who are members of a minority group:

(11) *"As jy blank is uhm is daar baie minder mate van uhm hoe kan ek sê … grasie van foute wat toegelaat word. As jy van die previous disadvantaged groep lyk dit veral asof goed baie maklik uhm oorsien word … So ek voel daar partykeer uhm dat ek dink ons Blankes beleef in 'n groter mate stress as, want jy weet jy gaan nie wegkom met dit nie, waar van ons kollegas dink ek - hulle karring maar aan … want hulle, ek dink die gevoelentyd is daar jy weet … hulle kan dalk sagter hanteer word. So dis waar ek voel jy weet waar 'n ou ook dalk in 'n mate, waar daai psigologiese geweld in die sin van - jou stresslakke is baie hoër, jou, jys bang vir die konsekwensies as jy nie jou goed regdoen nie …"*

["If you are white uhm there is a lot less of uhm how can I say … room for error allowed. If you look at the previous disadvantaged group it seem that things are very easily overlooked … So I feel on occasions uhm that I think we whites experience a greater amount of stress, because you know you are not going to get away with it, whereas our colleagues I think – they just cruise … because they, I think the feelings are there you know .. they can be handled softer. So it's there where I feel that one also in a way, where that psychological violence in the sense of – your stress levels are much higher, you, you are scared of the consequences if you do not do your things correctly…"]

(22) *"Ek het ook 'n kollega wat uhm spesifiek in my vakrigting* (name of subject area omitted to ensure anonymity) *aangestel is om my te help en dat hy in die eerste ses maande niks gedoen het nie, niks… Ek sal daai werk volgende jaar weer met daai studente moet doen - dis net nie gedoen nie. Dit gaan net af, jy weet en daar word net gesê*: *'Ag, siestog hy weet nog nie hoe nie'. Maar ek bedoel na 'n jaar, na ses maande by die*

Kollege nadat mens vir hom weer gesê het en nog 'n keer gesê het: *'Doen nou so, maak nou so' het dit nog steeds nie gebeur nie. En dan word my werkslas maar net meer want ek moet ander mense dra."*

[" I also have a colleague that uhm specifically in my subject area (name of subject area omitted to ensure anonymity) *was appointed to help me and that he did nothing in the first six months, nothing … I will have to redo that work with those students – it's just not done. It's just going backwards you know and there is said: 'Oh, shame he still doesn't know how'. But I mean after a year, after six months at the College after one has again told him and once again told him: 'Do it like this, do it like so, it still has not been done. And then my workload just gets more because I must carry other people."]*

- **Negative personal views held by management regarding the toxicity of the work environment**

As a result of negative experiences, some of the management participants expressed their personal views regarding the toxicity of the work environment as follows:

(7) *"I think if you have one person who's been booked off permanently, who will never return uhmm. You've got people who are constantly uhm … feeling battered uhm within my department for example, I know other departments as well, one, it's a couple of departments uhm I think that there's a fairly strong case that one could say that there is psychological violence."*

(21) *"In short I can say, they uhhm the staff members that we we manage are undergoing serious stress that would really need a specialist to come and assist us, otherwise we are going to lose staff members due to illness, to uhh death at some point, it can also cause death or sometimes due to resignation, just sudden resignation, you will get that, at some point …"*

- **Having fears of retribution if one speaks out**

"Retribution" is defined as *"severe punishment for something seriously wrong that somebody has done"* (Oxford Advanced Learner's Dictionary, 2010:1250). It transpired from the verbatim quotations of participants that they have fears of retribution should they speak out. Except for being afraid to participate in this research study, some participants also withdrew from interviewing the researcher as a result of these fears. This is evident from the statements that follow.

(8) *"Hulle probeer ons ook uhm dat ons nie van die Kollege praat nie en ek dink dis een van die redes hoekom mens 'n bietjie sk … jy weet, versigtig is om aan hierdie projek deel te neem want uhm omdat jy nie weet rêrig waar, jy weet wat eintlik uit kan kom nie en hulle kan jou tog identifiseer met … met wat jy sê en hoe jy sê, so dis een van die … vrese wat 'n mens het."*

["They also try to uhm stop us from talking about the College and I think that is one of the reasons why one a little… you know, cautious to participate in this project because uhm because uhn because you do not know really where, you do not actually know where, you know what transpires and can they identify you with … with what you say and how you say it so it's one of those fears that one has."]

(Interviewer/ Researcher): *"Daar is nou mense wat met my 'n onderhoud sou voer het wat uit die aard van die saak nie wil kom nie. Wat dink jy is die rede dat hulle nie vir hierdie onderhoud wil kom nie?"* (See the next quotation of participant number 25 who answers the interviewer.)

(25) *"Omdat die manager* (position omitted) *wat die probleme veroorsaak nou aangestel is as* (higher position omitted) *… en ek dink hulle dink, dit gaan hulle deure toestop vorentoe."*

(Interviewer/ Researcher): *["There are people would have had an interview with me but apparently they do not want to come. What do you think are the reasons that that they do not want to come for the interview?"]* (See the next quotation of participant number 25 who answers the interviewer.)

(25) ["Because the manager (position omitted) *that caused all the problems on the campus has now been appointed as* (higher position omitted) *and I think they think it may close doors for them in future."]*

It became apparent from all main and subcategories and the related experiences of participants (par. 5.3.1.6) that primary psychological violence does not only impact negatively on all the different contexts of participants' lives, but that it also harms the holistic health of participants (cf par 3.3). A discussion on the harmful impact of psychological violence on the health of witnesses follows.

5.3.1.7 Harmful impact related to secondary psychological violence

Participants do not only experience psychological violence personally, but it also appeared that they have witnessed acts of psychological violence against other staff members. This is also referred to as secondary psychological violence (Graves cited *in* Kirsten & Matsela, 2007:8; cf

par. 2.5.1) and the witnesses of psychological violence are also referred to as secondary targets (Lutgen-Sandvik, 2006:14; cf par. 3.4.4.2). It should be kept in mind that a participant could have experienced as well as witnessed acts of psychological violence.

5.3.1.7.1 Main category 21: **Negative experiences related to witnesses of psychological violence** (cf par. 3.4.4.2.2 - Witness effect).

The main category *negative experiences related to witnesses of psychological violence is* formulated based on the subcategories contained in it as depicted in Table 5.84.

Table 5.84: **Negative experiences related to witnesses of psychological violence**

MAIN CATEGORY 21	NEGATIVE EXPERIENCES RELATED TO WITNESSES OF PSYCHOLOGICAL VIOLENCE	N= 29
Subcategories	Conforming to avoid being bullied	4
	Fear of becoming the next target	3

- **Conforming to avoid being bullied**

To "conform" is described as *"to behave and think in the same way as most other people in a group or society"* (Oxford Advanced Learner's Dictionary, 2010:305). It emerged from the following statements that participants who are witness to psychological violence against other staff members or colleagues, would rather conform in order to avoid being bullied in the same way:

(3) *"Jy's eerder skynheilig en is altyd vriendelik en probeer in haar goeie boekies bly want anderste is dit wat gebeur …"*

["You're rather a hypocrite and always friendly and try to stay in her good books or else that is what happens…"]

(27) *"So we find yourself in such a situation whereby you just tell yourself that - I'll go with the flow, I will just go with the flow, anything that comes I will just go with it just because you want a job. You do not want and we've got families, we've got commitment, responsibilities you know and you cannot afford to lose a job because - you'd rather choose to not to talk, to be abused but if you get your income then you'll be fine …"*

- **Fear of becoming the next target** (cf par. 3.4.4.2.1)

It emerged from some of the verbatim quotations that witnesses of psychological violence often fear that they might become the next target and therefore they rather avoid the target or withdraw themselves.

(2) *" Where I'm working … everybody's scared, you know you cannot talk to everybody and most of the people on the staff they do not want to align myself, with me, because they know when you come close to me, it's trouble, I understand … they are scared."*

(3) *"Ek voel mense word geterroriseer … en vir my het dit 'n intense … vrees … vir haar veroorsaak … want ek weet sodra sy iets op my kry wat sy nou nie van hou nie, gaan ek die volgende een wees wat nie meer in haar goeie boekies is nie, wat die slegte behandeling gaan kry."*

["I feel people are terrorized … and it caused an intense…fear in me … for her … because I know that if she had something on me that she didn't like then I would be the next in her bad books who would be at the receiving end of the mistreatment."]

(29) *"Baie van dit het gemaak dat mense sê: 'Nee nee ho ho nou, ek gaan net terugtrek, ek wil nie in die limelight wees nie, ek wil nie ook so gebully word nie …' Maar ek het nou gesien met my Afdelingshoofde en ek sien dit in Senior Lektore - die moment as daardie bullying begin dan is die mense, die mense het 'n geneigdheid om teruggetrokke te raak."*

["A lot of it caused people to say: 'No no ho ho now, I am just going to withdraw, I do not want to be in the limelight, I also do not want to be bullied like that …' But I have seen with my Section Heads and I see it with Senior Lecturers – the moment the bullying starts then the people, the people have the tendency to withdraw."]

Blase and Blase (2003:98) similarly found that colleagues of bullied teachers would ignore or exclude victims because they feared retaliation from perpetrators (abusive principals).

From the experiences related in this section (par. 5.3.1.7.1), it may be deduced that secondary psychological violence impacts negatively on the health of witnesses, but not to the same extent as the harm caused by primary psychological violence. From all the related experiences of participants pertaining to health it may be concluded that psychological violence impacts negatively and cause harm to all health contexts of participants. A discussion on the ways whereby participants attempt to cope with the negative experiences follows.

5.3.1.8 Coping Strategies

The verb "cope" is defined as *"to deal successfully with something difficult"* (Oxford Advanced Learner's Dictionary, 2010:324). In the context of this study *"cope"* thus refers to how successfully staff members deal with the phenomenon of psychological violence. In this study,

coping strategies should be understood as the different plans that staff members implement to deal with psychological violence.

It emerged from the verbatim quotations that participants have developed coping strategies in an attempt to minimise the harmful effects of their negative experiences.

5.3.1.8.1 Main category 22: Coping strategies to minimise the harmful effects of negative experiences

The main category *coping strategies to minimise the harmful effects of negative experiences* was formulated based on the subcategories contained in it (cf Table 5.85).

Table 5.85: **Coping strategies to minimise the harmful effects of negative experiences**

MAIN CATEGORY 22	COPING STRATEGIES TO MINIMISE THE HARMFUL EFFECTS OF NEGATIVE EXPERIENCES	N= 29
Subcategories	Getting involved in other activities	7
	Repressing thoughts and blocking out negative experiences	6
	Turning to God and holding on to faith	5
	Relating experiences to family members or friends	4
	Doing exercises	3
	Reframing experiences of psychological violence	3
	Catching up on sleep during holidays	2
	Having to “adapt or die” because no other alternatives	2
	Sharing experiences with and getting support from colleagues	2
	Spending time with family and not taking work home	2
	Taking medication and supplements	2
	Undergoing psychological therapy as a result of psychological violence at work	2

- **Getting involved in other activities**

Some participants reported that they get involved in other activities in an attempt to minimise the harmful effect of negative experiences such as assisting other people spiritually, creating relaxation opportunities, keeping busy, walking, interior decorating, painting, reading at the library and community involvement. The following are some of the experiences articulated by participants:

(13) *“I go to the library and read.”*

(21) *“I participate in many social activities uhh different community activities, community involvement.”*

The study of Blase and Blase (2008:274) also revealed that teachers get involved in activities to cope with principal mistreatment, though activities included reading, listening to music or watching television.

- **Repressing thoughts and blocking out negative experiences**

Some participants repress their thoughts or block out negative experiences in an attempt to minimise the negative effects of negative experiences:

(3) *"Ek het op 'n stadium besluit as ek by die huis kom dan mag ek nie eers dink aan die werk nie … oor hoe dit my geaffekteer het, so ek sluit heeltemal af of ek probeer, maar nou droom ek elke aand daarvan so ek sluit nie rêrig af nie, maar as ek net probeer vergeet daarvan dat jy net kan cope."*

["At a stage I decided when I get home then I may not even think about work… about how it affected me, so I switch off completely or I try, but now I dream every evening about it so I do not really switch off, but I try and forget about it so that one can cope."]

(8) *"… maar soos ek sê, ek cope deur te onderdruk."*

["… but like I say, I cope by repressing it.]

(11) *"Jy blok maar die goed wat jy nie kan beheer nie, blok jy maar uit."*

["You block the stuff that you cannot control, you just block it out."]

- **Turning to God and holding on to faith**

Some of the participants reported that they turn to God through prayer and hold on to their faith in an attempt to minimise the negative effects of their negative experiences:

(22) *"My geloof is vir my baie belangrik en dis my enigste behoud dat as ek nie my geloof gehad het nie en as ek nie in my lewe reeds so gegroei het nie op gebied van geloof nie en as ek nie so betrokke was by my kerk nie, sou ek dit nie kon hanteer nie ..."*

["My faith is very important to me and it's my only preservation that if I did not have my faith and if I didn't grow in my life with regard to faith and if I was not involved in my church I would not have been able to handle it."]

(27) *"I'm a church-going person and I try always be encouraged to make our hopes always to the Almighty."*

- **Relating experiences to family members or friends**

Some of the participants reported that they try to cope by relating their negative experiences to other people such as family members and friends:

(13) *"I talk to someone who can listen to me, mostly friends or my mother …. I talk to her like. I relate this scenario to someone else - so that how do you see this? Maybe I might be thinking I'm overreacting, in a way. Ja. But like having to relate this to someone else is something else. He, you get relieved and this is mostly how I do it."*

(22) *"Gaan kla maar by die huis en dis maar my klankbord, iewers moet mens aflaai … maar my man ondersteun my."*

["Go and complain at home and that's my sounding board, somewhere a person must offload … but my husband supports me."]

Blase and Blase (2008:274) similarly found that bullied teachers cope by talking to others for support whilst Kirsten (2007:7) found that bullied teachers cope by means of family support.

- **Doing exercises**

Some participants do exercises to minimise the harmful effects of negative experiences:

(11) *"Ek gaan oefen meer want ek moet want kyk 'n ou weet wat's goed vir jou, ek wil nie op veertig 'n hartaanval hê nie, so, so dis maar, dis maar wat 'n ou doen, jou coping strategies."*

["I go and exercise more because I must because a person knows what's good for one, I do not want to have a heart attack at forty, so that's what, what a person does, your coping strategies.']

(19) *"I try to follow an exercise regime. I jog a lot so that releases the stress sometimes."*

- **Reframing experiences of psychological violence**

It emerged from the following verbatim quotations that some participants reframe their experiences of psychological violence in an attempt to cope with the harmful effects thereof:

(7) *"I say the person is always better than he is. Uhmm the person is only using the resources that the person does have therefore he cannot do any better. He's actually trying to be positive and that reframes everything. So I go through a reframing process."*

(19) *"But mostly, the most important thing I tell myself that - I have to, I'm here for a job, maybe these people are just, you know, correcting me. That is how I manage to handle it."*

Blase and Blase (2008:274) similarly found that teachers cope with mistreatment by rationalising the principal's behaviour.

- **Catching up on sleep during holidays**

Some of the participants reported that they catch in on sleep during holidays to minimise the harmful effects of negative experiences. One of the participants articulated this as follows:

(8) *"In vakansietye dan ... dan haal ek nou maar uit en ek slaap en ek probeer alles doen wat goed is vir my weer."*

["During the holidays … I then take advantage (catch up) and I sleep and I try again to do everything that is good for me."]

- **Having to "adapt or die" because no other alternatives**

Some of the participants also reported that they have to *"adapt or die"*, *"acclimatise" "get used to it"* or *"give in extra work and take your job home"* as they see no other alternatives. This may be suggestive that they do not have developed any coping strategies at all. The following are some of the statements to that effect:

(1) *"At this stage the only thing that I can possibly do is … adapt or die. There is no alternative, there is no other solution, there is no, there there's nothing else that I can do…"*

(20) *"Well, we just try to to to acclimatize … And just get used to the things, you see cause there's nothing that one can do. We haven't got too much or too many alternatives to turn to and you need to just give in an extra work and then you take your job home. That's how we're trying to cope, you know."*

Blase and Blase (2008:274) similarly found that some teachers endure the principal's mistreatment.

- **Sharing experiences with and getting support from colleagues**

Some participants indicated that they cope by sharing their negative experiences with colleagues and through the support they get from colleagues. One of the participants articulated this as follows:

(26) *"… en dan natuurlik ook het ek in die laaste tyd goeie verhoudinge opgebou met my kollegas, dit help my ook om te cope … Uhm hulle verstaan … en ek het met hulle beginne gesels en ek het agtergekom daar's baie van hulle wat voel soos wat ek voel … dit help my ook om te cope uhm die feit dat ek voel ek is nie alleen nie."*

["… and then of course in the recent past I built up good relationships with my colleagues, it also helps me to cope… Uhm they understand …. and I began speaking with them and I discovered there is a lot of them that feel like I feel… it helps me also to cope uhm the fact that I feel I am not alone."]

- **Spending time with family and not taking work home**

It emerged that participants spend time with family and do not take work home as before, to minimise the harmful effects of negative experiences. One participant articulated this as follows:

(5) *"Ten minste op 'n Vrydag - dan maak ek die deur toe en ek maak hom Maandag oop. Die res van die week werk ek dag en nag … maar oor 'n naweek - dis ons 'sacred time', dis ons gesinstyd, dis die Here se tyd … Ek vat niks meer saam huis toe nie want ek weier dat dit by my huis nog uh uh 'n invloed het, want dit het 'n verskriklike invloed gehad."*

["At least on a Friday – I close the door and I open it on Monday. The rest of the week I work day and night … but over weekends - that's our 'sacred times', that our family time, it's the Lord's time … I do not take work home because I refuse to allow it to also influence my home ugh a influence, because it had a terrible influence."]

- **Taking medication and supplements**

Two participants indicated that they take medication or supplements in order to cope:

(5) "*Ek het medikasie gekry wat my uhm, wat my liggaam opbou obviously. Maar dan't ek ook, het hulle vir my 'n middel gegee om my te probeer te help slaap sodat my brein kan afsluit."*

["I got medication that uhm, obviously builds up my body. But then I, they also gave me a remedy to try to help me to sleep so that my brain can switch off."]

(24) "*Ek drink nou maar die ysterpilletjies en so aan …"*

["I now drink iron tablets and so on …."]

Kirsten (2007:7) similarly found that some teachers coped with psychological violence by taking medication.

- **Undergoing psychological therapy as a result of psychological violence at work**

Two participants undergo psychological therapy to minimise the harmful effects of their negative experiences:

(5) *"Ek was vir uhh geestelike berading en ek was vir uhm sielkundige berading …"*

["I went for uhh spiritual counselling and I was for uhm psychological counselling …"]

(28) *"Ek sien 'n sielkundige en uhmm dit het rêrig emosioneel en sielkundig het dit 'n groot impak op 'n mens se lewe en ook huislik."*

["I see a psychologist and uhmm it has really has a big emotional and psychological impact upon a person's life and family."]

It became evident from the above-mentioned related experiences by participants that they attempt to cope with the harmful effects of negative experiences, but that they have developed limited coping strategies in order to do so. In addition, the *repression of thoughts and blocking out of experiences* may not be an effective coping strategy as one participant indicated that she dreams about the negative experiences when she tries to repress it and *having to adapt or die because there is no other alternatives* may be indicative that some participants have not developed any coping strategies at all.

5.3.2 Summary of findings from interviews

The direct verbatim quotations revealed that staff members experience psychological violence negatively and in diverse forms at the FET College and campuses where they are employed. These findings corroborate with research literature of what constitutes psychological violence (cf Chapter 2).

It emerged that management is responsible for most of the negative experiences of participants or acts of psychological violence, followed by the Department of Education, colleagues of equal status, then students. Subordinates are the least responsible for negative experiences.

The sources or perpetrators responsible for negative experiences can be placed in the following order, starting with the source responsible for most acts of psychological violence to the source responsible for the least acts of psychological violence:

1. Management (Manco and superiors at the Corporate Centre & superiors at campuses)
2. The Department of Education
3. Colleagues of equal status
4. Students
5. Subordinates

It emerged from the experiences related by participants that psychological violence impacts negatively on the health of victims and to a lesser extent on the health of those who are witness to it. The health effects on victims are very serious and it causes harm to all the contexts of their holistic health, namely the psychological, biophysical, spiritual, ecological (social and economic) and metaphysical contexts.

Psychologically, victims present with serious health effects such as distress, depression having suicidal thoughts, thinking about being violent towards others and fear and anxiety, to mention but a few. Serious **biophysical** health effects include hypertension, heart disease and heart cramps, heart palpitations, stomach ulcers, migraine headaches and the worsening of existing diseases such as auto-immune disease and asthma and new medical conditions appearing, amongst others. On a **spiritual** level, some of the serious negative health effects include feeling that everything is too much to handle and that one cannot cope anymore, no positive expectations about the future, and relationship with God affected negatively.

The **social** health effects range from affecting relationships with family, colleagues and students as well as quality of instruction negatively to losing trust in others. **Economic** health effects do not only cause harm to the health of victims, for example demoralisation and lack of motivation and no job satisfaction, but aspects such as high staff turnover, diminished creativity and initiative, being less productive, taking more sick leave and increased absenteeism may simultaneously impact negatively on the workplace and employer. Some of the serious **metaphysical** health effects include working in an environment of “survival of the fittest”, experiencing racism as a consequence of the new political dispensation, minority groups are being subjected to psychological violence and negative personal views held by management regarding the toxicity of the working environment.

It furthermore emerged from the verbatim quotations that participants have developed limited coping strategies to cope with psychological violence in order to minimise the harmful effects of negative experiences (psychological violence). In addition, “coping strategies” such as the *repression of thoughts and blocking out of experiences* may not be effective, as one participant who uses it as a coping strategy reported that she still dreams about the negative experiences at night, whilst *having to adapt or die because there is no other alternatives* as a “coping strategy” may be indicative that these participants have not developed any coping strategies at all.

- **Psychological violence experiences (nature)**

The psychological violence experiences as derived from the qualitative data can be summarised as follows:

A ABUSE FROM MANAGEMENT

1 NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CORPORATE COMMUNICATION

1.1 Experiencing inadequate communication

1.2 Not being allowed to respond

1.3 Receiving distorted communication

1.4 Experiencing a lack of transparency

2 NEGATIVE EXPERIENCES RELATED TO ABUSIVE VERBAL COMMUNICATION

2.1 Being intimidated through threats

2.2 Being verbally abused

2.3 Being blamed falsely for errors not made

2.4 Being subjected to screaming and scolding sessions

2.5 Gossiping, spreading of stories, half-truths and lying

2.6 Being criticised

2.7 Management deny saying or doing things

2.8 Subjected to generalisations during meetings

2.9 Professional status being attacked

2.10 Being verbally attacked

3 NEGATIVE EXPERIENCES RELATED TO ABUSIVE NON-VERBAL COMMUNICATION

3.1 Being subjected to negative attitude, approach and inappropriate non-verbal conduct

3.2 Being subjected to mood changes of superiors

4 NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CONDUCT

4.1 Being retaliated against when irregularities or problems are voiced

4.2 Experiencing dehumanisation and misuse

4.3 Certain people are being singled out to be targeted and victimised

4.4 Being excessively monitored

4.5 Being humiliated in public

4.6 Being subjected to unreasonable scrutiny and micro management

4.7 Being treated like children

4.8 Being subjected to excessive pressure

4.9 Experiencing and observing discrimination

4.10 Experiencing disrespectful treatment

4.11 Experiencing mobbing

4.12 Observing that different rules are applied for different people

4.13 Observing and experiencing favouritism

4.14 Experiencing that others are encouraged to turn against one

4.15 Observing unequal work distribution

5 NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT BY MANAGEMENT

5.1 Not receiving due recognition

5.2 Problems and complaints are not being adequately addressed

5.3 Not receiving support

5.4 Not being listened to

5.5 Not being adequately trained to meet job demands

5.6 Privileges and resources are being intentionally withheld

5.7 Disengagement that negatively affect job performance

5.8 Information is being withheld

6 NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE

6.1 Being exposed to unilateral and continuous changes

6.2 Being forced into doing things

6.3 Not being consulted on changes that affect one directly

6.4 Not being provided with the necessary resources to perform job

6.5 Being subjected to unilateral policies

6.6 Experiencing unacceptable handling of contracts

6.7 Grievances are not being properly addressed

6.8 Observing unfair remuneration practice

7 NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL MANAGEMENT

7.1 Experiencing lack of leadership

7.2 Being controlled by means of autocratic management style

7.3 Being subjected to insufficient planning

7.4 Being exposed to crisis management

7.5 Observing managers' inability to confront culprits

7.6 Observing that managers refrain from acknowledging own deficiencies

8 NEGATIVE EXPERIENCES RELATED TO MANAGEMENTS' UNFAIR DEMANDS

8.1 Experiencing unmanageable workload

8.2 Expected to perform and complete tasks within impossible and unreasonable deadlines

8.3 Being exposed to unrealistic and unreasonable expectations

8.4 Having to carry other staff members' workload

8.5 Receiving unclear and vague job descriptions:

8.6 Being held accountable for non-specified and unclear instructions

8.7 Being expected to teach large numbers of students in one class

B ABUSE FROM THE DEPARTMENT OF EDUCATION

9 NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE BY THE DEPARTMENT OF EDUCATION

9.1 Being forced to accept changes to one's own disadvantage

10 NEGATIVE EXPERIENCES RELATED TO EXCESSIVE PRESSURE, INTIMIDATION AND POOR PLANNING FROM THE DEPARTMENT OF EDUCATION

10.1 Being subjected to excessive pressure

10.2 Being subjected to poor planning

10.3 Being threatened

11 NEGATIVE EXPERIENCES RELATED TO THE NEW CURRICULUM (NCV - NATIONAL CERTIFICATE/S VOCATIONAL)

11.1 Having to teach students who do not have the ability to meet the demands of the new curriculum

11.2 Handling of students' portfolios of evidence causes unmanageable workload

11.3 Being subjected to an increased and excessive administrative load

11.4 Having to teach increased numbers of NCV students in one class

11.5 Being disrespectfully forced to implement the new curriculum

C ABUSE FROM COLLEAGUES OF EQUAL STATUS

12 NEGATIVE EXPERIENCES RELATED TO COLLEAGUES' INAPPROPRIATE CONDUCT

12.1 Experiencing divisions and cliques

12.2 Colleagues refrain from completing tasks that affect one's own work performance

12.3 Colleagues attempt to create a poor impression of one at management

12.4 Colleagues denying doing or saying things

12.5 Experiencing gossiping

12.6 Experiencing racism

D ABUSE FROM STUDENTS

13 NEGATIVE EXPERIENCES RELATED TO STUDENTS' DYSFUNCTIONAL CONDUCT

13.1 Students refrain from completing their portfolios of evidence

13.2 Being exposed to serious behaviour problems from students

13.3 Students lack commitment and discipline

13.4 Students are disrespectful towards lecturers

E ABUSE FROM SUBORDINATES

14 NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT

14.1 Subordinates do not follow communication channels

14.2 Subordinates refrain from obeying and are ignoring instructions

- **The impact of psychological violence on health:**

The impact of psychological violence as derived from the qualitative data can be summarised as follows:

F HARMFUL IMPACT RELATED TO PRIMARY PSYCHOLOGICAL VIOLENCE

15 EXPERIENCING NEGATIVE PSYCHOLOGICAL HEALTH EFFECTS

15.1 Experiencing distress

15.2 Experiencing recurring thought patterns

15.3 Feeling frustrated

15.4 Experiencing anger

15.5 Experiencing personality changes, acting contrary to personality and becoming a 'changed' person

15.6 Crying

15.7 Experiencing depression

15.8 Experiencing concentration problems

15.9 Experiencing fear and anxiety

15.10 Experiencing forgetfulness

15.11 Feeling irritated

15.12 Having suicidal thoughts

15.13 Consuming more alcohol

15.14 Experiencing feelings of inferiority and damaged self esteem

15.15 Experiencing lethargy

15.16 Experiencing numbed emotions (anhedonia)

15.17 Experiencing thoughts of violence

15.18 Feeling very emotional

15.19 Feeling worried

15.20 Having to violate own moral values and ethical conduct

15.21 Repressing thoughts about negative experiences

15.22 Wanting to retaliate (retribution)

15.23 Becoming aggressive

15.24 Smoking more

16 EXPERIENCING NEGATIVE BIOPHYSICAL HEALTH EFFECTS

16.1 Experiencing tiredness and exhaustion

16.2 Suffering from headaches

16.3 Experiencing insomnia

16.4 Having to use medication and food supplements

16.5 Experiencing bodily pains

16.6 Experiencing painful and tensed shoulders

16.7 Worsening of existing diseases and new medical conditions appearing

16.8 Experiencing heart palpitations

16.9 Experiencing stomach aches and cramps, stomach sensitivity, diarrhoea, chronic stomach ulcer and spastic colon

16.10 Experiencing high blood pressure (hypertension)

16.11 Experiencing overeating, weight gain and a lack of appetite

16.12 Teeth grinding (teeth gnashing)

16.13 Experiencing heart cramps and heart disease

16.14 Experiencing migraine headaches

16.15 Experiencing nausea and vomiting

16.16 Sleeping excessively

17 EXPERIENCING NEGATIVE SPIRITUAL HEALTH EFFECTS

17.1 Feeling that everything has become too much to handle and that one cannot cope anymore

17.2 Having a negative outlook on life

17.3 Negative personal views held by non-management employees regarding their realities

17.4 Having no positive expectations about the future

17.5 Perceptions that management cannot be trusted

17.6 Questioning role of God in bad experiences

17.7 Affecting relationship with God negatively

17.8 Experiencing bitterness and resentment

17.9 Experiencing dejection and desperation

17.10 Experiencing lack of control over own situation

17.11 Experiencing unfairness

18 EXPERIENCING NEGATIVE SOCIAL HEALTH EFFECTS

18.1 Affecting relationships with family negatively

18.2 Withdrawing from other people

18.3 Affecting relationships with students and quality of instruction negatively

18.4 Affecting social relationships with colleagues and others negatively

18.5 Having no time for social life due to work overload

18.6 Losing trust in other people

19 EXPERIENCING NEGATIVE ECONOMICAL HEALTH EFFECTS

19.1 Dreading coming to work

19.2 Experiencing demoralisation and lack of motivation

19.3 Having no job security and experiencing feelings of uncertainty

19.4 Seeking other employment and resigning (High staff turnover)

19.5 Experiencing diminished creativity and initiative

19.6 Being less productive

19.7 Taking more sick leave and experiencing increased absenteeism

19.8 Experiencing no job satisfaction

20 EXPERIENCING NEGATIVE METAPHYSICAL HEALTH EFFECTS

20.1 Experiencing the implementation of affirmative action negatively

20.2 Working in an environment of ‘survival of the fittest’

20.3 Experiencing racism as a consequence of the new political dispensation

20.4 Minority groups are being subjected to psychological violence

20.5 Negative personal views held by management regarding the toxicity of the work environment

20.6 Having fears of retribution if one speaks out

G HARMFUL IMPACT RELATED TO SECONDARY PSYCHOLOGICAL VIOLENCE

21 NEGATIVE EXPERIENCES RELATED TO WITNESSES OF VIOLENCE

21.1 Conforming to avoid being bullied

21.2 Fear of becoming the next target

- **How staff members cope with psychological violence:**

The coping strategies that staff members employ to cope with psychological violence as derived from the qualitative data can be summarised as follows:

H COPING STRATEGIES

22 COPING STRATEGIES TO MINIMISE THE HARMFUL EFFECTS OF NEGATIVE EXPERIENCES

22.1 Getting involved in other activities

22.2 Repressing thoughts and blocking out negative experiences

22.3 Turning to God and holding on to faith

22.4 Relating experiences to family members or friends

22.5 Doing exercises

22.6 Reframing experiences of psychological violence

22.7 Catching up on sleep during holidays

22.8 Having to “adapt or die” because no other alternatives

22.9 Sharing experiences with and getting support from colleagues

22.10 Spending time with family and not taking work home

22.11 Taking medication and supplements

22.12 Undergoing psychological therapy as a result of psychological violence at work

5.4 QUANTITATIVE AND QUALITATIVE RESULTS: SYNTHESIS, TRIANGULATION & DISCUSSION OF THE NATURE AND EXPERIENCES OF PSYCHOLOGICAL VIOLENCE AND ITS IMPACT ON STAFF MEMBERS' HEALTH AT FET COLLEGES

In order to comprehensively understand the nature and experiences of psychological violence and its impact on staff members' health at FET Colleges, the results from both datasets will be integrated in this section. Results from both datasets that support one another or converge are **triangulated** (cross references to qualitative and quantitative results are provided next to themes as evidence) (MacMillan & Schumacher, 2010:403; cf par. 4.2).

Furthermore and as suggested by Creswell and Plano Clark (2007:137 & 106) the extent to which the quantitative and qualitative data converge, how it converges and why and to what extent the same types of data confirm each other and to what extend the open ended-themes (qualitative) data supports the survey results, as well as similarities and differences that exist across levels will also be discussed in this section. The former will serve as further **triangulation** exercise and to **validate** the integrated results (cf par. 4.2; par. 4.6).

5.4.1 Synthesis, triangulation and contextualisation of quantitative and qualitative results related to the nature and experience of psychological violence

5.4.1.1 The prevalence and severity of psychological violence

It emerged from the results of *both datasets* (cf text references in brackets) that the following psychological experiences were the most prevalent and severe as well:

- **Hostility or hostile organisation culture** (cf par. 5.2.2.4 - Table 5.26; Table 5.30; par. 5.3.1.3.1; par. 5.3.1.1.2; par. 5.3.1.1.3; par. 5.3.1.1.4):

  Hostility or a hostile organisation culture was experienced by staff members in the form of deliberated non-performance by others that impacts on one's own work, being blamed unfairly when things go wrong, being falsely and routinely blamed for errors and mistakes, mobbing, teaming up against one; encouraging others to turn against one and colleagues attempting to create a poor impression of one to management.

- **Autocracy and intimidation** (cf par. 5.2.2.4 - Table 5.27; par. 5.3.1.1.2; par. 5.3.1.1.6; par. 5.3.1.1.7; par. 5.3.1.2.1; par. 5.3.1.2.2; par. 5.3.1.2.3):

  Staff members experienced autocracy and intimidation, including threats, intimidation by the use of discipline procedures, autocratic management styles, exposed to dominating behaviour of other; decision-making that affects one without prior consultation,

complaints that fall on deaf ears, not being listened to or being retaliated against when complaints and problems are voiced.

- **Unfair demands** (cf par. 5.2.2.4 - Table 5.24; par. 5.2.1.3; par. 5.3.1.1.3; par. 5.3.1.1.4; par. 5.3.1.1.8; Table 5.67; Table 5.71):

  Unfair demands was noted as a problem and included being expected to do work within impossible and unreasonable deadlines, unequal work distribution and more tasks being assigned to one than to other staff members in similar posts and different rules that are applied for different people.

- **Excessive pressure and unmanageable workload** (cf par. 5.2.1.3; par. 5.3.1.1.4; par. 5.3.1.2.3; par. 5.3.1.2.2; par. 5.3.1.4.1; par. 5.3.1.1.8):

  Being put under excessive pressure and unmanageable workload was noted as a problem. This was experienced in the form of excessive pressure to produce more work, unmanageable workload, increased and excessive administrative load related to the new curriculum (NCV), the handling of students' portfolios and the completion of student portfolios because students fail to do it themselves.

- **Dysfunctional communication** (cf par. 5.2.2.4 - Table 5.18; par. 5.3.1.5.1):

  Dysfunctional communication included not being consulted, withholding of needed information, inadequate communication and not following communication channels.

- **Structural violence** (cf par. 5.2.2.4 - Tables 5.18; Table 5.27; par. 5.3.1.1.6; Table 5.69; par. 5.3.1.2.1):

  Structural violence was noted as a problem for staff members. This was observed by unilateral and continuous changes, not being consulted on changes that affect one directly, being forced into accepting changes to one's disadvantage and being disrespectfully forced to implement the new curriculum (NCV).

- **Verbal abuse and criticism** (cf par. 5.2.2.4 - Table 5.23; Table 5.25; par. 5.3.1.1.2):

  Being abused verbally was experienced in the form of screaming and scolding, gossiping, verbal attacks, being unjustifiably criticised, and being repeatedly reminded of one's errors and mistakes.

- **Public Humiliation** (cf par. 5.2.2.4 - Table 5.19; par. 5.3.1.1.4; Table 5.67; par. 5.2.2.4; Table 5.19):

  This was noted as a problem in both datasets and included being publically humiliated in front of colleagues, students and other people.

- **Lack of recognition** (cf par. 5.2.2.4 - Table 5.24; par. 5.3.1.1.5; Table 5.68):

  Lack of recognition was noted through the indication that staff members' efforts were persistently undervalued and that they did not receive due recognition for their inputs.

Other psychological violence experiences that were confirmed by both datasets to be prevalent and severe, but not as the most prevalent and most severe are:

- Experiencing non-verbal abuse
- Being exposed to stress-inducing behaviour from other at work
- Withholding of equipment or resources needed to do one's job
- Being coerced in things you feel uncomfortable about or having to violate own moral values and ethical conduct
- Attempts to undermine one's authority - subordinates disobeying or ignoring instructions and disrespect from students
- Refusal of rights and privileges that are being intentionally withheld
- Work excessively monitored - experiencing unreasonable scrutiny and micro management
- Discounting and separation - experiencing and observing discrimination
- Singled out to perform unreasonable tasks - experiencing victimisation and targeting.

It was further observed that more information (themes and categories) concerning the experiences of psychological violence emerged from the qualitative interviews, and this may be because respondents were restricted to certain questions in the survey instrument, whilst they could elaborate on their experiences during the interviews (cf par. 5.3).

The following are examples of psychological violence experiences that emerged from the qualitative study that was not included as options on the survey instrument: experiencing racism; minorities are being subjected to psychological violence; experiencing favouritism; experiencing divisions and cliques; having to carry other staff members' workload; denial (denying that things were said or done by one); not being allowed to respond; receiving distorted communication; receiving unclear or vague job descriptions; generalisations during meetings; being exposed to poor/insufficient planning; experiencing disrespectful treatment or

being treated like children; being subjected to unilateral policies; experiencing unacceptable handling of contracts; being exposed to crisis management; management's inability to confront culprits; experiencing a lack of leadership; observing managers refrain from acknowledging own mistakes; experiencing a lack of transparency; grievances are not being properly addressed; observing unfair remuneration practices; being held accountable for non-specified and unclear instructions; experiencing dehumanisation and misuse and being subjected to mood changes of superiors (cf par. 5.3 - qualitative findings & Annexure D - Psychological Violence Scale).

5.4.1.2 The sources of psychological violence

Similar to the literature and previous research (cf par 2.4.7; par. 2.5.1) it was confirmed by both datasets (cf par. 5.2.1.2.3 - sources of psychological violence), that superiors are mostly the perpetrators (sources) of psychological violence (also cf par. 5.3.1; Annexure F) and in the following ranking order (cf par. 5.2.1.3; par.5.3.1; par. 5.3.1.1):

1. Management (Manco and superiors at the Corporate Centre and superiors at campuses)
2. The Department of Education
3. Colleagues of equal status
4. Students
5. Subordinates.

However, this finding should not be interpreted that superiors in FET Colleges do not experience psychological violence as quantitative findings revealed that management staff members experience psychological violence (cf par. 5.2.3.8; par. 5.2.4.3.3; Table 5.44). In addition, 11% of the sample in the quantitative study consisted of management staff members (cf Table 5.4) and 13 of the 29 participants who participated in the qualitative study (that consisted of staff members who experienced psychological violence) were management staff members (cf Table 4.7; cf par. 5.3.1.6.6; Table 5.83 - negative views held by management regarding the toxicity of the workplace).

Thus, it may be concluded that superiors at FET Colleges also experience psychological violence that emanate from their superiors, including superiors at the Department of Education who were ranked second as sources of psychological violence (also cf par. 2.4.3.3).

Findings from the survey revealed that parents and the community are respectively placed in number 6 and 7 under the sources as indicated above, but these two sources did not emerge as possible sources during the interviews. This may be because these sources were indicated as optional answers in the survey instrument (cf Annexure D). The findings from the survey indicated that parents and the community were the least responsible for acts of psychological violence.

5.4.2 Synthesis, triangulation and contextualisation of quantitative and qualitative results related to the impact of psychological violence

The syntheses of the findings from both datasets are presented within the holistic eco-systemic view as conceptual framework as discussed in Chapter 3 (cf par. 3.3) and are therefore placed within the different contexts of human existence. Even though the impact of psychological violence on staff members' health is theoretically discussed within different contexts of human existence, these contexts are in practice inseparable (Kirsten; 2004; Kirsten *et al.*, 2009:8). Therefore some of the experiences and impact may also apply to other contexts.

After the findings of both datasets were compared, it became apparent that psychological violence impacts very negatively on all the contexts of staff members' health and as follows:

5.4.2.1 The psychological context

The impact of psychological violence was observed in the psychological context of respondents and participants (cf par. 5.3.1.6.1; Table 5.78; par. 5.2.5.2 - Table 5.59; par. 5.2.5.3 - Table 5.62). The most notable effects experienced by staff members are:

- Depression was notable as a new effect of psychological violence, but staff members who suffered from depression before the onset of psychological violence also reported that it became worse after their negative experiences.
- Cognitive impairment was experienced, such as concentration problems and loss of concentration were noted.
- Stress and distress as a result of psychological violence.
- Anxiety, feelings of panic and fear - for example fear for retribution and witnesses fearing to become the next target (also cf par. 5.3.1.6.6; par. 5.3.1.7.1). With regard to feelings of panic staff members also experienced heart palpitations (cf par. 5.3.1.6.2; par. 5.4.2.2). Fear as a health effect was experienced by the victims and the witnesses of psychological violence (cf Table 5.84).
- Irritability and feeling irritated, edgy and easily startled.
- Obsession over detail at work and rethinking (brooding over) the detail of negative events at work.
- Excessive worry and feeling worried.
- Thoughts of violence and thinking about being violent to others.

Other noticeable psychological effects experienced by staff members and confirmed by both datasets are:

- Recurring thought patterns and recurrent memories, nightmares and flashbacks.

- Using of substances and food to cope with negative experiences for example alcohol abuse and smoking.
- Suicidal thoughts.
- Anhedonia and general emotional flatness.
- Having to violate own moral and ethical conduct.
- Repressing thoughts about negative experiences and need to avoid thoughts that reminds one of the negative situations. Some staff members indicated that they repress their thoughts and block out negative experiences to help them cope with the negative effects of psychological violence.

Some psychological health effects that emerged from the qualitative interviews but was not included on the survey instrument as possible options for respondents are: feeling frustrated; experiencing anger; experiencing personality changes, acting contrary to personality or becoming a 'changed person'; crying; experiencing forgetfulness; feelings of inferiority and damaged self-esteem; experiencing lethargy; feeling very emotional; wanting to retaliate (retribution); becoming aggressive as a result of negative experiences and conforming to avoid being bullied.

The following health effects emerged from the survey but not from the interviews, namely compulsive behaviours and shame and embarrassment that led to dramatic changes in lifestyle. This may be the result of more respondents who participated in the survey and that the applicable respondents who experienced the latter were not necessarily interviewed.

5.4.2.2 The biophysical context

The impact of psychological violence was observed in the biophysical context of respondents and participants (cf par. 5.2.5.2 - Table 5.60; par. 5.2.5.3 - Table 5.63; par. 5.3.1.6.2 – Table 5.79). The most notable biophysical health effects experienced by staff members are:

- Staff members experienced being chronically fatigued, tired and exhausted due to their negative experiences. This resulted in being less productive (cf par. 5.3.1.6.5; Table 5.82). Some staff members reported that they slept excessively as a result. *Catching up on sleep* was used as coping strategy by some staff members (cf par. 5.3.1.8.1).
- Stress headaches were experienced by staff members as a result of negative experiences.
- Insomnia and disrupted sleep were noted as health effects.
- Chest pains, including sharp chest pains after activity or exercise were noted as health effects.
- Body pains, including pains in muscles and joints and painful, tensed shoulders.

Other noticeable biophysical effects that were experienced by staff members and confirmed by both datasets are:

- TMJ (jaw tightening/teeth grinding)
- Heart problems, including heart arrhythmia, heart cramps heart disease and heart attack, heart racing/heart palpitations
- Stomach ulcers
- Irritable bowel syndrome and spastic colon
- Overeating, weight gain, lack of appetite and significant weight changes
- Asthma and/or other allergic conditions
- Hypertension (high blood pressure)
- Migraine headaches
- Inflamed joints and connective tissue diseases.

It emerged from both datasets that staff members experienced the following life-threatening biophysical effects as a result of psychological violence:

- Sharp chest pains
- Heart problems and heart disease
- Hypertension/high blood pressure.

Some biophysical health effects that emerged from the qualitative interviews but were not included on the survey instrument as possible options for respondents are: using medication and food supplements as a result of physical ailments; experiencing nausea and vomiting; experiencing stomach cramps, stomach sensitivity and diarrhoea.

The following health effects emerged from the survey but not from the interviews, namely skin changes, e.g. shingles, rashes and acne and hair loss. Hair loss was only reported by one participant during the interviews and was therefore not included as a subcategory. The experience of shingles, rashes and acne as a health effect that emerged from the survey findings may also be the result of more respondents who participated in the survey and that those respondents were not necessarily interviewed.

5.4.2.3 The spiritual context

The impact of psychological violence in the spiritual context was observed. It was notable from both datasets that staff members experienced unfairness as a result of their negative experiences. They also experienced bitterness and resent due to their experiences. Furthermore, spiritual health effects that emerged from the qualitative interviews, such as

feeling that everything has become too much to handle and that one cannot cope anymore; having a negative outlook on life; negative personal views held by non-management employees regarding their realities; having no positive expectations about the future and dejection may be suggestive of depression which emerged from both datasets as a prominent negative health effect (cf par. 5.4.2.3).

In addition, more spiritual effects owing to psychological violence emerged from the qualitative interviews such as experiencing lack of control over own situation; experiencing dejection; questioning of God in bad experiences; perceptions that management cannot be trusted; having no positive expectations about the future; negative personal views held by non-management employees; having a negative outlook on life and feeling that everything has become too much to handle and that one cannot cope any more. This may be the result that these experiences were not given as possible options on the survey instruments.

5.4.2.4 The ecological context

The impact of psychological violence was observed in the ecological context of respondents and participants (cf par. 5.3.1.6.4; par. 5.3.1.6.5; par. 5.2.5.2 - Table 5.59; par. 5.2.5.3 - Table 5.62). The most notable effects experienced by staff members are:

- Staff members' social and interpersonal relationships were affected negatively - it became apparent from both datasets that staff members experience thoughts of violence towards other people and that they have to violate their own moral and ethical conduct, which is experienced in relation to other people. It emerged from previous discussions that staff members' negative experiences were caused by different sources, and consequently, these experiences would also have impacted negatively on staff members' relationships with managers, colleagues and students (amongst other) (cf par. 5.4.1.1; par. 5.4.1.2). It emerged that staff members' social lives were negatively affected by work overload (cf par. 5.3.1.6.4 - experiencing negative social health effects; par. 5.4.1.1 - excessive pressure and unmanageable workload). However, it is expected that psychological health effects such as irritation and depression, amongst others, would impact on one's relationships with other people, including family members (cf par. 5.4.2.1)
- Staff members experienced that they dread coming to work and avoiding the workplace (cf Annexure D; par. 5.3.1.6.5)
- Experiencing reduced job satisfaction/job dissatisfaction (cf par.5.3.1.6.5; Annexure D)
- Reduced motivation is experienced by staff members (cf par.5.3.1.6.5; Annexure D)
- Demoralisation was experienced (cf par. 5.3.1.6.5; Annexure D)

- Absenteeism from work and taking more sick leave, for example due to migraine headaches and an increase in physical symptoms (cf par 5.3.1.6.2; par. 5.4.2.1; Annexure E).
- Being less productive was experienced by staff members as a result of negative experiences (cf par. 5.4.2.2 - tiredness and exhaustion; par. 5.3.1.6.5).

Most ecological health effects emerged during the interviews and may be a result that some of these effects were not given as a option on the survey instrument, for example affecting relationships with family negatively; withdrawing from other people; affecting quality of instruction negatively; losing trust in other people; having no job security and feelings of uncertainty and seeking other employment.

5.4.2.5 The metaphysical context

The impact of psychological violence in the metaphysical context was observed. It was noted that staff members experienced hostility or a hostile organisation culture and working in an environment of 'survival of the fittest' (cf par. 5.4.1.1 - hostility and hostile organisation culture). Minority groups indicated that they experience having to 'carry other colleagues', which they also experienced as 'more tasks assigned to you than to other staff members at similar posts' and as an increased workload. These experiences corroborate with both datasets (also cf par. 5.4.1.1 - unfair demands; excessive pressure and unmanageable workload).

The following metaphysical health effects emerged from the interviews but not from the survey and the reason may be that it was also not included as possible options in the survey instrument (cf Annexure D). These experiences are: experiencing the implementation of affirmative action negatively, experiencing racism as a consequence of the new political dispensation and negative personal views held by management regarding the toxicity of the work environment. Although minority groups indicated that they are subjected to psychological violence, there was not a specific question or statement in this regard included on the survey instrument.

From the evaluation of the synthesised contextualisation of the data from this study, it does indeed seem that psychological violence is experienced as prevalent and severe by participants and from various sources, though mostly from management and that it impacts negatively on staff members' health. The nature and experience of psychological violence could largely be triangulated and confirmed by the literature study as well as with the quantitative and qualitative findings of this study.

5.5 SUMMARY

The findings from both the quantitative and qualitative research revealed that psychological violence is prevalent and severe and experienced in various forms by staff members at FET Colleges. Psychological violence emanates mostly from superiors, followed by the Department of Education, then colleagues of equal status, students and subordinates in that order. Parents and the community were the least responsible for acts of psychological violence.

Psychological violence impacts very negatively on the holistic health of staff members who experienced it and to a lesser extent on the health of witnesses. Finally, it appeared that staff members have developed limited coping strategies to cope with the impact of psychological violence. These findings mandated a number of strategies that will be proposed in Chapter 6 to address and ameliorate psychological violence and its impact on the health of staff members at FET Colleges.

CHAPTER 6

PREVENTATIVE AND SUPPORTIVE STRATEGIES TO ADDRESS PSYCHOLOGICAL VIOLENCE AT FET COLLEGES

6.1 INTRODUCTION

The aim of this chapter is to propose strategies that will address psychological violence and ameliorate its negative impact on staff members' health at FET Colleges. Strategies are developed from the integrated findings of this study (cf par. 5.4) and from diverse academic disciplines, for optimum effect. The strategies are mainly preventative (primary) or supportive (secondary and tertiary) but some strategies are applicable across the primary, secondary and tertiary strategies' spectrum (cf par. 6.5).

The approach (contingency and multi-level approaches) that is followed in workplaces to address psychological violence will be discussed from the outset, in addition to the approach followed in this study towards the proposal of strategies for FET Colleges. The process that was used in the development of strategies, the proposed strategies and suggested levels of implementation, the evaluation of the FET College work environment and the feedback to review strategies, will be graphically illustrated.

A multi-level approach will be followed to propose strategies for FET Colleges. Therefore strategies will be proposed on the following levels namely, the national, organisational, leadership, group, dyad and individual levels. Thereafter, the evaluation of the FET College work environment for psychological violence and the feedback resulting from evaluation will be discussed. Finally, all the proposed strategies will be illustrated on a conceptual framework. This chapter will conclude with a discussion on the duty of the employer to address psychological violence and the derived benefits thereof for FET Colleges.

6.2 APPROACHES TO PSYCHOLOGICAL VIOLENCE IN THE WORKPLACE

The strategies to address psychological violence in workplaces rely on the approach that is followed towards psychological violence. Therefore, the two approaches, more specifically the contingency and multi-level approaches (Saam, 2009), will be discussed from the outset in addition to the approach that will be followed in this study towards the proposal of strategies to address the problem of psychological violence at FET Colleges.

6.2.1 The Contingency approach

The contingency approach is the most widely known approach to address psychological violence in workplaces. This approach is based on the conflict perspective that views workplace bullying as *"long lasting conflict and badly managed conflicts"* (Zapf & Gross cited *in* Saam, 2009:3).

Given that workplace bullying is viewed as an escalated form of conflict between two people, those who address it, rely on the conflict escalation models. Accordingly, conflict management or mediation as strategies is introduced at various identified stages of conflict, to prevent or stop workplace bullying or to reduce its harmful impact (Salin, 2008; Fisher & Keashly; Glasl; Rubin *et al.* cited *in* Saam 2009).

However, the appropriateness of mediation as a strategy to address workplace bullying, is questioned by several researchers for the following reasons (Saam, 2009):

- Mediation may fail when there is no follow-up and when conflict has escalated to a level that requires arbitration and power intervention (Fisher & Keashly; Keashly & Nowell cited *in* Saam, 2009).
- Owing to an imbalance in power (power disparity) amongst the perpetrator and victim in a bullying dispute, as opposed to conflict between equals, parties cannot equally negotiate and therefore mediation may actually harm targets (Hubert; Ferris; Keashly & Nowell; Rayner cited *in* Saam, 2009:5).
- Mediation does not address the justice and recognition of harm done to victims, negative behaviour is kept from public scrutiny and mediation may result in offender revenge (Saam, 2009:5).

It may be inferred that the contingency approach has several limitations as far as psychological violence is concerned. This approach restricts psychological violence to conflict between two parties of equal strength whilst perpetrators may disregard the settlements reached during mediation. Psychological violence is however more complex than mere conflict, it has different sources or perpetrators and often emanates from superiors and extends beyond the dyad level of perpetrator and victim to involve whole workgroups.

6.2.2 The Multi-level approach

The multi-level approach suggests the introduction of intervention strategies on various organisational levels (Saam, 2009). The aim of this approach is twofold - to introduce prevention strategies that will manage the causes of workplace bullying and to remove its related negative consequences (Saam, 2009:21).

The multi-level approach is based on the system's theory that views organisations as open systems consisting of different but interdependent and interrelated sub-systems - thus a change in one sub-system will also affect other sub-systems (Van Bertalanffy cited *in* Van Tonder & Roodt, 2008:44). The assumption is that psychological violence is a system's problem caused by systemically dysfunctional structures that can be found in aspects such as hierarchy layers, transparency of decision-making, trust, role clarity and performance expectations (Namie & Namie, 2009b; WBI, 2010d; Wheeler *et al.,* 2010:559). In line with the system's theory, the multi-level approach advocates organisational development that suggests changes in the organisational culture by setting new standards and changing performance-consequence incidents through a new policy and enforcement procedures (Namie & Namie, 2009b; Saam, 2009).

Similar to the contingency approach, interventions are suggested on the dyad level of perpetrator and target and depending on the seriousness of the conflict, follow-up interventions are recommended. However, the multi-level approach additionally consists of interventions on the group and organisational levels, if the antecedents and consequences of workplace bullying also exist on these levels (Saam, 2009:19). More recently, however, Nielsen, Taris and Cox (2010:233) additionally recommend leadership level interventions whilst Leka, Jain, Zwetsloot and Cox (2010) assert that strategies such as legislation and macro-level policies should be implemented on a national level.

In conclusion, the multi-level approach complements the contingency approach and is reconcilable with the systems approach, as solutions may be implemented at various organisational levels from where the problem of psychological violence exists or originates. Therefore, the multi-level approach is considered as more effective than the contingency approach.

6.2.3 The approach used towards the proposal of strategies for FET Colleges

A multi-level approach is used in this study towards the proposal of strategies for FET Colleges. However, instead of implementing strategies on three levels as suggested by Saam (2009), strategies will be proposed on six levels. Strategies will additionally be proposed on the individual, leadership (Nielsen *et al.,* 2010) and national (Leka *et al.*, 2010) levels for FET Colleges, as the findings of this study revealed that psychological violence also emanates from and exists on these levels at FET Colleges (cf par. 5.4.1.1; par. 5.4.1.2; par. 5.4.2; cf par. 6.2.2).

By proposing strategies on different levels, psychological violence at FET Colleges is aptly addressed as a systemic problem with systemic solutions, as recommended by several authors (Namie & Namie, 2009b; WBI, 2010d; Wheeler *et al.,* 2010:559). According to the WBI (2010d)

and Namie and Namie (2009b), ineffective solutions are implemented if psychological violence is only viewed as a problem existing between two people (contingency approach) and not as an organisational or systems problem.

From a system's perspective, strategies implemented on different levels will be more effective than strategies implemented on a single or limited number of levels as in the conflict perspective. The implementation of strategies on different levels at FET Colleges is anticipated to simultaneously affect all other levels, resulting in a positive cumulative effect.

Strategies are proposed on the following six levels for FET Colleges:

- **National level** - for example increased awareness and advocacy and legislation and litigation. In addition, the Department of Education (national level) ranked second as a source of psychological violence and staff members experienced structural violence, amongst others, that emanated from this level (cf par. 5.4.1.1).
- **Organisational level** - aspects such as a hostile organisation culture and dysfunctional communication is related to the organisational level (cf par. 5.4.1.1).
- **Managerial or leadership level** - autocracy and intimidation, unfair demands, excessive pressure and unmanageable workload, dysfunctional communication, verbal abuse and criticism, public humiliation and lack of recognition emanated from superiors at FET Colleges and the Department of Education (cf par. 5.4.1.1; par. 5.4.1.2).
- **Group level** - mobbing and teaming up that is related to the group level emanated from colleagues of equal status (cf par. 5.4.1.1; par. 5.4.1.2).
- **Dyad level** - to address the interrelationship between the perpetrator and target (in line with the contingency approach).
- **Individual level** - to assist individual staff members in dealing with psychological violence and to ameliorate its harmful impact on all contexts of their holistic health (cf par. 5.4.2).

The proposed strategies and suggested levels for implementation are graphically illustrated in Figure 6.1. Figure 6.1 exemplifies the process that was followed in the development of strategies and the suggested phases of implementation, to ensure effective implementation of the proposed strategies at FET Colleges.

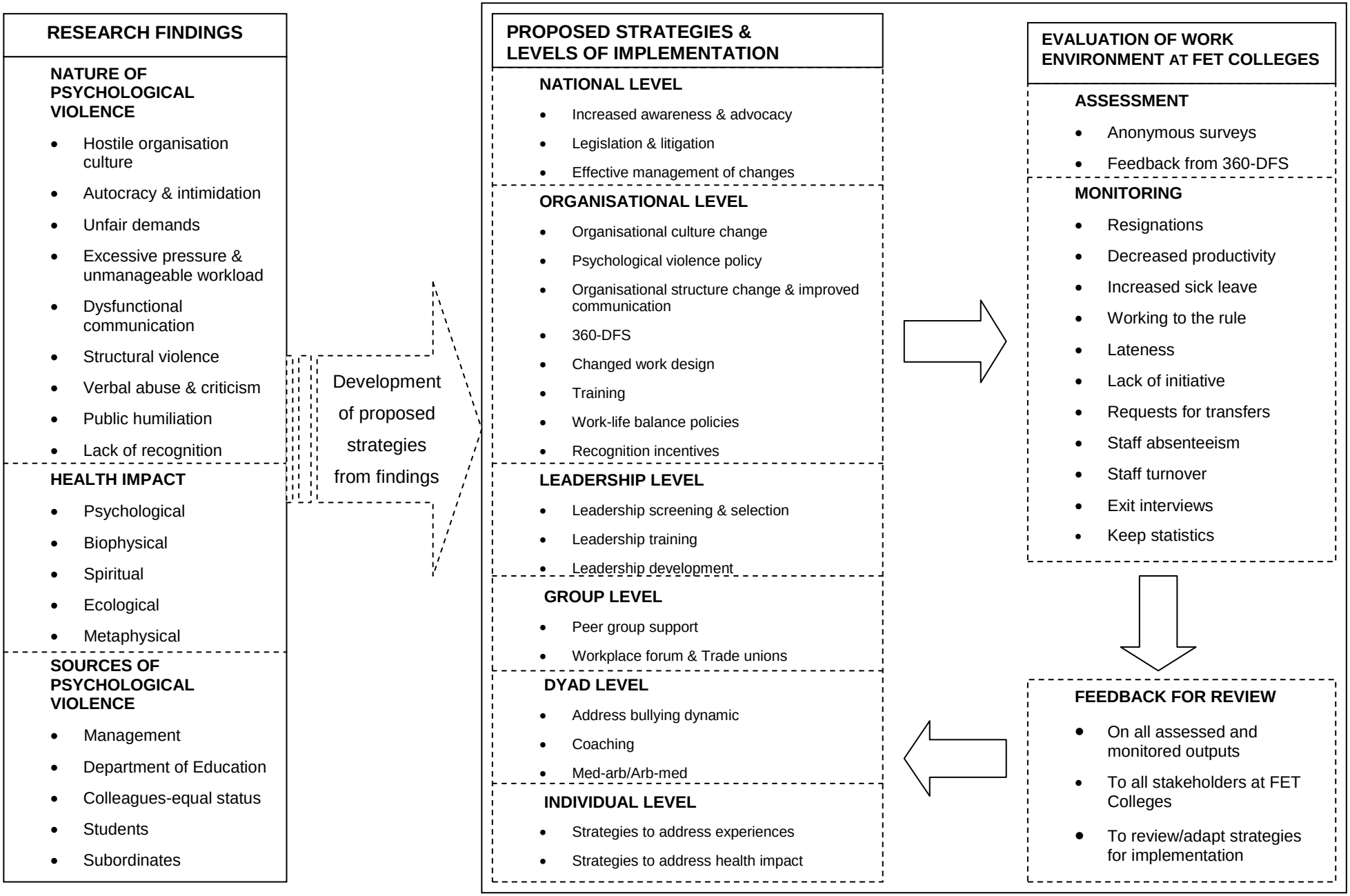


Figure 6.1 Process towards the implementation of strategies for FET Colleges

Figure 6.1 shows that the findings of this study were used as the springboard to develop the proposed strategies (cf par. 5.4). The next phase illustrates the proposed strategies under applicable levels for implementation at FET Colleges. The former phase should be consolidated with continuous assessment and monitoring of the FET College work environment for psychological violence. The assessment results and monitored outputs (evaluation) should be provided as feedback to all stakeholders at FET Colleges with the aim to review or adapt strategies, if necessary.

The implementation of proposed strategies should thus not be considered as a once-off project, but as a continuous process to address psychological violence and its impact on staff members' health at FET Colleges, more effectively.

6.3 PROPOSED STRATEGIES AND LEVELS OF IMPLEMETATION

In this section, the proposed strategies will be presented under the national, organisational, leadership, group, dyad and individual levels. Strategies were selected based on their applicability and capability to address a number of identified problems from the findings simultaneously (cf par. 5.4.1 & par. 5.4.2). Some strategies are simultaneously preventative and supportive and therefore address the experiences (nature) and the impact of psychological violence on staff members' health.

6.3.1 National level strategies

National level strategies include increased awareness and advocacy, legislation and litigation and the effective management of changes.

6.3.1.1 Increased awareness and advocacy

Increased awareness and advocacy on a national level are imperative to change attitudes for the implementation of policies and legislation in order to address psychological violence more effectively at FET Colleges.

Problem: Staff members at FET Colleges experience psychological violence and it has a negative impact on their health. Psychological violence emanates from various sources or perpetrators. The Department of Education (national level) ranked second after superiors at FET Colleges as the source responsible for most acts of psychological violence (cf par. 5.4.1.2).

The following strategies are proposed to increase awareness and for advocacy:

- Findings of this and similar studies should be presented at national conferences and published in the media to increase awareness of psychological violence and its negative impact on health on stakeholders at FET Colleges.
- All stakeholders at FET Colleges, including the government (Department of Education), Unions and staff members, should be informed about the findings of this study.
- The Department of Education should conduct a national assessment to determine psychological violence amongst staff members at all South African FET Colleges (cf par. 6.4.1.1).
- The Department of Education should monitor psychological violence continuously on a national level amongst staff members at FET Colleges (cf par. 6.4.1.2). Exit interviews should be conducted and statistics recorded on psychological violence related aspects such as staff turnover, absenteeism, sick leave, requests for transfers and complaints.
- Feedback resulting from national assessment and monitoring should be provided to all stakeholders in order to address the problem of psychological violence at FET Colleges.
- The Department of Education should introduce awareness days on psychological violence as an employee-wellness initiative.
- Information about psychological violence and its harmful impact on health should be conveyed during staff meetings, during induction and training in the FET Colleges and in the Department of Education's internal magazines, on pamphlets, posters and information brochures (Ferris, 2004:394; Beswick *et al.,* 2006:35; Rayner & McIvor, 2008:49; Salin, 2008; Whitney, 2009:3; Anon, 2010a:5; Anon, 2010b:6).
- Counselling and medical assistance should be initiated by the Department of Education to support staff members affected by psychological violence and to ameliorate the impact of it on their health.
- The Department of Education should make use of external consultants and councillors experienced in psychological violence to assist in counselling and in the implementation of strategies to ensure effectiveness.

Increased awareness and advocacy are expected to assist officials from the Department of Education and staff members at FET Colleges in identifying psychological violence and encouraging them not to participate in psychological violence acts, directly or indirectly as witnesses (Salin, 2008). This strategy is also expected to increase perpetrating superiors and colleagues' self-awareness. Subsequently, perpetrators may realise that their negative behaviour constitutes psychological violence and that it impacts negatively on staff members' health which will assist them to change their negative behaviour accordingly.

6.3.1.2 Legislation and litigation

Problem: Staff members at FET Colleges experience psychological violence in various forms and it impacts negatively on their holistic health. Psychological violence emanates mostly from superiors and employees employed by FET Colleges and the Department of Education (cf par. 5.4.1.1; par. 5.4.1.2; par. 5.4.2).

The Bill of Rights, Chapter 2 of the South African Constitution, 1996 and the Occupational Health and Safety Act (85/1993) and how it relates to psychological violence in the workplace will be discussed, as proposed strategies are derived from these acts:

The Bill of Rights, Chapter 2 of the South African Constitution, 1996 states that *"everyone has the right to equality, human dignity, life and freedom and security, bodily and psychological integrity and fair labour practices"* (cf SA). The following aspects in the Bill of Rights, Chapter 2, relates to psychological violence in the workplace:

- Section 9 (3) states that *"equality includes the full and equal employment of all rights and freedoms. The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth"* (Bill of Rights, Chapter 2, 1996).
- Section 9 (4): *"No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of Subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination"* (Bill of Rights, Chapter 2, 1996).
- Section 10: *"Everyone has inherent dignity and the right to have their dignity respected and protected"* (Bill of Rights, Chapter 2, 1996).
- Section 12 (1) (c): *"Everyone has the right to freedom and security of the person which includes the right to be free from all forms of violence from either public or private sources"* (Bill of Rights, Chapter 2, 1996).
- Section 12 (2): *"Everyone has the right to bodily and psychological integrity"* (Bill of Rights, Chapter 2, 1996).
- Section 23 (1): *"Everyone has the right to fair labour practices"* (Bill of Rights, Chapter 2, 1996). The Labour Relations Act (66/1995) similarly states that every employee has *"the right to fair labour practices"* (Grobler *et al.,* 2006:84; Kirsten, 2011).
- Section 24 (a): *"Everyone has the right to an environment that is not harmful to their health and wellbeing"* (Bill of Rights, Chapter 2, 1996).

In addition, the **Occupational Health and Safety Act** (85/1993) specifies that *"every employer shall provide and maintain, as far as it is reasonably practicable, a working environment that is*

safe and without the risk to the health of his employees". Accordingly, employers have a duty to provide a safe working environment and health-promoting workplace (Bill of Rights, Chapter 2 of the South African Constitution, 1996; Occupational Health & Safety Act, 85/1983).

Based on the above-mentioned acts, the following strategies are proposed to address staff members' experiences of psychological violence and the impact thereof on their health:

- The employer/s of staff members namely the Department of Education and/or College Councils, are obliged to provide a safe working environment and health-promoting workplace for staff members where psychological violence in any of its forms is not tolerated, and those who abstain from taking the necessary precautions to protect their employees from psychological violence, could be held liable for the suffering and damages of employees (Steinman, 2007:45; Kirsten, 2011).
- The Department of Education and FET Colleges, including superiors are obliged by legislation to honour the rights of employees contained in these acts.
- Staff members' whose rights are disregarded should follow the legal route.
- Legal action should be instituted on delictual grounds and vicarious liability where viable, to compensate for damages and to protect employees and to create legal precedent (Kirsten, 2007:9; Kirsten, 2011). This strategy will apply when psychological violence policies fail.
- The national policy documents on health-promoting schools could be adopted by FET Colleges to address psychological violence and its impact on health in a non-legal way. According to Kirsten (2007:9), the health-promoting school movement is an international movement whose principles are compatible with the Bills of Rights of the South African Constitution.

Problem: South African legislation does not refer to all forms of psychological violence directly (Kirsten, 2007:8). In contrast, racial and sexual harassment are explicitly prohibited in the Bill of Rights Section 9 (3) and 9 (4), whilst employers are guided to deal with sexual harassment in a Code of Good Practice contained in an Appendix to the Labour Relations Act (66/1995) (cf par. 3.4.5).

The following strategies are proposed to address psychological violence more explicitly through legislation:

- More direct and explicit legislation is indispensable on a national level to address all forms of psychological violence in workplaces and its harmful impact on staff members'

health. According to Namie and Namie (2009a:11), employers are more likely to address all forms of psychological violence when compelled to do so by law.

- Psychological violence should be explicitly prohibited in the Bill of Rights and Labour Relations Act.

Problem: Health and Safety legislation acknowledges PTSD (Post-Traumatic Stress Disorder) owing to emotional abuse in South African workplaces (Steinman, 2007:45; cf par. 3.4.1.4), but it omits the other health effects that may result from psychological violence (cf Chapters 3 & 5; par. 5.4.2).

The following strategy is proposed to address the impact of psychological violence more effectively through Health and Safety Legislation:

- Apart from PTSD (Post-Traumatic Stress Disorder), Health and Safety legislation should include the other health effects that may result from psychological violence, as is evident in this and related studies (cf chapter 3; cf par. 5.4.2.1 - par. 5.4.2.5; par. 5.2.5; par. 5.3.1.6; par. 5.4.2).

Problem: Staff members experienced minority discrimination and affirmative action and it impacted negatively on their health (cf par. 5.4.2.5). In addition, Affirmative action in South Africa has no “sunset clause” (Kirsten, 2011).

The following strategies are suggested to address staff members’ experience of minority discrimination and affirmative action:

- National legislators should take note of the findings of this study related to minority discrimination and affirmative action. When minority groups are not protected through applicable legislation, it could enhance the probability of the minority group experiencing psychological violence in workplaces (cf par. 3.4.5).
- Policy makers and legislators should take note that “fair discrimination”, more specifically affirmative action, could promote minority discrimination in workplaces (Employment Equity Act 55/1998; cf par. 3.4.5; par. 5.4.2.5).
- Legislation that promotes “fair discrimination” and affirmative action should be reconsidered on a national level.
- The Department of Education and the authorities at FET Colleges should ensure that all staff members have equal job opportunities and similar work conditions.

Legislation is anticipated to prevent psychological violence at FET Colleges and litigation may provide an avenue for staff members already affected by psychological violence.

6.3.1.3 Effective management of changes

Problem: Staff members experienced structural violence that emanated from the Department of Education and superiors at FET Colleges (cf par. 5.4.1.2). This was experienced as unilateral and continuous changes or not being consulted on changes that affect one directly and being disrespectfully forced to implement the new curriculum (cf par. 5.4.1.1).

The following strategies are proposed to address staff members' experiences of structural violence and for the effective management of changes that affect staff members at FET Colleges:

- Officials from the Department of Education should plan and manage changes more effectively and consult with staff members prior to changes being made. Involvement of employees during organisational changes maximises their feelings of being in control (Martin, Jones & Callan, 2005:285). Increased feelings of control may reduce the stress experienced by staff members and thus on the impact on their psychological health (cf par. 3.2.1.3; par. 5.4.2.1).
- Staff members should be informed about organisational changes that affect them such as restructuring, changed processes, downsizing and changed priorities and the reasons thereof explained to staff members (Johanssen, 2006; Olson, Nelson & Parayitam, 2006:392; Human Rights Commission, 2007; Anon, 2010a). Staff members should be provided with more information than mere justification of decisions to foster trust. Information must be applicable to the staff member's work context and consistent with what is perceived (Saunders & Thornnhill, 2004:513).
- Superiors at the Department of Education and FET Colleges should adopt a flexible, participatory and problem-solving approach during organisational changes. Instead of directing staff members, they should rather be trusted to solve problems, encouraged to act pro-actively, be innovative and to initiate new ideas (Van Tonder & Roodt, 2008:333).
- Accountability of Department of Education and FET College superiors should be pursued on a national level (Kirsten, 2007:9; cf par. 6.3.3).
- Immediate superiors should communicate more effectively during organisational changes, support staff members and respond to their concerns to increase trust and to facilitate employee adjustment as the role of the immediate supervisor is imperative in increasing employee control and to reduce their stress (Martin *et al.,* 2005:283; also cf par. 6.3.3).

6.3.2 Organisational level strategies

Organisational level strategies for FET Colleges include an organisational culture change; the implementation of a psychological violence policy, an organisational structure change and improved communication; implementation of a 360 degree performance appraisal feedback system (360-DFS); changed work designs; training; work-life balance policies and recognition incentives. Note that strategies such as a psychological violence policy, changed work designs, 360-DFS (degree feedback system), recognition incentives and leadership strategies are also applicable to the Department of Education. The reason is that the Department of Education governs all education in South Africa, employs some of the staff members at FET Colleges (cf Table 5.6) and is ranked in second place, as a source of psychological violence (cf par. 5.4.1.2; cf par. 6.5; Figure 6.2).

6.3.2.1 Organisational culture change

Problem: The **hostile organisational culture** at FET Colleges was identified as problematic and emanated from superiors at FET Colleges and colleagues of equal status (cf par. 5.4.1.1; par. 5.4.1.2). This was experienced in the form of deliberated non-performance by others that impacts on one's own work, being blamed unfairly when things go wrong, being falsely and routinely blamed for errors and mistakes, mobbing, teaming up against one; encouraging others to turn against one and colleagues attempting to create a poor impression of one to management (cf par. 5.4.1.1).

In addition, staff members indicated that they work in an environment of "survival of the fittest" which negatively impacted on their metaphysical health (cf par. 5.4.2.5) and that they had to violate their own moral and ethical conduct that impacted on their ecological health (cf par. 5.4.2.4).

The following strategies are proposed to change the current hostile organisation culture at FET Colleges to a culture of ethics where psychological violence is not tolerated:

- **Create a culture of ethics** at FET Colleges that is value driven and has no tolerance for unethical behaviour like psychological violence. This strategy simultaneously addresses staff members' experiences of having to violate their own moral and ethical conduct.
- **Create norms of behaviour for staff members to follow**: Superiors at FET Colleges should lead by example and create norms of behaviour for staff members to follow (Beswick *et al.*, 2006:35). Ethical standards, ethical leadership, ethical decision-making and sustained ethical behaviours are the core aspects of an ethical culture and should be adopted by superiors to develop and sustain an ethical organisational culture at FET

Colleges (Resch & Schubinscki cited *in* Salin, 2006; Padilla *et al.,* 2007:189; Driscoll & Hofmann cited *in* Van Tonder and Roodt, 2008:67).

- **Create a culture of respect**: Every staff member, from the top management to the bottom line, should be treated with respect. A lack of respect and trust in leadership-subordinates is negatively associated with health effects amongst subordinates (Glaso *et al.* cited *in* Hoel *et al.,* 2010:455).
- **Create an open organisational culture**: Staff members should be allowed to present their mistakes without being criticised, but positively responded to, thereby allowing them to learn from their mistakes (Bourne & Bourne, 2009:15).
- **Create a culture of support**: The current blaming culture where staff members are falsely and routinely blamed for errors and mistakes should be changed to a culture of support. A supportive culture is essential to create trust, enhance confidence in leaders and it results in a motivated workforce (Bourne & Bourne, 2009:14).
- **Encourage support**: Staff members should be encouraged to support one another by means of peer group support (cf par. 6.3.4.1) as staff members who support one another are less likely to engage in negative behaviour such as mobbing, teaming up and deliberate non-performance (cf par. 5.4.1.1). This strategy is also expected to alleviate staff members' experiences of working in an environment of "survival of the fittest".
- **Address psychological violence**: Superiors at FET Colleges should deal pro-actively with conflict amongst their subordinates before it escalates, to prevent psychological violence amongst colleagues of equal status (Rayner & McIvor, 2008:56; Hauge *et al.,* 2007:240). Superiors should thus address deliberate non-performance by colleagues and curb "teaming up" and mobbing in its initial stages and discourage subordinates who want to create a poor impression of staff members with managers.
- **Address and discipline perpetrating superiors**: All perpetrators at FET Colleges, including superiors, should be addressed and disciplined. Perpetrators who are not addressed view it as authorisation to continue with psychological violence (Namie, 2008; Namie, 2010:4; WBI, 2010b; cf par. 2.6.4.1 - a corporate culture that permits and rewards hostile behaviour; cf par. 6.3.2.2).

Problem: Staff members experienced **autocracy and intimidation** that emanated from superiors at FET Colleges and the Department of Education. Perpetrators are often cultivated by the organisational culture (cf par. 2.6.4.1) and therefore a change in the current hostile organisation culture at FET Colleges is also expected to address perpetrating superiors and the problem of autocracy and intimidation.

The following strategies are proposed to effect an organisational culture change and to address the problem of autocracy and intimidation including destructive leadership at FET Colleges (Padilla *et al.*, 2007:180-190):

- Discourage organisational values such as uncertainty, power distance, collectivism and avoidance at FET Colleges (Padilla *et al.*, 2007:180). A perception of threat, lack of control and balances, and instability (owing to the changes and structural violence at FET Colleges) contribute to an organisational environment where destructive leadership is fostered.
- Introduce checks and balances at the lower organisational levels of FET Colleges whilst College Board independence, performance reviews and succession processes, College Board accountability and the power to sanction executives should be introduced at higher levels and the Department of Education.
- Promote an empowerment culture amongst subordinates at FET Colleges. Employee collaboration, initiative and involvement should be promoted to control authoritarian power. Staff members should be included in decision making processes and those with responsibilities should be provided with the necessary authority to do so (Padilla *et al.,* 2007:189; Anon, 2010a:5).

According to Padilla *et al.* (2007:190) ethical and moral behaviour related to the organisational culture should be visibly enforced through policies. Hence, a psychological violence policy is suggested in paragraph 6.3.2.2.

6.3.2.2 Psychological violence policy

The implementation of an anti-bullying policy (in this case psychological violence policy) as a preventative strategy to address workplace bullying is recommended by several authors (Rayner & McIvor, 2008:49; Namie, 2008; Salin, 2008; Whitney, 2009:3; Namie & Namie, 2009b). Evidently, the incidence of psychological violence is lower in organisations with an anti-bullying policy (Baillen, Neyens, De Witte & Vanoirbeck cited *in* Salin, 2008; cf par. 2.6.4.1).

Problem: Staff members at FET Colleges experienced a hostile organisation culture, autocracy and intimidation, unfair demands, excessive pressure and unmanageable workload, dysfunctional communication, structural violence, verbal abuse and criticism, public humiliation and a lack of recognition that emanated from various sources and it impacted on all contexts of staff members' holistic health (cf par. 5.4.1.1; par. 5.4.1.2; par. 5.4.2.1 to par. 5.4.2.5).

Apart from a sexual harassment policy, no policies exist to address the other forms of psychological violence at the FET Colleges in the study population. Other forms of psychological violence-related incidents are currently handled through grievance procedures

(Waddington, 2011). The findings of this study however revealed that staff members experienced other forms of psychological violence often and as severe and that it impacted negatively on their health (cf par. 5.4.1.1; par. 5.4.2; cf par. 2.2.2). On the contrary, none of the participants in this study indicated that they have experienced sexual harassment (cf par. 5.3).

Furthermore, as psychological violence emanated mostly from superiors at FET Colleges (cf par. 5.4.1.2), it is therefore anticipated that staff members who experience psychological violence and lodge grievances, are most likely to be blocked by perpetrating superiors. The reason is that grievances are ineffective to deal with workplace bullying since it is usually handled by perpetrating superiors or friends of the perpetrator (UK National Workplace Bullying Advice Line, 2010e:1-2). This was evident from the qualitative study (cf par. 5.3.3.1.1.6; Table 5.69).

From the above-mentioned discussion, it becomes clear that a psychological violence policy is indispensable at FET Colleges to address all forms of psychological violence experienced by staff members (cf Chapter 5), to address perpetrating superiors and to ensure that perpetrators do not thwart staff members who lodge grievances.

The proposed psychological violence policy is a preventative and supportive strategy, as restorative strategies are built into the policy, as suggested by Namie (2008). Thus, it simultaneously addresses the nature and impact of psychological violence.

The following guidelines are proposed for the implementation of a psychological violence policy at FET Colleges (adapted from Namie, 2008):

- **Describe all forms of psychological violence** as derived from the findings in this study in the psychological violence policy (cf par. 2.2.2; par. 2.4.1; par. 5.4.1.1; Namie, 2008; Salin, 2008).
- **Describe the procedures for lodging and investigating complaints**, including retaliation complaints and nominate contact persons, preferably colleagues of equal status (Namie, 2008; Salin, 2008; Anon, 2010b:6) as superiors at FET Colleges are mostly responsible for staff members' experiences of psychological violence (cf par. 5.4.1.2).
- **Allow staff members to file complaints anonymously** via the FET College's Intranet. Each complaint should be issued with a confidential identification number that staff members may use to track the progress of complaints (Wheeler *et al.,* 2010:558). This is expected to reduce staff members' fears of retaliation from perpetrating superiors (cf par. 5.4.1.1; Table 5.67 - being retaliated against when irregularities and problems are voiced).

- **Describe deadlines and timeframes** for handling complaints in the policy (Namie, 2008; Salin, 2008; Rayner & McIvor, 2008:60).
- **Include retaliation for filing a complaint** as a separate offence (Namie, 2008).
- **A guarantee should be included** that no reporting employee would be retaliated against (Solano & Kleiner, 2003:208). Statistics should be kept on all complaints, including dates, to track retaliation related to psychological violence. The aim is to reduce staff members' fears of retaliation (cf par. 5.4.2.1) and to encourage them to report psychological violence.
- **Include policy violation penalties** to address perpetrators at FET Colleges. Penalties for policy violations should increase with the number of violations up to dismissal (Salin, 2006; Namie, 2008; Whitney, 2009:3; Anon, 2010a:6). The aim is to change negative behaviour and to prevent a repetition thereof.
- **Include restorative and supportive interventions** such as timeous follow-up on complaints; regular feedback to victims and witnesses about the progress of complaints, counselling for victims and witnesses and assistance to get into contact with mental health and/or medical practitioners, provided that helpers are knowledgeable on psychological violence (Beswick *et al.,* 2006:36; Namie, 2008; Rayner & McIvor, 2008:56-60; Whitney, 2009:3; Anon, 2010a:2-6).

The following experiences and resulting negative effects of staff members on their health are expected to be addressed and ameliorated through the proposed psychological violence policy:

- The psychological violence policy may reduce victims' (more specifically subordinates) perceptions of lack of control and associated stress (psychological health impact) (cf par. 3.2.1.3; par. 5.4.2.3; par. 5.4.2.1).
- When addressing perpetrators through the policy, it may alleviate victimised staff members' feelings of retribution towards perpetrators (cf Table. 5.78) and provide them with a sense of justice and a perception of fairness (cf Table 5.80 - experiencing unfairness) and thus alleviate the impact on victims' spiritual health.

Staff members will however only trust the FET Colleges' commitment to address psychological violence if complaint investigations are prioritised and after the first case has been fairly solved (Rayner & McIvor, 2008:79; Namie, 2008). It is important to enforce the suggested psychological violence policy as a policy, if it is not enforced and exists on paper only, is likely to result in employee cynicism (Namie, 2008). The former may increase the already negative impact of psychological violence on staff members' health.

6.3.2.3 Organisational structure change and improved communication

Staff members found the organisational culture and the organisational communication at FET Colleges problematic (cf par. 5.4.1.1). According to Muchinsky (cited *in* Mamatoglu, 2008:433), organisational climate and organisational communication are strongly related. For example, research reveals that employees who experience positive feelings towards communication in an organisation simultaneously experience positive feelings towards the organisational climate, the management and how they identify themselves with the organisation (Muchinsky cited *in* Mamatoglu, 2008:433).

From the above-mentioned it may be inferred that a change and improvement in the organisational culture at FET Colleges, as already proposed (cf par. 6.3.2.1), will simultaneously improve staff members' perceptions of the communication at FET Colleges. A discussion on specific strategies to improve the communication at FET Colleges follows:

Problem: Dysfunctional communication was experienced in the form of not being consulted, withholding of needed information and inadequate communication from superiors at FET Colleges whilst subordinates did not follow the formal communication channels (cf par. 5.4.1.2). In addition, staff members experienced **autocracy and intimidation** from superiors.

The following strategies are proposed to improve communication and transparency at FET Colleges, which may also limit opportunities for perpetrating superiors to engage in psychological violence:

- **Change the organisational structure** at FET Colleges to allow for a more flexible, dynamic and transparent structure. The aim of an organisational structure change is to create an effective and well-functioning internal communication system (Work Trauma Foundation, 2008; Salin, 2006 & 2008). This strategy is expected to address dysfunctional communication, including non-consultation, withholding of information and subordinates who do not follow the formal organisational channels as well as autocracy and intimidation at FET Colleges (cf par. 5.4.1.1; par. 5.4.1.2).
- **Delayer the organisational structure** at FET Colleges to address dysfunctional communication and the problem of subordinates who do not follow communication channels. A complex organisational structure increases the potential of negative interactions and psychological violence between staff members (Olson *et al.*, 2006:392).
- **Decentralise authority** at FET Colleges to improve communication (Armstrong, 2007:324). Decision-making authority should be delegated as close as possible to the physical scene (campus) where it is needed and each campus should be provided with

autonomy to address dysfunctional communication; non-consultation of staff members on campuses, and the withholding of information.

- **Implement a 360-DFS** for its inherent advantages to improve organisational communication such as positive employee perceptions of organisational communication, the creation of more communication opportunities and enhanced employee feedback (Mamatoglu, 2008:444).
- **Provide regular feedback** to staff members to promote a transparent relationship between superiors and subordinates at FET Colleges (adapted from Rimmer, 2008:36). The 360-DFS as proposed is also expected to improve feedback amongst staff members in FET Colleges (cf par. 6.3.2.4).
- **Encourage feedback from staff members**, especially from subordinates, to identify and address psychological violence and to inform decision-making (Johanssen, 2006:1). Anonymous feedback from subordinates could be promoted through suggestion schemes or suggestion boxes, staff forums and quality circles (Wiehahn, 2001:79).
- **Reduce communication barriers to prevent message distortion** (Wiehahn, 2001:57): Staff members indicated that the messages from senior management at the Corporate Centre are distorted at campus level by the superiors at the campuses. By reducing the number of communication channels (delayering) and by promoting feedback from subordinates, barriers will be reduced for effective communication at FET Colleges.
- **Assess the communication climate at FET Colleges** regularly to diagnose communication problems. A communication audit may be useful for this purpose (Wiehahn, 2001:82).

Problem: Superiors at FET Colleges found it problematic that **subordinates do not follow the formal communication channels** (cf par. 5.4.1.1). Subordinates however may become frustrated when they do not have access to sufficient information. The following strategy is proposed in this regard (DuBrin, 2011:222):

- Senior management at FET Colleges should introduce an open-door policy that allows employees to report problems and psychological violence that emanate from immediate superiors.

Problem: Staff members at FET Colleges are **routinely and falsely blamed by superiors for errors and mistakes** (cf par. 5.4.1.1) and the following strategy is proposed in this regard:

- Superiors at FET Colleges should avoid defensive communication by shifting the blame to subordinates and by blaming subordinates for errors and mistakes. According to Du Brin (2011:200), defensive communication is intended to make the self look good by shifting the blame to colleagues or systems.

6.3.2.4 A 360-degree feedback performance appraisal system

Problem: Staff members experienced a hostile organisation culture, autocracy and intimidation, dysfunctional communication, verbal abuse and criticism, unfair demands, excessive pressure and unmanageable workload, public humiliation and lack of recognition which impacted negatively on all contexts of their holistic health (cf par. 5.4.1.1; par. 5.4.1.2; par. 5.4.2.1 - par. 5.4.2.5). These experiences emanated mostly from superiors at FET Colleges (cf par. 5.4.1.2).

A 360-degree feedback performance appraisal system (360-DFS) is anticipated to address staff members' experiences of psychological violence and to ameliorate the negative impact thereof on their holistic health.

The following strategies relate to the implementation of a 360-DFS at FET Colleges (adapted from Mamatoglu, 2008:432-434):

- **Determine expected behaviours** as an alternative to the psychological violence behaviours as indicated by the findings of this study (cf par. 5.4.1.1).
- **Include expected behaviours on performance assessment scales** with the aim to modify negative behaviour. For example, participation as opposed to autocratic leadership and transparency as opposed to dysfunctional communication should be included on performance assessment scales.
- **Develop statements**: Expected behaviours should be written in statement form, for example "consider the input of other's in decision-making" (autocracy and intimidation) and "distribute work evenly between staff members" (unfair demands) or "do not unjustifiably criticise subordinates" (verbal abuse and criticism).
- **Include a 5-point Likert scale to rate expected behaviours** and an instruction to motivate extreme scores of 1 and 5 (Mamatoglu, 2008:438).
- **Determine assessors**: Each staff member should provide a list of staff members who work with him/her and the names of staff members whom he/she can provide feedback on to a maximum of four staff members (Mamatoglu, 2008:438). Thus, all staff members at FET Colleges should anonymously assess the behaviours of superiors and subordinates.
- **Assessment procedures**: Each staff member should rate himself/herself whilst subordinates anonymously rate all their superiors and superiors rate subordinates (Mamatoglu, 2008:438). The former is expected to disclose perpetrators at FET Colleges, including superiors.
- **Include peers as assessors** to reveal psychological violence and to prevent perpetrating superiors from using performance appraisals to the disadvantage of

subordinates (cf. par. 2.4.1 - obstructing career progression through the use of authority; par. 5.4.1.2).

- **Feedback for improved behaviour**: Each staff member should receive a report on his (anonymous) personal feedback and accordingly prepare a personal development plan. The feedback resulting from assessments is expected to change the negative behaviours of perpetrators (Mamatoglu, 2008:429). Feedback that is indicative of psychological violence should be followed up and if necessary, supplemented with leadership training, development and coaching to change the negative behaviour of perpetrators and to address perpetrators (cf par. 6.3.3.3; par. 6.3.5.1).

The following *advantages* could be gained by FET Colleges when introducing a 360-DFS:

- Feedback from the 360-DFS is expected to increase the self-awareness of perpetrators which would enable them to adopt a self-critical approach towards their own management style and behaviour that will discourage them from resorting to psychological violence (Mamatoglu, 2008:430; cf par. 6.3.3.3).
- Positive feedback from the 360-DFS will make staff members feel valued and attend to their recognition needs, thereby addressing their experiences of lack of recognition (cf par. 5.4.1.1; Steyn & Van Niekerk, 2002:171; Armstrong, 2007:269 & 840; DuBrin, 2011:353; Bourne & Bourne, 2009:10 & 20).
- Inherent advantages of the 360-DFS such as enhanced feedback, increased trust, satisfaction and improved perceptions of a support and achievement culture may address the reduced motivation of staff members and weaken their perceptions of a power culture (cf par. 5.4.1.1; par. 5.4.2.4; Mamatoglu, 2008:444).
- The 360-DFS is expected to contribute to a changed organisational culture over the long term (Mamatoglu, 2008; cf par. 6.3.2.1).

6.3.2.5 Changed work designs

The environment and tasks of staff members at FET Colleges have changed rapidly over the past few years, for example outcomes-based education and the NCV certificates were introduced and the handling of students' portfolios was added to the role of academic staff members (cf par. 1.2). These changes impacted on the work design of staff members at FET Colleges and therefore staff members' work designs need to be reconsidered or changed in order for them to deal with added responsibilities and roles.

Problem: Staff members at FET Colleges **found unfair demands, excessive pressure and unmanageable workload, which are related to their work design**, problematic (cf par. 5.4.1.1). Unfair demands were experienced as being expected to do work within impossible and

unreasonable deadlines, unequal work distribution and more tasks being assigned to one than to other staff members in similar posts also different rules that are applied for different people. These experiences emanated from superiors at FET Colleges and the Department of Education (cf par. 5.4.1.2).

The above-mentioned experiences impacted negatively on staff members' health in the form of tiredness and exhaustion, stress and distress and their relationships were negatively affected by it (cf par. 5.4.2.1; par. 5.4.2.2; par. 5.4.2.4). Unequal work distribution and experiences of "having to carry other staff members" impacted on staff members' metaphysical health (cf par. 5.4.2.5).

Changed work designs are also expected to ameliorate the negative impact of the above-mentioned experiences on staff members' ecological health impact that was experienced as reduced job satisfaction, reduced motivation and demoralisation (cf par. 5.4.2.4). The creation of meaningful jobs is anticipated to enhance staff members' spiritual health (cf par. 5.4.2.3).

The following strategies could be introduced to change the work designs of staff members at FET Colleges, thereby addressing unfair demands, excessive pressure and unmanageable workload and the impact thereof on their health:

- **Consider implementing RAT** (Role analysis techniques, responsibility charting and role negotiation) at FET Colleges to reduce staff members' experiences of role ambiguity and role overload and to address the discrepancies between role expectations of superiors and subordinates (Van Tonder & Roodt, 2008:229 & 275). Responsibility charting and role-negotiation is anticipated to address staff members' experiences of unfair demands.
- **Provide clear job descriptions** for each staff member and outline the specific roles and responsibilities related to each position (Anon, 2010b:6).
- **Set stretch goals and fair objectives** for all staff members and ensure that the degree of difficulty is equal for staff members on similar post levels (Johanssen, 2006:1; Human Rights Commission, 2007; Bourne & Bourne, 2009:27).
- **Allow sufficient time for task completion** (Armstrong, 2007:840). Superiors should have realistic expectations about staff members' performance.
- **Align career planning and promotions with skills** to avoid over or under-promotion (Armstrong, 2007:840). This is anticipated to address staff members' perceptions of unfairness and unequal work distribution, being assigned more duties than other staff members on similar post levels and "having to carry other staff members" (cf par. 5.4.2.5).
- **Include essential aspects in staff members' jobs to enhance health** including skill variety, task significance, autonomy and feedback (Hackman *et al.* cited *in* Van Tonder &

Roodt, 2008:275). Perceived job control is linked with employee perceptions of more opportunities for skill utilisation, increased motivation and intrinsic job satisfaction (Morrison, Cordery, Girardi & Payne, 2005:74) which are related to ecological health (cf par. 5.4.2.4). More autonomy may enable staff members to manage their responsibilities more effectively (Armstrong, 2007:840). Task significance is beneficial to staff members' spiritual health as is expected to contribute positively to their sense of "meaning in life" (cf par. 3.4.3).

Problem: Staff members experienced an **excessive administrative load related to the new curriculum (NCV)**, the handling of students' portfolios and the completion of student portfolios because students fail to do it themselves. These experiences emanated mostly from superiors at FET Colleges, the Department of Education and to a lesser degree from the students (cf par. 5.4.1.2).

The following strategies that were proposed in England to manage and reduce teacher workload could be adopted by superiors at FET Colleges and the Department of Education to reduce staff members' experiences of excessive pressure and an unmanageable workload (Bubb & Earley, 2004:16-22):

- Enough time should be allocated for academic staff members at FET Colleges for higher-level planning, assessments and lecturing to maximise work-life balance (Bubb & Earley, 2004:16).
- Guaranteed time should be allocated on the timetable of academic staff members for lesson planning and preparation related to the new curriculum.
- Time should be allocated for Heads of Departments and those appointed in supervisory positions at FET Colleges, to exercise their leadership duties.
- Academic staff members should not be burdened with routine administrative tasks such as bulk photocopying, processing exam results, administering and invigilating examinations, producing class lists, managing and inputting of student data, ordering supplies and equipment, producing standard letters and collating reports, record-keeping and filing, minuting meetings, following up on absentees, issuing and maintaining of equipment and the handling of students' portfolios.
- Additional support and assistance should be provided to academic staff members to reduce their workloads and extreme working hours.
- Senior assistants should be appointed to assist lecturers with assessments and the handling of portfolios. Academic staff members should however plan in advance to delegate tasks to support staff.
- Bureaucracy at FET Colleges should be reduced to enable better organising, management and less replication of data, a simpler assessment approach and to

minimise overzealous monitoring and duplicated requests. This strategy is also anticipated to address the problem of dysfunctional communication at FET Colleges (cf par. 5.4.1.1).

- Superiors at FET Colleges should not expect staff members to substitute for absent colleagues.

6.3.2.6 Training

Problem: Some of the proposed strategies can only be successfully implemented if staff members receive adequate training. In addition, some staff members indicated that they need training to deal with the demands of the new curriculum (cf Table 5.68).

The following training strategies are proposed to aid in the implementation of a changed organisational culture, a psychological violence policy and a 360-DFS at FET Colleges, **and to address the demands of the new curriculum** (cf par. 6.3.2.1; par. 6.3.2.2; par. 6.3.2.4):

- All staff members, including newly appointed staff, should receive training on the values, norms and expected behaviour related to the proposed changed organisational culture.
- All staff members should receive training regarding the psychological violence policy, complaints procedures and the penalties related to policy violations (Beswick *et al.,* 2006:35; Namie, 2008; Rayner & McIvor, 2008:58).
- All staff members, including contact persons, employee representatives and those who handle complaint investigations should receive training on the proposed psychological violence policy and policy roll-out procedures, complaint procedures and punitive measures (Ferris, 2004; Beswick *et al.,* 2006:35; Namie, 2008; Rayner & McIvor, 2008:56).
- All staff members should receive training on the 360-DFS to ascertain effective implementation (Mamatoglu, 2008:43).
- All academic staff members should receive training related to the new curriculum. This would enable staff members to deal more effectively with the changes introduced at FET Colleges and to decrease change resistance. According to Martin *et al.* (2005:285), job-related training is effective to enhance self-efficacy and to address fears of underperformance that often accompany new work assignments (such as the new curriculum).

Problem: Staff members at FET Colleges experienced psychological violence that emanated from superiors, colleagues of equal status and subordinates to a lesser degree (cf par. 5.4.1.2).

The following training strategy could support staff members who experience psychological violence:

- Victimised staff members' should receive assertiveness training that will enable them to deal more effectively with perpetrators at FET Colleges (Salin, 2008; Insel & Roth, 2008:428; Anon, 2010a:5).

Problem: Psychological violence impacted on the ecological health context of staff members in the form of decreased motivation and high staff turnover.

The following training strategies are proposed to increase staff members' motivation and to address the high staff turnover rate of quality employees at FET Colleges that would simultaneously ameliorate the impact of it on ecological health (cf par. 5.3.1.6; par. 5.4.2.4):

- FET Colleges should develop a good training scheme to attract and retain quality employees (adopted from Bourne & Bourne, 2008:32).
- Staff members at FET Colleges should be provided with learning opportunities, formal training and personal development that is known to increase motivation (adopted from Steyn & Van Niekerk, 2002:172; Armstrong, 2007:269; Bourne & Bourne, 2009:13).

6.3.2.7 Work-life balance policies

Problem: Staff members at FET Colleges experienced **excessive pressure and an unmanageable workload** that impacted negatively on their social and interpersonal **relationships** which resulted in **tiredness** and **recurring thought patterns**. As a result, staff members became **less productive** and they were **more absent from work** (cf par. 5.4.1.1; par. 5.4.2.1; par. 5.4.2.2; par. 5.4.2.4).

Work-life balance policies that foster a family-friendly workplace and promote off-job detachment after hours are anticipated to retain skilled staff members at FET Colleges and to improve their psychological and physical health. These are also effective strategies to increase productivity and reduce absenteeism and sick leave amongst employees (Allen *et al*., Brough *et al.* cited *in* Brough & O'Driscoll, 2010:291).

The following suggestions by Brough and O'Driscoll (2010:291-294) could be adopted by FET Colleges when introducing work-life balance policies:

- Introduce changes in working time and hours at FET Colleges. Academic staff members should work flexible hours and lecturing time should be reduced to make provision for lesson planning and preparation.
- Accommodate personal and family values and needs. A flexi-time work schedule will assist staff members to accommodate personal needs and the needs of family members.

The following strategies are proposed to promote off-job detachment amongst staff members at FET Colleges, thereby enabling them to recover sufficiently from work-related stress (Sonnentag & Kruel, 2006:214):

- Superiors should allow staff members to detach psychologically from work after hours (be mentally away and not occupied by work-related duties).
- Staff members should not be contacted after hours, during breaks or holidays regarding work-related matters, to enable them to detach from work and to promote self recovery.
- The unmanageable workload of staff members should be reduced to promote off-job detachment and to recover from work-related stress.
- Superiors should assign tasks to subordinate staff members in such a manner that it would reduce their experiences of role overload, time pressure and associated stress.
- Superiors should ensure assigned tasks could be completed during the working day to enable subordinates to detach from work after hours.

According to Sonnentag and Kruel (2006:197-198), job detachment after hours is essential for employees to recover sufficiently from work-related stress and to improve well-being. This strategy is related to decreased levels of burnout and stress, improved mood and less fatigue amongst employees. On the other hand, low job detachment makes recovery from work-related stress unlikely.

6.3.2.8 Recognition incentives

Problem: Staff members at FET Colleges experienced **a lack of recognition**, their efforts were persistently undervalued and they did not receive due recognition for their outputs from superiors (cf par. 5.4.1.1).

The following recognition incentives are proposed to address staff members' experiences of lack of recognition:

- **Link performance to "merit pay"**: Good performers should receive more financial rewards than poor performers (Bourne & Bourne, 2009:36; Johanssen, 2006:1; DuBrin, 2011:354). This strategy could also be useful in retaining good performers at FET Colleges.
- **Provide formal recognition**: Good performing staff members should be recognised formally for their individual contributions through performance plaques or cash rewards (DuBrin, 2011:354).
- **Provide informal recognition**: Good performing staff members should be recognised informally for their individual contributions through praise, a bunch of flowers, lunch or a handshake by a superior (Bourne & Bourne, 2009:35; DuBrin, 2011:354).

The above-mentioned strategies apply to College Councils and the Department of Education as the employers of staff members at FET Colleges.

Problem: Staff members at FET Colleges experienced a **lack of motivation** that is related to their ecological health (cf par. 5.4.2.4).

The following strategies are proposed to superiors at FET Colleges in order to recognise staff members' contributions for enhanced motivation (Steyn and Van Niekerk, 2002:170-172):

- **Superiors should provide purposeful informal feedback** when they "catch" staff members doing something right. In order to do so, the superiors should be physically present on the premises, participate in conversations with staff members and observe classroom practices.
- **Superiors should provide organised and specific feedback** to academic staff members after class visits and recognise superior lecturing skills.
- **Superiors should ensure that praise is specific and follows soon after the event.** For example, instead of saying: *"you did a good job"* one should rather comment that the organisation of an event organised by a specific staff member was splendid. By being specific, individual contributions are recognised.
- **Superiors should recognise staff members who perform exceptionally in public** especially if other staff members also benefited from it.
- **Superiors should thank staff members often** and tell them they do a good job for them to know their hard work is noticed and appreciated (Steyn & Van Niekerk, 2002:172).

6.3.3 Leadership level strategies

Leadership level strategies include leadership screening and selection; leadership training and leadership development. These strategies are applicable to superiors at FET Colleges and the Department of Education (cf par. 5.4.1.2).

6.3.3.1 Leadership screening and selection

Problem: Staff members experienced autocracy and intimidation whilst most of their negative experiences emanated from superiors at FET Colleges and the Department of Education (cf par. 5.4.1.1; par. 5.4.1.2).

Leadership screening and selection for appointment and promotion of superiors at FET Colleges and the Department of Education are suggested to address the above-mentioned problem:

- Screen all future superiors to identify potentially destructive individuals through valid psychometric assessment tools that include assessments on narcissism, antisocial personality disorder, selfish versus socialised motives in addition to moral and ethical standards (Kirsten, 2007:9; Padilla *et al.*, 2007:189-190; cf par. 2.6.3.3).
- All future superiors should be screened and selected to ensure that they have the necessary people skills and task-related skills (Kirsten, 2007:9; Rayner & McIvor, 2008:43; Padilla *et al.,* 2007:190).
- Include subordinate development as criterion for the promotion of superiors. The reason is that unethical leaders often neglect the development of their subordinates (Howell & Avolio cited *in* Padill*a et al.*, 2007:190). Subordinate development as criterion could be included on the performance assessment scales of superiors on the proposed 360-DFS (cf par. 6.3.2.4).

6.3.3.2 Leadership training

Problem: Staff members at FET Colleges experienced **autocracy and intimidation** in the form of threats, intimidation, autocratic management styles, dominating behaviour; decision-making that affects one without prior consultation, complaints that fall on deaf ears, not being listened to and being retaliated against when complaints and problems are voiced. Autocracy and intimidation emanated from superiors at FET Colleges and the Department of Education (cf par. 5.4.1.1; par. 5.4.1.2; par. 6.3.1.2). These experiences impacted negatively on staff members' health (cf par. 5.4.2).

The above-mentioned experiences of staff members allude to **leadership deficiencies and destructive leadership** of superiors. Research evidence indicates that poor leadership, including destructive leadership and leadership styles, is linked to impaired psychological well-being amongst subordinates whilst changes in leadership are positively linked to employee well-being (Kelloway & Barling, 2010:262). For example, constructive leadership behaviours are associated with a reduced risk of heart disease amongst subordinates (Nyberg *et al.* cited *in* Kelloway & Barling, 2010:265; cf par. 5.4.2.2). Leadership training is therefore a preventative and supportive strategy.

Leadership training is proposed to address deficiencies in leadership and destructive leadership styles of superiors at FET Colleges:

- Address destructive behaviours, autocratic leadership styles and the use of intimidation and unfair demands during leadership training (Hoel *et al.*, 2010:464; cf par. 5.4.1.1).
- Provide training on constructive leadership behaviour as an alternative to destructive leadership behaviour such as autocracy and intimidation (cf par. 5.4.1.1).
- Constructive leadership training should focus on: the clarification of goals and role expectations; the successful implementation of changes; the promotion of employee participation and control and the provision of information and feedback (cf par. 5.4.1.1).

The following aspects should be emphasized during the training of superiors to ameliorate the impact of psychological violence on staff members' health (cf par. 5.4.2):

- **The provision of sufficient support to subordinates**. Management support is positively linked with physical and psychological health benefits in subordinates such as reduced levels of depression, burnout, job strain and perceived stress (Kelloway & Barling, 2010:263-267; cf par. 5.4.2.1).
- **Fairness**: This includes the fair and consistent application of rules amongst subordinates to address the problems of different rules for different people and unfair demands (cf par. 5.4.1.1). Superiors should be informed during training that unfair treatment of leaders is linked with negative health impact amongst subordinates (Kelloway & Barling, 2010:266; cf par. 5.4.2.3).

6.3.3.3 Leadership development

Problem: Most of the psychological violence experiences of staff members at FET Colleges emanated from superiors at FET Colleges and the Department of Education (cf par. 5.4.1.1; par. 5.4.1.2). These experiences impacted negatively on staff members' health (cf par. 5.4.2).

Leadership development, namely transformational leadership and the cultivation of emotional intelligence are proposed to superiors at FET Colleges and the Department of Education to address staff members' experiences of psychological violence and the impact of it on their health (cf par. 5.4.1.1; par. 5.4.1.2; par. 5.4.2).

6.3.3.3.1 Transformational leadership

- Superiors at FET Colleges and the Department of Education should be developed to demonstrate transformational leadership.
- Superiors should adopt the positive behaviours related to transformational leadership namely idealised influence that consists of moral commitment and ethical behaviour, inspirational motivation, intellectual stimulation and individual consideration which are all positively associated with employee well-being (Kelloway & Barling, 2010:264).

According to Kelloway and Barling (2010:260), leadership development does not only affect leaders, but also subordinates who do not participate in the development. Transformational leadership and interactions with transformational leaders have the following *health benefits* which could be gained by staff members at FET Colleges when superiors demonstrate transformational leadership behaviour:

- An increase in positive emotions amongst subordinates (Arnold *et al.* cited *in* Kelloway & Barling, 2010:264; cf par. 5.4.2.1).
- Enhanced optimism, happiness and enthusiasm amongst subordinates (Bono, Foldes, Vinson & Muros cited *in* Kelloway & Barling, 2010:264; cf par. 5.4.2.1; par. 5.4.2.4).
- Reduced job-related stress amongst subordinates owing to the social support provided through mentoring, which is an element of transformational leadership (Sosik & Godshalk cited *in* Kelloway & Barling, 2010:264; cf par. 5.4.2.1).
- Enhanced workplace spirituality amongst subordinates owing to the assignment of meaningful work and shared organisational and employee values inherent to transformational leadership (Mc Kee, Kelloway, Driscoll & Kelley cited *in* Kelloway & Barling, 2010:264; cf par. 3.4.3; par. 5.4.2.3).
- Increased employee perceptions of a safe organisational climate (Kelloway & Barling, 2010:268; cf par. 6.3.2.1).

6.3.3.3.2 Emotional intelligence

Emotional intelligence is a skill that can be learned and developed. It enables one to recognise one's own and other people's emotions and to use emotions intentionally to guide behaviour and manage processes more effectively (Sheehan, 1999).

- Superiors at FET Colleges and the Department of Education should cultivate emotional intelligence: The aim is to increase superiors' self awareness, emotional self control and empathy that would enable them to refrain from psychological violence when under pressure.

The following positive individual competencies related to **emotional intelligence** should be adopted by superiors at FET Colleges and the Department of Education who engage in psychological violence, thereby enabling them to handle their emotions more effectively (Olson *et al*., 2006:391-392):

- **Superiors at FET Colleges should develop self-awareness** to understand the link between their emotions and behaviour, the role of frustration in behaviour and how to use internal control mechanisms when frustration is experienced. Awareness of one's thoughts and feelings will enable them to control aggressive responses more effectively, whilst knowledge of strengths and weaknesses will assist them to respond less defensively (Olson *et al.,* 2006:391-392; cf par. 5.4.1.1).
- **Superiors at FET Colleges should develop emotional self-control** that will enable them to manage and express their emotions in more appropriate ways and to control the impulse to act aggressively through verbal attacks or by screaming at and scolding subordinates (cf par. 5.4.1.1).
- **Superiors at FET Colleges should develop empathy** to understand subordinates' feelings through re-experience. Empathic individuals who understand the feelings of others are less likely to behave aggressively and are more likely to report psychological violence if they witness it (Olson *et al., 2*006:392).

6.3.4 Group level strategies

Group level strategies include peer group support and group representation namely a Workplace forum and Trade unions.

6.3.4.1 Peer group support

The importance of peer support to bullied lecturers was highlighted by the research study of Lewis (2004:295). Apparently, humiliated lecturers prefer to share their experiences with support groups consisting of peers, because they felt that their feelings could only be truly understood by colleagues who had similar experiences and not by personnel or union representatives.

Problem: Staff members at FET Colleges experienced hostility and a hostile organisation culture that emanated from colleagues of equal status in addition to deliberate non-performance of colleagues of equal status that impacts on one's own work; mobbing; teaming up against one and colleagues attempting to create a poor impression of one to management. Psychological violence impacted negatively on staff members' relationships with their colleagues and thus their ecological health (cf par. 5.4.2.4).

Peer group support is proposed for staff members at FET Colleges as a supportive strategy to alleviate the negative impact of psychological violence on staff members' health and to enable victims to deal more effectively with psychological violence (Whitney, 2009:3; Olson *et al.,* 2006:391). According to Brown (2010:3) high levels of social support are connected with physical health and a longer lifespan.

Staff members should support one another in order to eliminate the hostile organisational culture at FET Colleges and the following strategies are proposed in this regard:

- **Challenge psychological violence**: All staff members should challenge psychological violence at FET Colleges in order to eliminate its cycle. A hostile organisational culture is maintained when employees do not work together to address psychological violence, whilst silence from the majority signals agreement that it is acceptable (Human Rights Commission, 2007; Rayner & McIvor, 2008:59; Anon, 2010b:7).
- **Mutually support one another**: Staff members should discuss negative experiences with other targets in similar situations in order to seek advice together. A peer group supporter could accompany one when negative experiences are anticipated (MacIntosh, 2006:673; Anon, 2010a:9; Anon, 2010b:7).
- **Witnesses should report psychological violence**: Staff members at FET Colleges who witness psychological violence, for example screaming and shouting or public humiliation, should report it to the applicable persons and provide information of what was witnessed and heard (Anon, 2010a:8). This strategy could assist the victimised staff member to cope more effectively and let the victim know that he or she is not alone (MacIntosh, 2006:674).

Peers of colleagues who experience psychological violence should support the colleague to ameliorate the impact of psychological violence on his or her health and relationships and the following strategies are proposed in this regard (Oade, 2009:122-123):

- **Listen** to the victim's experiences and the effect that it has on the victim.
- **Inform victims that one notices and loathes the negative behaviour** of perpetrators (MacIntosh, 2006:674).
- **Provide external validation of experiences**. These include suggestions on how one would react in similar circumstances, which might enable targets to handle psychological violence experiences more effectively.
- **Discourage isolation**: As victims are inclined to withdraw socially, they should be encouraged to be involved in family and social circles, hobbies and pastimes (cf par. 3.4.4.2.2).
- **Provide perspective** by asking the victim to write down a headline for each psychological violence incident experienced within a day and by asking the victim what it means. Write one's conclusions next to the victims' and challenge incorrect or false conclusions, for example that a victim is incompetent. Negative perceptions of victims may contribute to the severity of psychological violence and the impact on their health (cf par. 3.2.1.3).
- **Provide victims with time and space to reflect and arrange something pleasurable**: One could offer to perform some of the victims' chores or arrange an outing that the victim may enjoy.
- **Encourage victims to seek professional help** if psychological violence has been experienced for some time and if symptoms are severe (cf par. 3.2.1.1; par. 3.2.1.2; cf par. 6.3.6.2.1).

6.3.4.2 Group representation: Workplace forum & Trade unions

Problem: Staff members at FET Colleges experienced psychological violence as a group in the form of structural violence, for example unilateral and continuous changes, not being consulted on changes that affect one and being forced into accepting changes to one's disadvantage. Subordinates experienced psychological violence in various forms from superiors and the Department of Education (cf par. 5.4.1.1; par. 5.4.1.2).

The following strategies are proposed to address staff members' experiences of psychological violence as a group:

- **Workplace forum**: Staff members should ensure that they have group representation in the form of a workplace forum to promote their interests (Labour Relations Act 66/1995). The employer of FET College staff members, namely the College Councils and the Department of Education, should consult with the workplace forum regarding the restructuring of the workplace, changes in work organisation, mergers and transfers of ownership, criteria for merit increases and education and training, amongst other, before implementing a proposal in relation to any of the above-mentioned, as specified in the Labour Relations Act 66 of 1995. Staff members could raise their concerns regarding structural violence during general meetings with the workplace forum. A workplace forum is also expected to address the problem of non-consultation as experienced by staff members at FET Colleges.
- **Staff members should join a Trade union and select a group representative** amongst them to promote their interests at the Trade Union (Anon, 2010a:7). Representatives of the Trade Union should provide staff members as a group with advice and assistance and should ensure that applicable legislation is respected and negotiated on behalf of staff members.
- **Legal advice and legal action as a group**: If staff members' rights as a group have been violated, they should seek legal advice as a group and ask that legal action be implemented (cf par. 6.3.1.2).

Support from one's peers is not only essential to survive in a hostile workplace, but is necessary to eliminate a hostile organisation culture and is beneficial for one's health. Staff members and group representatives who have the support of the workgroup at FET Colleges would be more successful in promoting their interests, than one or two individual staff members.

6.3.5 Dyad level strategies

Dyad level strategies are also known as interpersonal level strategies because it addresses the relationship between two people, namely the perpetrator and target. The following dyad level strategies are proposed for FET Colleges: address the bullying dynamic, coaching and mediation and arbitration (med-arb/arb-med).

6.3.5.1 Address the bullying dynamic

Problem: Staff members at FET Colleges experienced psychological violence on an interpersonal level from superiors in the form of autocracy and intimidation, unfair demands, verbal abuse and criticism, public humiliation and excessive pressure and unmanageable workload (cf par. 5.4.1.1). These experiences emanated from superiors at FET Colleges and the Department of Education and colleagues of equal status, to a lesser degree.

It is essential that staff members understand the bullying dynamic in order to prevent it from being established or to break an already existing bullying dynamic and an explanation with guidelines thereon follows (Oade, 2009:53):

- **Respond assertively and in the moment** (MacIntosh, 2006:672; Oade, 2009:53; Anon, 2010a): One should respond to unacceptable behaviour the moment it occurs by maintaining an erect posture, making eye-contact and speaking in a clear firm and even tone, thus demonstrating assertive behaviour (cf par. 6.3.6.1.3). The reason is that the bullying dynamic consists of a pattern of behaviour that is established between a target and perpetrator that is dependent on the target's response to the abusive behaviour at the time it happens. The quality of one's response and what one says and does at the time bullying occurs, could interrupt a bullying dynamic from being established or might even change an existing bullying dynamic (Oade, 2009:53 & 77).
- **Protect and guard personal boundaries**: By responding immediately, one is able to preserve one's boundaries and choices, thereby sending a clear message to perpetrators that one would be tough to deal with. This is important, as perpetrators aim to remove power from others and claim it for themselves, to control, dominate and intimidate the other person, to conduct the relationship on the perpetrator's terms (with the other person's compliance) and through the use of coercive force.

  If one fails to lay down the boundaries between oneself and a perpetrator, one would lose power and the perpetrator would continue with similar behaviour in future. The perpetrator would not be faced with any consequences and is actually assisted in his or her attempt to embed a bullying dynamic in the relationship (Oade, 2009:52-77; Namie & Namie, 2009a:176).

- **Consistently resist the perpetrator's demands**: One should consistently send the message back to the perpetrator that one would resist him or her unless he or she stops the negative behaviour. If one should decide not to react, it would establish or re-establish the bullying dynamic with an increased risk of more abusive behaviour (Oade, 2009:44-89).

The following are some examples of how staff members at FET Colleges should respond to perpetrators by implementing the above-mentioned guidelines related to the bullying dynamic, to address their negative experiences:

- **Autocracy and intimidation**

Even if the perpetrator is a superior, as in the case of autocracy and intimidation, it is still important to protect one's personal boundaries, to respond immediately to, for example threats and intimidating behaviour. It would indicate to the perpetrating superior that one would not be intimidated by him or her, that one is aware of one's rights, and as an employee one also has expectations of the superior and should the negative behaviour continue, it would have further consequences for the perpetrator (Oade, 2009:63 & 78).

- **Unfair demands**

Unfair demands and unreasonable deadlines indicate a perpetrator's disrespect for one's personal boundaries. Unreasonable demands are, in actual fact, outrageous attempts by perpetrators to set one up for failure (Oade, 2009:77).

One could respond to unfair demands by standing erect, looking the perpetrator in the eyes and telling the perpetrator in a clear, even but firm tone, *"I am uncomfortable with having work dumped on me without any discussion about suitable timescales and I do not think it is a productive way for us to work together"* (Oade, 2009:57).

- **Excessive pressure and unmanageable workload**:

One should negotiate tasks with superiors when a time-consuming task is assigned that would compromise one's ability to complete other tasks. However, when under excessive pressure and when work becomes unmanageable, one should say *"no"* to unreasonable demands or requests in a direct and calm manner, without hesitation and by not providing excuses or apologies (Flanagan & Finger, 2010:163).

When asked to fit in another important task, one could respond by saying: *"Which other project do you want me to suspend in order to get this one done?"* (Holmes, 2005:117; Flanagan & Finger, 2010:163). One should set boundaries by refraining from being available to everyone and be firm and assertive with other people who interrupt one and waste time (Bubb & Earley, 2004:68; Holmes, 2005:117-118).

- **Verbal abuse and criticism**

One should respond immediately to verbal attacks by telling the perpetrator for example that *"my view is that you are taking out your anger on me and that I prefer not to be spoken to like that again"* (Oade, 2009:57). It is vital to respond at the time of the verbal abuse to draw the line and alter the bullying dynamic between oneself and the perpetrator. Address the real issues

behind the perpetrator's behaviour and do not treat it as a "misunderstanding", as it is not the real issue - the bullying behaviour is (Oade, 2009:60-63).

To prevent verbal abuse and criticism, one could use open-tape recordings (MacIntosh, 2006:672) or take a supportive person along when verbal abuse and criticism is anticipated. However, if verbal abuse and criticism continues, one should request in writing, that the perpetrator substantiates criticisms and allegations in writing, with substantive and quantifiable evidence (MacIntosh, 2006:672; Oade, 2009:78; UK National Workplace Bullying Advice Line, 2010f:3). If no reply is received, one should point out in writing that making allegations and not substantiating it in writing or without providing substantive and quantifiable evidence, constitute harassment (UK National Workplace Bullying Advice Line, 2010f:17).

- **Public humiliation**

In the case of public humiliation, one should refrain from confronting a perpetrating superior in front of his or her team. When being publically humiliated, the best approach is to refrain from being intimidated into taking action or from saying something that could place one in a negative light in front of others (Oade, 2009:67-68). One should refrain from becoming emotional or aggressive in front of a team to preserve one's dignity.

However, confront the perpetrator as soon as possible after the event to establish boundaries. One could either confront the perpetrator alone, in private, or be accompanied by a reliable witness. When humiliated in public by means of unwarranted criticisms, one could also ask a lawyer to indicate to the perpetrator in writing that he or she is subject to the laws of slander and character defamation (UK National Workplace Bullying Advice Line, 2010f:8).

6.3.5.2 Coaching

Coaching consists of planned support such as emotional support, personal skills education, rehearsal and career development. Coaching provides solutions based on individual cases (Namie & Namie, 2009b).

Problem: Staff members at FET Colleges experience psychological violence, mostly from perpetrating superiors but also from colleagues of equal status (cf par. 5.4.1.1; par. 5.4.1.2)

Coaching is proposed on the dyad level of FET Colleges to address the above-mentioned problem, however coaching should be provided to staff members, based on individual cases to supplement another proposed strategy for optimum effect. Coaching should thus not be implemented in isolation, but in combination with and to supplement other proposed strategies.

Coaching is proposed as a strategy at FET Colleges to supplement other proposed strategies and on the following levels:

- **Individual level**: Targeted staff members at FET Colleges could be coached to reframe their negative experiences (Namie, 2010:2).
- **Dyad level**: Mediation-arbitration and arbitration-mediation could be supplemented with coaching, to effect behaviour changes in the perpetrator and to assist the target to reframe experiences.
- **Group level**: Staff members, as a group, could receive coaching in early recognition skills of psychological violence, for example how to recognise *groupthink*, the *Abilene paradox* and the *Fundamental Attribution error* (cf par. 3.4.4.2.1) and in group confrontation skills (Namie & Namie, 2009b). Coaching could be provided to staff members, as a group, when debriefing targets and witnesses of psychological violence. According to Saam (2009:20), coaching on the group level is effective to rebalance the power between perpetrators and targets.
- **Leadership level**: Leadership training and development (cf par. 6.3.3.2; par. 6.3.3.3) could be supplemented with coaching to make perpetrating superiors aware of their blind spots to effect behavioural changes (Crawshaw, 2010). Executive management and superiors at FET Colleges could be coached about the adverse impact of psychological violence and to assist them in confronting perpetrators (Namie & Namie, 2009b).
- **Organisational level**: The feedback resulting from the 360-DFS could be supplemented with coaching, especially in the case of perpetrating superiors. Assertiveness-training of targeted staff members could be supplemented with coaching, on how to deal with perpetrators and to assist them to build up resilience towards possible future psychological violence experiences.

The following strategies are proposed to superiors and senior management at FET Colleges to confront perpetrators, including perpetrating superiors (Oade, 2009:106-107):

- **Plan the meeting with the perpetrator** or perpetrating superior and rehearse what one is going to say. Use a clear but firm tone and confident non-verbal language by sitting up straight and maintaining eye-level contact with the perpetrator.
- **Provide examples of observed negative behaviour**, for example screaming and shouting or threats that one has observed and link the behaviour with the impact on the victim. Communicate how the negative behaviour has affected one's view of the perpetrator and clarify expectations with regard to behaviour that should change.
- **Stipulate the consequences clearly** should negative behaviour persist. This could include punitive measures related to the psychological violence policy (cf par. 6.3.2.2).

- **Summarise key points**: End the meeting in a firm tone by summarising key points that were discussed, to demonstrate that one would follow through on what has been discussed.
- **Do not postpone**: It is essential to have this conversation early and to avoid postponing it. By intervening early, the impact on victimised staff members' health would be reduced.
- **Be forewarned**: Be prepared that perpetrators are likely to shift the responsibility to the victim, someone else or the one who is confronting the perpetrator (Oade, 2009:107).

6.3.5.3 Mediation and arbitration

Problem: Staff members at FET Colleges experience psychological violence, mostly from perpetrating superiors but also from colleagues of equal status (cf par. 5.4.1.1; par. 5.4.1.2)

The effectiveness of mediation as a strategy to address psychological violence is questioned by several researchers and the general view is that mediation could actually do more harm than good to targets (cf par. 6.2.1). Therefore, instead of mediation per se, a hybrid form of mediation or combination of mediation and arbitration namely **mediation-arbitration (med-arb) and arbitration-mediation (arb-med)** are proposed to address psychological violence on the dyad level between the perpetrator and target (Ross, 2000; Kirsten, 2011). Both (med-arb and arb-med) are characterised by the assistance of a mediator (negotiator) and arbiter (decision maker) in one process, but the main difference lies in the sequence of the process (Reina, 2000).

In med-arb, the arbiter starts as a mediator but if mediation fails, a binding decision is imposed. During arb-med the third party (arbiter) makes a decision beforehand and places it in a sealed envelope. If the mediation fails and no agreement is reached, the decision in the sealed envelope is binding (Ross, 2000; Kirsten, 2011).

Whilst participants can still control the med-arb process and reject the proposals of the mediator, they are obliged to accept the arbitration during arb-med (Ross, 2000:3). Arb-med might therefore be useful in dealing with perpetrating superiors who are likely to influence the mediation process.

Ross (2000:5) argues that med-arb might be perceived as more just and fair by participants than arb-med because participants can present their cases and have more control during med-arb. However, arb-med might also be perceived as fair by targets since perpetrating superiors are unable to influence the process, especially when an independent mediator-arbitrator is used.

In order for med-arb or arb-med to be implemented effectively in FET Colleges, the following strategies are proposed:

- Med-arb or arb-med should be considered to address psychological violence in FET Colleges between a perpetrator and target, however it should *not be implemented by itself* - but with the other proposed strategies on different levels.
- An *independent* mediator-arbitrator *knowledgeable in psychological violence* in the workplace should be used to handle disputes between perpetrators and targets in FET Colleges to ensure impartiality and fairness. Research revealed that Human Resources and other superiors usually side with the perpetrator (Namie, 2008; D'Cruz & Noronha, 2010).

  The mediator-arbitrator who is knowledgeable about psychological violence would realise the complexities thereof, is aware of the psyche of the perpetrator, who is inclined to dominate the process to his or her advantage (cf par. 2.6.3.3; par. 2.6.3.5) and would realise that the victim is already in a compromised situation and by the time a mediation-arbitration process is conducted, the impact on the victim's health could be so severe that the victim could experience strong emotions (cf par. 3.4.1) that could disadvantage the victim during the mediation-arbitration process.
- The independent mediator-arbitrator should preferably have a *legal background* and be knowledgeable in litigation to spell out the consequences to the perpetrator should the settlement not be abided by and to ensure justice (Kirsten, 2011). This is to ensure that the perpetrator does not ignore the settlement, especially in the case of perpetrating superiors. For example, Kirsten (2011) found mediation to be effective in addressing a perpetrating principal by spelling out the legal consequences that the principal might face should the principal continue with bullying behaviour.
- Med-arb or arb-med should be *followed up* by the independent mediator-arbitrator to ensure the settlement is abided by.
- Should the perpetrator not abide by the settlement, it should be followed up with *legal action.*
- Whether med-arb or arb-med is used should be determined on a *case to case basis* and by weighing the advantages and disadvantages of both processes.

The *advantages and disadvantages* of med-arb and arb-med are:

- Disputants are more likely to reveal confidential information, are more cooperative and tend to settle differences by themselves during arb-med.

- Arb-med results in more settlements during the mediation phase than med-arb (Ross, 2000:7-13).
- Med-arb is less time-consuming because it produces faster resolution and is less costly than arb-med.
- Disputants are more likely to comply with arbitration rulings resulting from med-arb and therefore med-arb could be more advantageous over the long term than arb-med (Ross, 2000:10-12).

6.3.6 Individual level strategies

Preventative and supportive strategies will be proposed in this section for individual staff members that will assist them to deal more effectively with their experiences of psychological violence (nature) and to ameliorate the impact thereof on the five contexts of their holistic health.

6.3.6.1 Individual strategies directed at the nature of psychological violence

Problem: Staff members at FET Colleges experienced psychological violence in various forms that emanated from superiors at FET Colleges, the Department of Education, colleagues of equal status, students and subordinates (cf par. 5.4.1.1; par. 5.4.1.2).

The following general individual strategies are applicable to the above-mentioned experiences of staff members:

- **Use healthy and active coping**

  Staff members should use active coping to deal with psychological violence by following a direct and rational approach (Lombard, 2010:12). Therefore, one should become assertive, respond to psychological violence the moment it occurs and protect personal boundaries (cf par. 6.3.5.1) and become involved in peer group support (cf par. 6.3.4.1), file a complaint by means of the suggested psychological violence policy (cf par. 6.3.2.2) or start exercising to protect one's health (cf par. 6.3.6.2).

- **Avoid unhealthy and passive coping** (cf par. 5.3.1.8):

  Unhealthy coping that should be avoided, includes: taking work home; going to work earlier and leaving later; emotional outbursts; withdrawal; suppressing emotions; working hard without showing emotion and expecting others to do the same; applying high levels of control and non-delegation (Lombard, 2010:24) and the use of substances such as alcohol, food or smoking to cope with psychological violence (cf par. 5.4.2.2).

  Passive coping should be avoided and includes: passive aggressive behaviour, having to "adapt or die" (cf par. 5.3.1.8), avoidance of the workplace, thinking that

psychological violence would resolve itself or withdrawal when witnessing psychological violence. Every time one uses passive coping, the intensity of negative stress is increased, with associated feelings of being out of control (Lombard, 2010:12).

- **Document all psychological violence incidents** as evidence for complaint investigations and for possible litigation purposes (cf par. 6.3.2.2; par. 6.3.1.2). Detail such as the situation that leaded to the event, when and where the event happened, who was present or possible witnesses, should be documented. All related e-mails should be saved and related telephone message, faxes and written communication should be kept as evidence (MacIntosh, 2006:672).
- **Determine the impact of psychological violence and present to the highest level of management**: If complaints are unsuccessful, one should gather data about the impact of the perpetrator on the FET College and present one's case to the highest level of management provided that the manager is unrelated to the perpetrator (Namie & Namie, 2009a:242).
- **Stipulate the legal consequences and costs for the employer and perpetrator**: One could ask an independent person, who is knowledgeable on psychological violence and with a legal background, to accompany one and stipulate the legal consequences and costs for the employer and perpetrator, should psychological violence continue (Kirsten, 2011; also cf par. 6.3.5.3).
- **Legislation and litigation**: If the employer refuses to become involved, a letter should be directed to a person with legal authority in the organisation, outlining the way the perpetrator has treated one and stating that one's rights in law would be defended against the behaviour of one of their employees and that the specific employee's behaviour would be monitored (cf par. 6.3.1.2).

6.3.6.1.1 Individual strategies directed at a hostile organisation culture

Problem: Staff members experienced psychological violence from superiors and colleagues of equal status in the form of a hostile organisational culture (cf par. 5.4.1.1).

The following strategies related to a hostile organisational culture, could assist staff members to deal with destructive colleagues of equal status and perpetrating superiors at FET Colleges (Samier & Atkins, 2010:588):

- Contain destructive colleagues and perpetrating superiors through disengagement on a personal level and only connect with them through formal policies and rules.
- Detach emotionally from perpetrating colleagues and superiors.

- Become aware of one's own emotional reactions to redirect feelings associated with psychological violence such as shame, anger and discomfort.
- Stay realistic and refuse to accept the perpetrator's lies, fabricated images, distortions, catastrophising and exaggerations.
- Set boundaries for perpetrators to keep them from exploiting one or other colleagues. For example, keep perpetrators from participating on committees where they can influence decisions about colleagues or students.
- Foster mutual relationships with other colleagues and not with perpetrators (Samier and Atkins, 2010:588).
- Do not confide in colleagues unless if they have proved to be trustworthy (Namie & Namie, 2009a:232). This is especially applicable to a hostile organisation culture where colleagues attempt to create a poor impression of one at management (cf par. 5.4.1.1).

6.3.6.1.2 Individual strategies directed at excessive pressure and unmanageable workload

Problem: Staff members at FET Colleges experienced excessive pressure to produce more work and an unmanageable workload in the form of an increased and excessive administration load related to the new curriculum (NCV) and the handling of and completion of students' portfolios because students failed to do it themselves (cf par. 5.4.1.1).

The following **time management strategies** could assist staff members at FET Colleges to manage their time more effectively in order to deal more effectively with excessive pressure and an unmanageable workload (also cf par. 6.3.5.1):

- **Plan tasks and set goals** by listing what needs to be done and decide how much time to spend on each task. Allocate extra time to catch up on uncompleted work, but refrain from using holidays for this purpose. Completed tasks could be crossed out from the list to provide a sense of relief (Holmes, 2005:117-118).
- **Determine support structures and utilise these to achieve set goals** (Lombard, 2010:13). One could for example mutually share tasks with colleagues to minimise the workload to the benefit of all (Holmes, 2005:118).
- **Determine the time of day when one is the most productive** and use it for demanding tasks such as lesson planning, writing reports and marking. Less productive time should be used for tasks one looks forward to and that are less demanding (Bubb & Earley, 2004:67).
- **Work smarter, not harder** by breaking extensive long-term tasks into smaller do-able units (Bubb & Earley, 2004:68; DuBrin, 2011:474).

- **Cluster similar tasks and perform these in one time block**: For example, when visiting a search engine, one could think about other needed information and download it too (DuBrin, 2011:485).
- **Use bits and pieces of time**: When waiting for a phone call, a brief report could be read. Idle moments while travelling or waiting in reception areas could be used to accommodate tasks (Flanagan & Finger, 2010:199; DuBrin, 2011:482).
- **Practice mindfulness** and become aware of what one is doing at the present moment to expand time (Holmes, 2005:121).

The following **assessment strategies** are proposed for academic staff members to address the excessive administration load related to the new curriculum (NCV) and the handling and completion of students' portfolios as students refrain from doing it themselves:

- **Self-regulated learning**: One should empower students by teaching them self-regulated learning skills. This would enable students to take responsibility for their own learning, including assessment and portfolios of evidence and to reduce the work pressure on academic staff members. If lecturers do the work on behalf of students, they are actually depriving students of the opportunity to learn and work independently.
- **Self-assessment**: Students could mark their own work to reduce academic staff members' workload and the time spent on assessments (Bubb & Earley, 2004:88).
- **Peer-assessment**: Students could assess one another or assess group members during group activities to reduce the workload and number of assessments of academic staff members.
- **Group activities**: One could divide students into smaller groups and assign a group leader to control group members' portfolios of evidence. Group leaders should be rotated on a regular basis so that responsibilities could be shared.
- **Compile assessment criteria and assessment rubrics**: One could compile specific assessment criteria against learning objectives and hand these to students to assess their own work (Bubb & Earley, 2004:88). The former would ensure that all the outcomes related to the new curriculum are covered. Assessment rubrics could be printed beforehand and handed to students to attach to tasks that need to be assessed. By only ticking pre-printed assessment rubrics, valuable time could be saved.
- **Use stamps and coding**: Stamps, for example "good effort" "extra effort needed" or "excellent" and a stamp with one's signature could be used instead of writing, to save time during assessment of student tasks or portfolios of evidence (Bubb & Earley, 2004:88). Codes could be used such as "sp." for spelling, instead of full sentences (Bubb & Earley, 2004:88).

- **Use stickers**: One could ask students to place a green sticker on work they have already mastered and a red one on work of which they are still unsure (Bubb & Earley, 2004:88). Work with red stickers should be marked more intensively than those with green stickers.
- **Selective marking**: One should only look for answers on key questions and mark these (Bubb & Earley, 2004:88). In addition, one could ask students to underline keywords and search for these when assessing tasks.
- **Quick ticking**: One could use quick ticking more, instead of intensive marking. Quick ticking could be done while students are working in class (Bubb & Earley, 2004:88).
- **Integrated assessments**: One should make use of integrated assessments to reduce the number of assessments and assessment time related to the new curriculum.

6.3.6.1.3 Individual strategies directed at dysfunctional communication

Problem: Staff members at FET Colleges experienced dysfunctional communication in the form of not being consulted, the withholding of needed information and inadequate communication that emanated from superiors at FET Colleges. Subordinates did not follow the communication channels.

The following communication strategies could benefit individual staff members at FET Colleges when communicating with superiors, colleagues and subordinates to address the problem of dysfunctional communication:

- **Be assertive**: Staff members should become assertive to enable them to deal more effectively with perpetrators and their negative experiences. To be assertive implies that one expresses opinions in an honest and socially acceptable manner without being submissive or aggressive. One should look and sound assertive and use assertive language. Non-verbal assertive language includes direct and firm eye contact, businesslike posture and a serious but calm expression (Oade, 2009:69; Flanagan & Finger, 2010:14-15; Hadfield & Hasson, 2010:50-66; cf par. 6.3.5.1).
- **Increase own self-awareness**: Self-awareness is as important as assertiveness to communicate effectively (Olson *et al.,* 2006:39; Hadfield & Hasson, 2010:50-66; DuBrin, 2011:207; cf par. 6.3.3.3.2). One should become aware of one's own personal communication style to avoid being perceived as aggressive or passive.
- **Practice active listening**: One should listen intensively and with empathy to what the speaker says. One could ask questions, use paraphrasing or repeat the message in one's own words to test one's understanding of what has been said (Human Rights Commission, 2007; DuBrin, 2011:205).

- **Encourage feedback**: Feedback should be encouraged to ensure effective comprehension and to determine the feelings of receivers. One should take note of non-verbal feedback such as a blank expression that may indicate non-comprehension (DuBrin, 2011:198).
- **Keep frames of references in mind**: Differences between staff members should be discussed within frames of references to encourage mutual understanding (DuBrin, 2011:198). As FET Colleges employ staff members from diverse backgrounds and cultures, diverse frames of references should be considered during communication.
- **Minimise interruptions**: Physical distractions such as cell phones and computer screens should be minimised during conversations. One should also avoid interrupting others and allow a speaker to finish his or her sentences for effective communication (DuBrin, 2011:206).

The following strategies are suggested for the problem of subordinates who do not follow the formal communication channels in FET Colleges:

- Subordinates should follow the formal channels and communicate in an honest and assertive manner to their immediate superiors without being passive or becoming aggressive to preserve dignity and to foster mutual respect.
- If unsuccessful on immediate supervisory level, one could then follow the correct channels by lodging a formal complaint (cf. par. 6.3.2.2) or make an appointment with the applicable superior's manager to discuss dissatisfaction.

6.3.6.1.4 Individual strategies directed at structural violence

Problem: Staff members at FET Colleges experienced structural violence that emanated from the Department of Education and superiors at FET Colleges (cf par. 5.4.1.1; par. 5.4.1.2).

The following strategies are proposed to individual staff members to deal more effectively with their experiences of structural violence (also cf par. 6.3.1.2; par. 6.3.4.2):

- Staff members should become legally educated and more knowledgeable on the different acts and legislation that govern FET Colleges and workplaces (cf SA in Bibliography). Knowledge of these acts would enable one to determine whether one's rights are disregarded by the employer (cf par. 6.3.1.2).
- One should get accustomed to legal terms such as constructive dismissal, wrongful dismissal and basic terms and conditions of employment, amongst other (MacIntosh, 2006:672). This would enable one to determine if one is subjected to structural violence.

6.3.6.1.5 Individual strategies directed at autocracy and intimidation, unfair demands, verbal abuse and criticism, public humiliation and lack of recognition

Strategies to address the above-mentioned experiences of staff members at FET Colleges are discussed in paragraph 6.3.5.1 (autocracy & intimidation, unfair demands, verbal abuse & criticism, public humiliation) and paragraph 6.3.6.2.4 (strategies to increase self-motivation).

A discussion regarding the individual strategies to ameliorate the impact of psychological violence on staff members' health follows.

6.3.6.2 General individual strategies directed at the impact of psychological violence on health

Problem: Psychological violence impacted negatively on the psychological, biophysical, spiritual, ecological and metaphysical contexts of staff members' health and the following general individual strategies are proposed in this regard:

- **Protect one's health** to ameliorate the impact of psychological violence on all contexts of individual health: invest in a healthy lifestyle and protect one's leisure time (Anon, 2010a:8).
- **Follow a healthy diet and maintain healthy body weight** to assist in the treatment of biophysical diseases such as hypertension and heart attack and to improve irritable bowel syndrome, spastic colon and stomach ulcers (cf par. 5.4.2.1; Insel & Roth, 2008:337 & 455). Regular meals should be consumed to relieve migraine headaches because migraine is often brought on by fasting and low blood sugar levels (Van der Merwe cited *in* Witepski, 2010:38; cf par. 5.4.2.1).

  Stimulants such as coffee, smoking, alcohol and sugars should be avoided as it aggravates insomnia (Insel & Roth, 2008:50), worsens anxiety (Mayo Clinic, 2010b) and raises cortisol levels related to stress (Holford, 2009:96; Lombard, 2010:15; cf par. 5.4.2.1).
- **Obtain adequate sleep** to survive in a hostile workplace and to recover from tiredness and exhaustion resulting from psychological violence (Steinman, 2008b; Mayo Clinic, 2010e). There also seems to be a link between weight gain and inadequate sleep (Insel & Roth, 2008:428; cf par. 5.4.2.1).
- **Exercise regularly**: Exercise assists in the processing of negative emotions without having to think it through (Oade, 2009:155). Research evidence indicates that exercise is as effective as psychotherapy in treating depression and it improves cognitive functions that may benefit concentration problems (Insel & Roth, 2008:384; cf par. 5.4.2.1). Exercise induces alpha wave activity that results in relaxation similar to

meditation that may alleviate stress and anxiety (Insel & Roth, 2008:384; Mayo Clinic, 2010a & 2010e; cf par.5.4.2.1).

Exercise is also beneficial to one's biophysical health. Regular exercises may relieve insomnia (Insel & Roth, 2008:50), asthma (Insel & Roth, 2008:525), hypertension and heart disease (Holford, 2009:135), connective tissue diseases, pains in muscles and joints and tensed shoulders (Insel & Roth, 2008:589) whilst the secretion of endorphins during regular exercise could suppress fatigue and tiredness (Insel & Roth, 2008:384; cf par. 5.4.2.2).

- **Address the experienced stress resulting from psychological violence** (cf par. 6.3.2.1): The following biophysical diseases and symptoms experienced by staff members as a result of psychological violence are stress-related namely stress headaches; teeth grinding; heart disease and heart attack, heart palpitations; stomach ulcers; irritable bowel syndrome and spastic colon; overeating, weight gain, lack of appetite and weight changes; asthma and allergic conditions; hypertension; stress headaches and migraine headaches; insomnia and disrupted sleep; body pains in muscles and joints and tensed shoulders; inflamed joints and connective tissue diseases (cf par. 5.4.2.2).
- **Invest in spiritual health**: Spiritually may benefit one's psychological and biophysical health. Participation in religious activities may alleviate symptoms of depression and is associated with reduced disease risk, faster recovery, improved emotional health and longer life expectancy (Insel & Roth, 2008:473).
- **Seek professional help** if depression and anxiety or any other psychological problems interfere with work performance and relationships, if suicide is seriously considered and if symptoms such as memory loss, hallucinations and delusions occur (Insel & Roth, 2008:89), or if one feels that one cannot cope anymore.

  If stress is diagnosed, ensure it is recorded as stress due to workplace conditions and in the case of depression, as reactive depression (UK National Workplace Bullying Advice Line, 2010f:4). The former could be useful should one consider litigation (cf par. 6.3.6.1).
- **Consider counselling or psychotherapy** to address the negative impact of psychological violence on psychological health (Beswick *et al.,* 2006:36; Salin, 2006; Whitney, 2009:3). Counselling could be supplemented with coaching to assist one to reframe experiences (cf par. 6.3.5.2).
- **Consult a mental health or medical practitioner if prolonged psychological violence is experienced** (Anon, 2010a:7; Namie & Namie, 2009a:234): The duration and frequency of psychological violence increases the impact on one's health (cf par.

3.2.1). Staff members should consult a medical practitioner with regard to biophysical health effects from psychological violence, especially when serious diseases such as asthma, hypertension, heart attack and connective tissue diseases are experienced (cf par. 5.4.2.2).

- **Develop a support system (for example peer group support) and refrain from social withdrawal** to buffer one against the stress owing to psychological violence (Insel & Roth, 2008:59; Lombard, 2010:14; cf par. 6.3.4.1). There are also support groups for people suffering from anxiety and depression for example SADAG (South African Depression and Anxiety Group) at www.sadag.co.za.

6.3.6.2.1 Individual strategies directed at psychological health impact

Problem: Staff members experienced **stress and distress** as a result of psychological violence and the following strategies are proposed in this regard (cf par.5.4.2.1; par. 6.3.6.2):

- **Keep a stress diary** (Insel & Roth, 2008:51; Oade, 2009:155; Lombard, 2010:16): A stress diary is useful to record stressful situations such as psychological violence events, one's emotional responses to it and to determine whether responses are healthy or unhealthy. It could assist one to process psychological violence and to develop effective plans on how to deal with it.
- **Use cognitive techniques** such as the development of new and healthy thinking patterns and the monitoring of self-talk and problem-solving skills (Insel & Roth, 2008:59; Flanagan & Finger, 2010:26; Lombard, 2010:55). For example, one should recognise and avoid "must thinking" and self-defeating "shoulds" such as *"I must assess all the students"* or *"I should complete all the tasks today"* and refrain from self-criticism, self-devaluation and feeling guilty that is often experienced by victims of psychological violence (Namie & Namie, 2009a:183; Lombard, 2010:57).
- **Use relaxation techniques** such as progressive relaxation, visualisation, deep breathing and meditation to reduce stress (Insel & Roth, 2008:59; Lombard, 2010:15; Mayo Clinic, 2010a).

The above-mentioned strategies to address stress should also be implemented to ameliorate stress-related biophysical symptoms and diseases resulting from psychological violence (cf par. 6.3.6.2).

Problem: Staff members experienced **anxiety and feelings of panic and fear** (cf par. 5.4.2.1). In addition, staff members experienced **irritation and were edgy and easily startled**, which might be linked to anxiety (cf par. 3.4.1.5).

The following strategies could be useful to ameliorate staff members' experiences of anxiety, feelings of panic and fear and excessive worrying:

- **Take control of thoughts that leads to anxiety**: Whilst one cannot always control psychological violence or the negative behaviour of perpetrators, one can control the way one thinks about it and one's emotional response towards it (Namie & Namie, 2009a:191; Le Roux & Chetty cited *in* Schimke, 2009:80).
- **Recognise irrational thoughts and fears** by challenging one's own thinking and to establish whether thinking is based on facts (Lombard, 2010:57). An irrational fear can, for example, include "fortune telling" by predicting that the perpetrator would be furious when one confronts him or her. It is essential to remove one's emotions of fear from facts and to choose a rational response based on facts (Lombard, 2010:57), for example that one cannot predict for sure that the perpetrator would be furious.
- **Use relaxation techniques**. These are not only effective to reduce stress, but can also ease anxiety (Insel & Roth, 2008:59; Lombard, 2010:15; Flanagan & Finger, 2010:27; Mayo Clinic, 2010a; cf strategies for stress and distress).

Problem: Staff members at FET Colleges experienced **depression** as a result of psychological violence (cf par. 5.4.2.1) and the following strategies are proposed in this regard:

- **Cultivate hope**: The antidote to depression is hope. Hope could be cultivated by defining goals for oneself and framing the rewards thereof positively (Cheavans cited *in* Anon, 2010c:49; cf par. 6.3.6.2.4).
- **Increase serotonin levels naturally** by supplementing with 5-HTP (5-hydroxy-tryptophan). Serotonin is effective to regulate and improve moods (Holford, 2009:109-111). 5-HTP could also be effective in treating anxiety, sleep difficulties, fibromyalgia and obesity (Malan, 2010:16).

The above-mentioned strategies for depression are also applicable to staff members who experience anhedonia and general emotional flatness as anhedonia is often related to depression (cf par. 5.4.2.2).

Problem: Staff members experienced **cognitive impairment such as concentration problems and loss of concentration** as a result of psychological violence (cf par. 5.4.2.1), and the following strategies, as suggested by Baker (2010:39) are proposed in this regard:

- **Avoid multitasking**: To improve attention, concentration and memory, one should focus on one project or task at a time (Baker, 2010:39).
- **Reduce distractions**: To maximise concentration, one should reduce distractions during intensive tasks. One could turn off one's e-mail and cell phone and close one's door for a maximum length of ninety minutes to reduce distractions whilst attending to complex activities.
- **Choose on what to focus**: When one chooses on what one would focus, it creates a feeling of control, which is positively linked to individual well-being. One could, for example, choose to focus on lesson planning during the mornings when one is more alert (Baker, 2010:39).

Problem: Staff members experienced **obsessing over detail at work and rethinking (brooding over) the detail at work** regarding negative psychological violence related events whilst at home (cf par. 5.4.2.1). These experiences could be alleviated by:

- Psychological detachment from work after hours to promote self-recovery from work stress (Sonnentag & Kruel, 2006:198): Thus, one has to "switch-off" or disengage from work after hours.
- One has to cease thinking about work-related activities (Sonnentag & Kruel, 2006:214), including psychological violence-related events to promote psychological detachment.
- One should refrain from being involved in job-related aspects such as marking, lesson preparation or phoning a colleague in connection with work, whilst at home or during vacations in order to detach after hours and to promote self-recovery.

Problem: Staff members experienced **recurring thought patterns and recurrent memories, nightmares and flashbacks regarding psychological violence experiences** and the following strategies are proposed in this regard:

- **Seek professional help** from someone knowledgeable in psychological violence, since the mentioned symptoms may be symptomatic of PTSD (Post-Traumatic Stress Disorder) (cf par. 3.4.1.4).
- **Psychological detachment from work after hours**: This strategy as previously discussed applies.

Problem: Staff members experienced **thoughts of violence towards perpetrators** as a result of their negative experiences and the following strategies to release anger constructively are proposed in this regard (Namie & Namie, 2009a:220-225):

- One should take control back from the perpetrator by responding when angered without becoming emotional.
- One should communicate to the perpetrator that he or she is the cause of one's anger.
- One could respond assertively by telling the perpetrator who, for example, micromanages to *"get off my back"* or by saying *"no"* to unreasonable requests.
- One could reduce and process anger and feelings and thoughts of violence through physical exercises such as kick-boxing and by talking to family members and friends or a peer group supporter (Holmes, 2005:180; Namie & Namie, 2009a:225).

Problem: Staff members **repressed their thoughts of psychological violence and avoided thoughts that reminded them of it**, and the following strategy is proposed in this regard:

- **Refrain from suppressing emotions**: The suppression of negative emotions is not only an unhealthy coping strategy but is hazardous to a healthy heart (Insel & Roth, 2008:454). One should share negative experiences with an accepting and empathic person such as a peer group supporter.

Problem: Staff members used substances such as **alcohol, food and cigarettes to cope with psychological violence** (cf par. 5.4.2.1). These are not only unhealthy coping strategies but may contribute to the already negative impact of psychological violence on health. The best approach is to quit substance abuse and the following strategies are proposed in this regard (Insel & Roth, 2008:280-293, 322-323, 369, 428):

- **Identify smoking, drinking and food consumption patterns** (Insel & Roth, 2008:280): One should establish how much food, alcohol or cigarettes one uses by keeping track of these habits. Take note of contributing factors such as psychological violence events, when one is more likely to use substances and associated feelings after use.
- **Analyse unhealthy habits**: Analyse the above-mentioned record, for instance, that one is more likely to drink, smoke or consume more food after psychological violence incidents. Be on the alert for alcohol abuse warning signs such as regular use of alcohol to cope with psychological violence; feeling edgy when alcohol is not available; escalating alcohol consumption; becoming intoxicated more regularly, drinking alone and drinking at unusual times, such as during the morning.
- **Set and implement goals to alter unhealthy habits**: One should plan meals ahead and pack a healthy lunch for work to avoid turning to unhealthy food when stressed.

One could decide when and how to quit smoking and decide to have one glass of wine three times a week instead of every night, or to buy fruit juice instead of alcohol. If one experiences difficulties in changing drinking behaviours, it is an indication that alcohol consumption is becoming a problem.

- **Choose healthy alternatives to cope** with psychological violence and to reduce associated stress such as exercising and by becoming assertive (cf par. 6.3.6.2; par. 6.3.6.1.3).
- **Employ support**: For smoking, one could practice non-smoking relaxation techniques or use nicotine patches or gum in assisting one to cope. Support groups may assist one with substance abuse, for example Alcoholics Anonymous (AA) (Insel & Roth, 2008:293).

Problem: Staff members experienced **suicidal thoughts** as a result of psychological violence (cf par. 5.4.2.1).

Staff members who experience suicidal thoughts are advised to take the following precautionary steps (Holmes, 2005:171; Insel & Roth, 2008:79; Mayo Clinic, 2010d):

- **Share suicidal thoughts with a trusted person** (Mayo Clinic, 2010d): One should share psychological violence experiences and suicidal thoughts with someone who can be trusted, such as a close friend, loved one, spiritual leader or peer supporter.
- **Seek professional help** if suicide is seriously considered or attempted (Holmes, 2005:171; Insel & Roth, 2008:89). Suicidal thoughts may be related to undiagnosed depression which would be diagnosed by a mental health or medical practitioner (cf par. 6.3.6.2).
- **Contact a suicide hotline** (Mayo Clinic, 2010d): Staff members who experience suicidal thoughts should contact Lifeline at www.lifeline.org.za or phone 086 322 322.

6.3.6.2.2 Individual strategies directed at biophysical health impact

Problem: Staff members experienced **chronic fatigue, tiredness and exhaustion** caused by psychological violence (cf par. 5.4.2.2) and the following strategies are proposed in this regard:

- **Promote self-recovery**: One should replenish depleted resources on a daily basis to recover from a hostile workplace, through rest or change of activity, in order to promote health and to prevent Chronic Fatigue Syndrome (Rook & Zijlstra, 2006:218-220).
- **Establish individual threshold**: One should establish one's individual threshold and live at a pace suited to accommodate individual needs. Some people may need to take

several short breaks or holidays to recover from occupational fatigue, whilst others need daily events that include physical activity (Rook & Zijlstra, 2006:237).

Problem: Staff members experienced **insomnia and disrupted sleep** owing to psychological violence and the following strategies are proposed in this regard:

- **Develop a regular sleep pattern**: One should go to bed at the same time every night and wake up at the same time every morning, seven days a week, to create a regular sleep pattern (Holmes, 2005:159; Insel & Roth, 2008:50; Lipman, 2010:44).
- **Unwind before bedtime**: One should relax before bedtime with a bath, a book or relaxation exercises (Holmes, 2005:159; Insel & Roth, 2008:51). One should refrain from thinking about psychological violence experiences or work-related activities before going to bed.
- **Darken the bedroom and use it for sleep only**: One should refrain from using the bedroom for working, reading, studying, or watching television to promote sleep (Insel & Roth, 2008:50; Lipman, 2010:44).
- **When one is unable to sleep**, it is best to get up and do something monotonous until sleepy, but to avoid working (Holmes, 2005:159; Insel & Roth, 2008:50).

Staff members, who experienced **excessive sleeping**, are also advised to cultivate regular sleeping patterns by implementing the strategies as proposed above (cf par. 5.4.2.2).

Problem: Staff members experienced **asthma, connective tissue diseases and allergic conditions** as a result of psychological violence and may benefit from the following strategies:

- **Control asthma**: One should take prescribed medication to work where psychological violence is experienced and self-monitor air peak flow that may indicate a worsening of asthma (Insel & Roth, 2008:525).
- **Maintain a healthy lifestyle**: One should, for example, avoid exposure to allergens, stop smoking, lose weight and treat existing inflammation (Insel & Roth, 2008:524; Selli & Wessels, 2010:71; cf par. 6.3.6.2).

Problem: Staff members experienced **stress headaches and migraines** as a result of psychological violence and the following strategy is proposed in this regard:

- **Keep a headache journal**: This could assist one to identify the stressors associated with stress and migraine headaches to gain control over it (Insel & Roth, 2008:43). Psychological violence-related experiences could be documented to establish headache patterns related to it (also cf par. 6.3.6.2).

Problem: Staff members experienced **stomach ulcers, irritable bowel syndrome and spastic colon** owing to psychological violence and the following strategy is proposed in this regard:

- One should reduce stress and follow a high fibre diet rich in fruit, vegetables and whole grains to improve gastrointestinal health (Insel & Roth, 2008:41 & 337; cf par. 6.3.6.2).

Problem: Staff members experienced **connective tissue disease, pains in muscles and joints and tensed shoulders** caused by psychological violence and the following suggestions may benefit them:

- **Apart from reducing stress, one should maintain a healthy lifestyle** (cf par. 6.3.6.2): One should consider swimming and regular flexibility exercises (Insel & Roth, 2008:385) to alleviate symptoms. Supplementation with glucosamine and chondroiton sulphate may alleviate symptoms (Insel & Roth, 2008:589).

Problem: Staff members experienced life-threatening diseases such as **hypertension and heart attack** (cf par. 5.4.2.2) owing to psychological violence and the following strategies are proposed in this regard:

- **Address depression, anxiety**, **anger and hostility**, which are related to cardio-vascular disease (CVD) (cf par. 6.3.6.2.1). According to Insel and Roth (2008:473 & 469), depression and anxiety seem to increase the risk of developing CVD.
- **Do not suppress negative emotions** related to psychological violence as it is hazardous to a healthy heart (Insel & Roth, 2008:454; cf par. 6.3.6.2.1 - anger; par. 6.3.6.2).
- **Regular screening**: Heart disease and hypertension are life-threatening and therefore one should obtain regular screening such as blood pressure and cholesterol checks and follow the physician's recommendations (Insel & Roth, 2008:469; Barfield, 2010:50).
- **If health is severely affected by psychological violence** (as in the case of life-threatening diseases), one should establish for oneself whether it is worthwhile to sacrifice one's health for a job and rather move on (cf par. 6.3.6.2.5). To hold onto a job that harms one's health and kills one, does not make sense, as one will not be around for long to work at the specific job (Namie & Namie, 2009a:173).

6.3.6.2.3 Individual strategies directed at spiritual health impact

Problem: Staff members experienced **unfairness, bitterness and resent** owing to psychological violence (cf par. 5.4.2.3).

The following individual strategies are proposed to ameliorate the negative impact of psychological violence on staff members' spiritual health:

- **Change self-harming frames**: One should change the self-harming frame of blind trust that the world is fair and consists of fair people who act in one's interest and that input equals output (Namie, 2010:2).
- **Refrain from harbouring resentment** and let go of bitterness and hate (Steinman, 2008b; Flanagan & Finger, 2010:27). One should refrain from hating the perpetrator, but loathe the negative behaviour (Steinman, 2008b). This strategy also applies to staff members who indicated that they experience thoughts of violence concerning perpetrators (cf par. 5.4.2.1).
- **Find strength in spirituality or faith**: One should make time for prayer and believe that one will grow from psychological violence (Steinman, 2008b; Anon, 2010a:8). Spiritual health is integrated with other health contexts and should therefore be nurtured (cf par. 6.3.6.2).
- **Obtain meaningfulness and purpose**: One should evaluate one's job to identify aspects that provide meaning or become involved in, for example, a community project to obtain a sense of meaning and purpose (Holmes, 2005:166; cf par. 3.4.3).
- **Foster creativity**: One could become involved in art, music or webpage design or admire other's creativity by visiting an art museum, which is beneficial to spiritual health (Holmes, 2005:167; Insel & Roth, 2008:90).

6.3.6.2.4 Individual strategies directed at ecological health impact

Problem: Staff members experienced an unmanageable workload, dreaded coming to work and avoidance of the workplace, reduced job satisfaction, reduced motivation and demoralisation, increased absenteeism, increased sick leave and being less productive as a result of psychological violence (cf par. 5.4.2.4).

Individual staff members who experienced reduced motivation and demoralisation could benefit from the following strategies to enhance self-motivation (DuBrin, 2011:77-80):

- **Set achievable goals**: Long-term goals should be broken up into a series of short-term goals that can be achieved in the near future for increased motivation (Bourne & Bourne, 2009:39; DuBrin, 2011:77). One could for example decide to obtain a better qualification

in order to find a better job and if the duration of the qualification is three years, one could break it up in weekly, monthly and yearly objectives.

- **Enhance intrinsic motivation**: A job should provide one with personal meaning and ample opportunities to grow and learn and if not, one should arrange one's work to provide the opportunities for rewards one seeks for increased intrinsic motivation (DuBrin, 2011:77). For example, if one enjoys lecturing and working with students, one should focus on these aspects to enhance motivation.
- **Spend more time on enjoyable activities**: One should develop better work habits to spend less time on non-enjoyable aspects of a job to increase the time that is spent on enjoyable aspects (also cf par. 6.3.6.1.2 - time management strategies).
- **Seek positive feedback**: One should ask for feedback from someone who recognises the value of one's abilities. Positive feedback on performance encourages one to set higher goals that are linked to motivation.
- **Build in rewards**: One should reward oneself when set purposes are achieved successfully, to increase motivation. One could for example reward oneself with a lunch date with friends.
- **Improve skills**: One should improve one's skills through training or further studies to enhance self-efficacy and self-confidence, which is necessary to achieve goals for increased motivation.
- **Raise self-expectations**: To achieve more, one should expect more, therefore one has to raise self-expectations. One should expect to be treated in a dignified manner because one deserves it.
- **Develop psychological hardiness**: One should develop psychological hardiness that implies *commitment* to goals, increased feelings of being in *control* and *challenge* and by believing that change is a normal process that provides one with growth opportunities.
- **Self-discipline**: One should exercise self-discipline to achieve goals (DuBrin, 2011:80). Each time a goal is achieved, one would be motivated to achieve more.

Problem: Staff members indicated that their **social and interpersonal relationships** were negatively affected by psychological violence (cf par. 5.4.2.4).

The following strategies could benefit individual staff members who experience the negative effect of psychological violence on their relationships (Brown, 2010:3-5):

- **Develop a support system**, maintain and expand one's social network with family members, friends and colleagues when psychological violence is experienced. Being able to share one's psychological violence experiences with an empathic person provides relief (Insel & Roth, 2008:88). The variety of perspectives obtained from others

might provide solutions and opportunities one would not have considered otherwise (Brown, 2010:3).

- **Maintain relationships** through lunch appointments with friends, having coffee with colleagues and regular e-mails and phone calls to family members and friends to avoid withdrawal and isolation that often accompany psychological violence (cf par. 3.4.4.2.2). By reaching out to others, the strain caused by psychological violence on the relationship with one's partner is relieved (Brown, 2010:3).
- **Nurture the relationship with one's partner and family members** to alleviate the strain of psychological violence on one's relationship with them (cf par. 3.4.4.2.2). Spend time together by having a picnic, walking or exercising together or by doing something enjoyable at least once a week (Brown, 2010:4).
- **Share the information about negative experiences** with one's partner as education facilitates empathy. One should convey one's appreciation for a partner's support but the partner should be released from feelings of guilt; anger and helplessness by letting him or her know that one has to resolve the situation (Brown, 2010:5).

6.3.6.2.5 Individual strategies directed at metaphysical health impact

Problem: Staff members experienced a hostile organisation culture and working in an environment of "survival of the fittest" and minority groups experienced having to "carry other colleagues" which they also experienced as "more tasks assigned to one rather than to other staff members at similar posts" and as an increased workload.

The following strategies could benefit individual staff members at FET Colleges to ameliorate the impact of their experiences on their metaphysical health:

- **Do not integrate one's identity with the job** as one consists of numerous other interests outside the workplace that defines one too (Namie & Namie, 2009a:172; Zerbst, 2010:67). One should therefore invest time and energy in other aspects that defines one.
- **Re-examine negative experiences**: One should compare psychological violence experiences with other negative life events, for example, losing a loved one and realise that it is incomparable (Namie & Namie, 2009a:161).
- **Gain a new perspective**: One could view the negative experiences as an observer from the outside and from different perspectives. By relating experiences to a supportive person, one might also gain a new perspective.
- **Reframe psychological violence to change the meaning**: One should find something positive in the negative experiences, instead of seeing it as an attack on one. One

should view one as a “resilient and sturdy survivor” instead of a “victim” (Namie & Namie, 2009a:161; Namie, 2010:2).

- **Realise that one has a choice** (Zerbst, 2010:67): Although one cannot change circumstances, one has a choice on how to react toward perpetrators and psychological violence and whether one wants to be a victim or not.
- **Move on and find another job if necessary**, especially when one’s values clash with those of one’s current job and the organisation’s values (also cf par. 6.3.6.2.2). If one values high quality service or human relations, but the company has a cutthroat-driven culture, one should move on (Zerbst, 2010:66). By choosing to move on and finding an employer who values one’s skills, one denies the perpetrator the opportunity to destroy one’s health and career (UK National Workplace Bullying Advice Line, 2010f:17-18).

From a holistic eco-systemic perspective, the strategies to address and ameliorate the impact of psychological violence on a single health context are expected to have a positive cumulative effect on all other health contexts cf par. 3.3; par. 6.3.2).

6.4 EVALUATION AND FEEDBACK

The evaluation of the FET College work environment for psychological violence and the feedback resulting from it to review or adapt the proposed strategies will be discussed in this section (cf Figure 6.1).

6.4.1 Evaluation

An effort should be made to recognise psychological violence incidents with the aim to address these in time. This could be done by means of assessment and monitoring of the FET College work environment, statistics and the provision of feedback to all FET College stakeholders.

6.4.1.1 Assess the work environment

The work environment at FET Colleges should be regularly assessed to determine levels of psychological violence, as suggested in literature (Beswick *et al.,* 2006:34; Anon, 2010b:6). Possible assessment methods could include appraisal discussions from the 360-degree feedback system (Kirsten, 2007:9) and anonymous surveys (cf par. 6.3.2.4) such as the Psychological Violence Scale and Symptom Checklist.

Surveys should contain specific questions on the organisational climate and provide an option for raising concerns (cf par. 5.4.1.1 - hostile organisation culture). A blank paper could be attached to the survey so that staff members could indicate concerns and the names of

perpetrators (Rayner & McIvor, 2008:49; Matthiesen cited *in* Salin, 2008; Bourne & Bourne, 2009:19).

6.4.1.2 Monitor the work environment

The work environment at FET Colleges should be monitored regularly for aspects that might be indicative of psychological violence. These include sudden resignations, a lack of initiative, working to the rule, lateness, decreased work performance, mistakes, cover-ups and an increase in worker's compensation claims and requests for transfers (Human Rights Commission, 2007). The following strategies are suggested in this regard:

- **Monitor absenteeism**: Employee absenteeism should be monitored to establish whether it is linked to psychological violence. According to Bourne and Bourne (2009:49), employee absenteeism is often an indication of an unmotivated workforce (cf par. 5.4.2.4).
- **Conduct exit interviews**: Exit interviews are useful for monitoring purposes and to determine if staff members resign as a result of psychological violence (Beswick *et al.,* 2006:34; cf par. 5.3.1.6.).
- **Keep statistics**: Statistics should be kept on aspects such as staff absenteeism, staff turnover, work related injuries, customer complaints, disciplinary interviews and productivity that could be related to psychological violence.

  In addition, statistics should be kept on all psychological violence related complaints such as the number of complaints, location, demographics, person/s accused, outcomes, follow-up actions, time spent on complaints and related costs (Beswick *et al.,* 2006:34; Rayner & McIvor, 2008:49; Whitney, 2009:3; Anon, 2010a:5; Anon, 2010b:6).

6.4.2 Feedback for review

Executives and superiors at FET Colleges should be provided with feedback from all monitored outputs. This would assist stakeholders to determine the current level of psychological violence in a FET College and to review or adapt the implemented strategies, if necessary. Van Tonder and Roodt (2008:173) claim that feedback is one of the most important elements to achieve organisational change.

Stakeholders should however note that an increase in psychological violence complaints should not be attributed to "ineffective" strategies but may be an indication that strategies such as the psychological violence policy, peer group support and increased awareness and advocacy are in actual fact very effective and that staff members have the freeness to lodge complaints against perpetrators without the fear of retaliation (cf par. 6.3.2.2).

A conceptual framework that summarises and combines the implementation of preventative and supportive strategies as proposed, on different levels within FET Colleges, follows.

6.5 CONCEPTUAL FRAMEWORK OF THE MULTI-LEVEL APPROACH

From the above-mentioned discussions, the following conceptual framework can be constructed that provides an exposition of strategies for implementation on different levels at FET Colleges to prevent psychological violence and to support staff members affected by it (cf Figure 6.2). The conceptual framework is basically a convergence of preventative (primary preventative) and supportive (secondary and tertiary preventative) strategies and the implementation thereof on different levels within FET Colleges according to the multi-level approach. Staff member support can only realise when the proposed strategies consider all levels of organisational and individual health. Therefore, *primary*, *secondary* and *tertiary* prevention strategies are necessary for staff member support to realise.

More specifically, *primary preventative strategies* are pro-active and aim to reduce the risk of psychological violence, such as a psychological violence policy and redesign of the psychosocial work environment. *Secondary strategies* are timely reactive and aim to increase staff members' resources and/or the halting of the escalation process such as training and case resolution and *tertiary strategies* are restorative and aim to reduce the harm of psychological violence impact for example counselling (Vaartia, 2008; Hurell cited *in* Kelloway & Barling, 2010:269).

The primary preventative strategies on the conceptual framework are mainly preventative strategies, whilst the secondary and tertiary strategies on the conceptual framework are mainly supportive strategies. Some strategies, however, are applicable across the primary, secondary and tertiary strategies' spectrum.

Figure 6.2: Conceptual framework of the multi-level approach

Level of implementation	Approaches to prevention and support:		
	Primary prevention	**Secondary prevention**	**Tertiary prevention**
National level	• Increased awareness & advocacy • Legislation - prevent psychological violence, structural violence, minority discrimination • Legislation - direct & explicit • Adopt policy on health-promoting schools at FET Colleges • Effective management of changes • National assessment to determine psychological violence at all FET Colleges • Feedback from assessments & monitored outputs for review & to inform preventative strategies • Independent consultants knowledgeable on psychological violence to advice and assist on implementation of strategies • *(Organisational strategies - cf par. 6.3.2: psychological violence policy; work -life balance policies; changed work designs; 360-DFS; Leadership screening, training & development; recognition incentives).*	• Increased awareness & advocacy Legislation & litigation (redress psychological violence) • Effective management of changes • National monitoring for psychological violence • Feedback from assessment results & monitored outputs to inform supportive strategies • Independent consultants, knowledgeable on psychological violence to advice and assist on implementation of support strategies and initiatives/programmes • *(Organisational strategies - cf par. 6.3.2: psychological violence policy; work-life balance policies; changed work designs; 360-DFS; Leadership training & development; recognition incentives).*	• Increased awareness & advocacy • Litigation - to compensate employees for damages owing to psychological violence • Medical assistance for staff members affected by psychological violence • Counselling (councillors should be experienced in psychological violence) • Feedback for review & to inform tertiary strategies • *(Organisational strategies - cf par. 6.3.2: psychological violence policy; work-life balance policies; leadership development).*

Organisational level	• Increased awareness & advocacy • Organisational culture change • Psychological violence policy (preventative) • Organisational structure change & improved communication (preventative) • 360-DFS (preventative) • Changed work designs (preventative) • Training (preventative & for successful implementation of proposed strategies) • Work-life balance policies (preventative) • Recognition incentives (preventative) • Feedback to review preventive strategies	• Increased awareness & advocacy • Organisational culture change • Psychological violence policy (supportive) • Organisational structure change (for improved communication, transparency & feedback) • 360-DFS (to increase perpetrators self-awareness, disclose perpetrators, change negative behaviour) - supplement with coaching if necessary • Changed work designs (to ameliorate health impact e.g. tiredness, impact on relationships) • Training (to effect changes e.g. changed attitudes/behaviour of perpetrators) • Work-life balance policies (to ameliorate health impact e.g. tiredness, family relationships) • Recognition incentives (to ameliorate health impact e.g. lack of motivation & demoralisation) • Assess & monitor FET College work environment for psychological violence • Feedback to review & to inform secondary strategies	• Increased awareness & advocacy • Litigation (redress) • Psychological violence policy (restorative - assist victims: mental health/medical practitioners) • Independent consultants & counsellors knowledgeable in psychological violence • Work-life balance policies - restore health • Feedback for review & to inform tertiary strategies

Leadership level	• Increased awareness • Leadership screening & selection (preventative) • Leadership training (to prevent destructive leadership & to encourage constructive leadership) • Leadership development (preventative)	• Increased awareness • Leadership training (to change destructive behaviour of perpetrating superiors, adaptation of constructive behaviours, to establish support & fair treatment of superiors to impact on subordinates' health) • Supplement leadership training with coaching, if necessary • Leadership development (transformational leadership, emotional intelligence & increased self-awareness to ameliorate impact on subordinates' health) • Executive coaching (to confront perpetrating superiors)	• Transformational leadership (to improve/restore health of subordinates) • Leadership training (management support & fair treatment)
Group level	• Increased awareness (*Abilene paradox, groupthink, fundamental attribution error*) • Group training/coaching (early recognition skills of psychological violence) • Establish peer group support • Foster relationships with non-perpetrators & become involved in peer group support • Group representation: Workplace forum & Trade unions • 360-DFS (peer assessment) • Psychological violence policy - representatives	• Group coaching (group confrontation skills) • Peer group support (challenge & eliminate psychological violence) • Group representation: Workplace forum & Trade union (address structural violence) • 360-DFS (feedback from peers to expose perpetrators & psychological violence) • Psychological violence policy - witnesses	• Group coaching (to debrief groups and witnesses) • Peer group support (support victims) • Legal action & litigation as a group to ameliorate structural violence

Dyad level	• Awareness (to prevent bullying dynamic) • Guard boundaries (preventative) • Respond in the moment (preventative)	• Increased awareness (self-awareness - perpetrators & to alter existing bullying dynamic) • Guard boundaries (alter existing bullying dynamic) • Respond in the moment (alter existing bullying dynamic) • Assertiveness training for victims (to handle perpetrators) • Med-arb or arb-med (to address perpetrators & for binding solutions) • Coaching (supplement med-arb/arb-med)	• Psychological violence policy (justice, support for victims- medical assistance, counselling etc.; continuous policy violations - dismiss perpetrators) • 360-DFS supplemented with coaching for perpetrators • Med-arb or arb-med supplemented with litigation

Individual level	• Increased awareness • Training (job related aspects & new curriculum) • Build a support network (preventative) • Time management skills (preventative- excessive pressure & unmanageable workload) • Improved assessment strategies (preventative - excessive pressure & unmanageable workload) • Become legally educated & a join Trade union • Protect health - healthy lifestyle (preventative) • Job-detachment after hours (prevent negative health impact) • Develop psychological hardness (to prevent negative health impact)	• Increased awareness • Psychological violence policy (lodge complaints) • Training (assertiveness training for victims & gaps on new curriculum) • Document psychological violence incidences - evidence • Maintain relationships & use support structures • Healthy lifestyle (ameliorate negative health impact e.g. substance abuse, diseases) • Implement healthy & active coping strategies • Avoid unhealthy & passive coping strategies • Time management skills (ameliorate fatigue, negative impact on relationships) • Improved assessment strategies (ameliorate tiredness, negative health impact) • Cognitive & relaxation techniques (ameliorate health impact - stress & anxiety) • Job-detachment after hours(to ameliorate health impact) • Develop psychological hardness • Reframe negative experiences	• Litigation (redress) • Stipulate legal consequences & costs for employer • Psychological violence policy (restorative) • Coaching (reframe experiences) • Counselling • Psychotherapy • Medical treatment • Support from peers, family members & to combat isolation • Support groups e.g. AA or SADAG - anxiety, depression, alcohol abuse • Lifeline - suicide ideation • Cognitive & relaxation techniques • Active & healthy coping strategies to restore health • Job-detachment after hours for recovery • Move on and find another job

Although strategies such as increased awareness and advocacy are proposed on a national level, it also applies to other levels. Given that the Department of Education governs all education in South Africa, including FET Colleges and since some staff members are employed by the Department of Education, organisational level strategies such as a psychological violence policy, changed work designs, recognition incentives, a 360-DFS and work-life policies should also be implemented by the Department of Education (national level) to affect FET Colleges and staff members employed there. In addition, leadership strategies such as leadership screening and selection, leadership training and development also apply to superiors at the Department of Education who ranked second as perpetrators of psychological violence in this study.

The implementation of strategies on different levels is anticipated to have a cumulative effect on all other levels (cf par. 6.2.2). For example, the 360-DFS as an organisational strategy also affects peers and individuals and is indicated as such on the conceptual framework. The implementation of strategies on one context of health is expected to be beneficial to staff members' other health contexts (cf par. 3.3). It is however essential that consultants, coaches, counsellors and mediators have a thorough understanding of psychological violence in the workplace, for strategies to be effective.

6.6 THE DUTY OF THE EMPLOYER TO ADDRESS PSYCHOLOGICAL VIOLENCE AND DERIVED BENEFITS THEREOF FOR FET COLLEGES

The Human Rights Commission (2007) aptly states that employers should develop a pro-active approach towards employee health and well-being to ensure physical, cultural and psychological safety. Given that workplace psychological violence can only occur with the direct or indirect approval of employers (Namie, 2010:5), it is the duty and responsibility of the Department of Education and the College Council as the employers of staff members at FET Colleges to act pro-actively by implementing the proposed strategies in this chapter to prevent and address psychological violence to promote the health of staff members at FET Colleges. However, long-term commitment and support by senior management are essential for successful implementation of strategies (Armstrong, 2007:840; Whiteman *et al.* cited *in* Kelloway & Barling, 2010:265).

The following advantages could be gained by employers at FET Colleges when psychological violence is appropriately addressed (Bubb & Earley, 2004:14; Namie, 2010):

- The FET College/s would be perceived as *"an ethical, moral and socially responsible"* organisation/s (adapted from Namie, 2010:5).

- The FET College/s would become a forerunner to implement strategies in South Africa with the aim to prevent and ameliorate psychological violence (adapted from Namie, 2010:6), especially in the light thereof that psychological violence is currently becoming a major concern in workplaces around the globe (ILO, 2006; cf par. 1.2).
- It would reduce the FET College/s' exposure to risks and legal liability (adapted from Namie, 2010:7).
- It would save money and reduce costs (Bubb & Earley, 2004:14; Namie, 2010:5). The costs related to psychological violence is astounding; that includes the cost of litigation, replacement costs, increased health care costs and lost working days, to mention but a few (also cf par. 3.4.4.1).
- The FET College/s would attract and retain quality employees. As people talk about places where one is looked after and where not, staff retention and recruitment would be improved (Bubb & Earley, 2004:14; Namie, 2010:6). This is especially needed in South Africa, where quality educators are in demand to educate the youth.
- Staff members at FET Colleges would be more effective and achieve higher standards that could also result in improved student behaviour and learning.
- Staff members at FET Colleges would feel valued and motivated when the employer demonstrates concern for them.
- It would result in professional entitlement and a learning community where students and staff members are learning (Bubb & Earley, 2004:14).

6.7 SUMMARY

Preventative and supportive strategies were proposed to address and ameliorate psychological violence and its impact on staff members' health at FET Colleges. A multi-level approach was used, whereby strategies were proposed on different levels from where problems in FET Colleges exist or originates. Strategies were proposed on the national, organisational, leadership, group, dyad and individual levels for FET Colleges.

It is expected that the implementation of strategies on one level will simultaneously impact positively on other levels at FET Colleges. Similarly, the implementation of strategies within one context of health is expected to benefit staff members' other health contexts.

An exposition of preventative and supportive strategies for implementation on different levels within FET Colleges to prevent psychological violence and to support staff members affected by it was illustrated through a conceptual framework. This chapter was concluded with a summary of the benefits for FET Colleges when implementing the proposed strategies.

CHAPTER 7

SUMMARY, LIMITATIONS, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

In this concluding chapter, the results and findings from previous chapters (Chapters 1 to 6) concerning the nature and impact of psychological violence on staff members' health at FET Colleges and the proposed strategies to address it, will be summarised. The limitations pertaining to this study will be discussed, conclusions will be drawn and recommendations for further research will be provided.

Although psychological violence and its impact on health is emerging as a major concern across all workplaces owing to its detrimental effect on health, and whilst educators are identified as a vulnerable group experiencing psychological violence (cf Chapter 2), it has become evident that limited research exists in South Africa concerning psychological violence and its impact on staff members' health in the education sector, more specifically at FET Colleges (cf Chapter 1). Moreover, FET Colleges in South Africa are currently undergoing major changes - the introduction of Outcomes Based Education curriculum, the restructuring of posts, and the implementation of Employment Equity and affirmative action which may lead to opportunities of staff being exposed to psychological violence (cf Chapter 1).

Psychological violence in the workplace may cause harm in other contexts of human existence based on the holistic-systemic perspective. Therefore, it may also impact negatively on the whole teaching-learning process in FET Colleges and its aim to respond better to the human resources and economic and developmental needs in South Africa, the national need for intermediate to high-level skills and knowledge and to provide access to work and higher education for FET College students (cf par. 1.8.3.3). Skilled, healthy and productive educators are needed to provide the national skills needs of the South African youth. Psychological violence may not only cause FET lecturers to be less productive and less effective in the classrooms, but may also lead to health problems or the resignation of lecturers, which the South African education sector including FET Colleges can hardly afford. This study is an effort to create an awareness of the occurrence of psychological violence at FET Colleges and its harmful impact on the health of staff members, which may have a crippling effect on the South African education sector.

In Chapter 2, the nature of psychological violence as a form of workplace violence was investigated. It became apparent that psychological violence is a very serious form of workplace violence that often precedes physical violence. The terminology related to psychological violence such as structural violence, workplace aggression/corporate aggression, harassment,

bullying, mobbing, victimisation, abuse, intimidation and threats were described and relationships and differences between terms were identified. It was argued that the terminology used to refer to psychological violence relies on the geographical area and the focus of a study.

Although psychological violence has existed for many years in workplaces, employees or educators may have been unaware that the abuse they had experienced was indeed psychological violence. The typical characteristics by which psychological violence may be recognised - such as verbal and non-verbal behaviours or negative acts that may occur once or repetitively but usually over a period of time (duration), power disparity (dysfunctional power differential relationships) where a victim may feel unable to control himself, the humiliating nature of psychological violence as it usually takes place in public and the victim's subjective perception - were described. Although intent was identified as a characteristic of psychological violence, it was indicated that whether intended or not by the perpetrator, an act or acts is considered as psychological violence if it causes harm to the victim.

It has become evident that psychological violence may emanate from various perpetrators or sources. The possible causes or antecedents of psychological violence were identified, including the characteristics of victims and perpetrators and the organisational factors that may lead to psychological violence. The education sector was identified as a vulnerable workplace where psychological violence is most likely to thrive. The models related to psychological violence were described.

In Chapter 3, the impact of psychological violence on health was investigated. The harm-inflicting nature of psychological violence was identified as a critical defining feature. It became evident that psychological violence often has consequences as severe as, or even more severe, than physical violence and that some of the typical characteristics of psychological violence, such as repetition, duration, individual perception and power disparity may contribute to the severity of its impact. The negative impact of psychological violence on health (based on the Holistic Eco-Systemic Model) was discussed and specified that a person's life consists of different contexts, namely the psychological, biophysical, spiritual, ecological and metaphysical contexts, but as these contexts are interrelated, a change in one context simultaneously affects all other contexts and therefore impacts on the holistic health of victims.

In Chapter 4 the mixed-methods research design used in the study, more specifically the Concurrent Triangulation Design, was visually presented and described. It included the rationale for use, its strengths and challenges and underpinning philosophical worldview. The research design, the composition of the study population and sampling of the quantitative and qualitative studies were described. The quantitative (survey) and qualitative (phenomenological) studies

were presented separately, including data collection and analysis and the rationale for using these designs.

The Psychological Violence Scale that was developed to collect quantitative data regarding the nature (prevalence, severity and sources) of psychological violence experienced by staff members and the Symptom Checklist that was used to collect quantitative data regarding the impact of psychological violence on staff members' health at FET Colleges was described. Thereafter, the qualitative study which included data collection and analysis was presented. The semi-structured individual interviews that were used to investigate the experience and impact of psychological violence on staff members' health at FET Colleges and the coping strategies that staff members employed to deal with negative experiences was described. Reliability (trustworthiness), validity (credibility), generalisation (particularity/applicability) and ethical considerations applicable to the quantitative and qualitative studies were discussed and validity threats that may specifically arise when employing the Concurrent Triangulation Design were addressed.

In Chapter 5, the analysis and interpretation of quantitative and qualitative data have been presented separately. Thereafter the two datasets were mixed, synthesised and triangulated to obtain a comprehensive understanding of the nature and experiences of psychological violence and its impact on staff members' health at FET Colleges. The extent to which the quantitative and qualitative data converge, how they converge and why and to what extent the same types of data substantiate each other and to what extent the open-ended themes (qualitative data) support the survey results and the similarities and differences that exist across levels have been discussed. The findings of this process indicate that staff members experience psychological violence as prevalent and severe, originating mostly from superiors at FET Colleges and it impacts negatively on all contexts of staff members' holistic health. Qualitative findings revealed that staff members have developed limited coping strategies to enable them to cope with psychological violence and the harmful impact thereof.

In Chapter 6, preventative and supportive strategies were proposed to address psychological violence and to ameliorate its negative impact on staff members' health at FET Colleges. A multi-level approach was followed to propose strategies for implementation on different levels at FET Colleges namely the national, organisational, leadership/management, group, dyad (interpersonal) and individual levels.

Strategies were also proposed to address and ameliorate the impact of psychological violence on the psychological, biophysical, spiritual, ecological and metaphysical contexts of staff members' holistic health. It was pointed out that, based on the system's perspective that the implementation of strategies on different levels it could cumulatively impact on all other levels at

FET Colleges. Additionally, based on the holistic eco-systemic view, the implementation of strategies implemented on a single health context is also expected to impact positively on other health contexts. The process used in this study towards the development and implementation of proposed strategies at FET Colleges was graphically illustrated. The preventative (primary, secondary and tertiary) strategies as an approach to support and related to levels of implementation within FET Colleges were illustrated by means of a conceptual framework.

7.2 LIMITATIONS OF STUDY

The following factors had a limiting effect on this study:

- It was originally planned to conduct the study on all FET Colleges in the North West Province, but this was not possible because one FET College did not respond to the communication from the researcher, whilst the CEO of one other FET College wanted the researcher to e-mail the research instruments to management prior to the survey, which would have compromised the validity and reliability of findings. Therefore the above-mentioned FET Colleges were omitted from the study. (Some of the staff members of the omitted Colleges declared their interest to participate in the study, as well as staff members from other FET Colleges in South Africa). It would have been better had participants of the other FET Colleges also participated in the study. The results would have been even more dramatic. Therefore, the findings of the study are only applicable to staff members who participated in the study and therefore generalising to the general population should be done with caution.
- Given that many staff members indicated that they wished to participate in the study, the survey instruments were distributed to the entire target population. Therefore, a random sample had not been drawn. The research findings are thus only applicable to staff members who participated in the study.
- The race of respondents and whether they belong to a minority group were not included as biographical information on the survey instruments, whilst the qualitative findings suggest that participants from minority groups are more likely to experience psychological violence, racial discrimination also emerged as a theme. Ideally, the race and whether respondents belong to a minority group should have been included on the biographical information in order to provide more information on these themes.
- Themes emerged from the qualitative interviews that were not included as statements on the survey instruments (Psychological Violence Scale and Symptom Checklist), whilst information emerged from the survey instruments that did not surface from the qualitative interviews. Ideally a follow-up study (sequential study) should have been conducted with an amended survey instrument which would include the findings from

this study, and be redistributed to the target population again. Due to time constraints and the extent of this study, it was not possible to employ a sequential study.

- Owing to time and practical restraints, all the participants who indicated their interest to be interviewed could not be interviewed. Though the qualitative study was large (29 participants), ideally all interested participants should have been interviewed. As a Concurrent Triangulation Design was used in this study, a larger qualitative sample would have further minimised validation threats (Creswell & Plano Clark, 2007:147).
- Owing to limited literature that existed at the time of the research concerning psychological violence in the South African education sector, and as there were no suitable instruments that specifically addressed psychological violence, including sources or perpetrators thereof in the South African education context, a new instrument had to be developed for the purposes of the survey research. If more South African research literature in the education sector was available at the time, these could have been incorporated as statements on the survey instrument.

7.3 CONCLUSIONS

The conclusions that have been made concerning the stated hypothesis are as follows:

7.3.1 Sub-hypothesis 1:

Psychological violence consists of violent behaviour

Psychological violence consists of violent behaviour that includes structural violence, workplace aggression/corporate aggression, harassment, bullying, mobbing, victimisation, abuse, intimidation and threats (cf par. 2.2.3; par. 2.3.1 to par 2.3.8).

Psychological violence is also characterised by one or more verbal and non-verbal behaviours or negative acts (excluding physical contact) that are committed by perpetrators against victims in the workplace for example the withholding of information, expected behaviour and resources needed by an employee to get the job done; excessive monitoring and micro-managing and unreasonable scrutiny; different rules that are applied for different people; unrealistic expectations, unreasonable demands and work overload; the obstruction of career progression through the abuse of authority; the encouraging of others to turn against the tormented person; the destruction of workplace relationships among colleagues, superiors or customers and being fired, demoted, involuntary transferred and the termination of employment without a cause (cf par. 2.4.1).

Although one incident is sufficient to constitute psychological violence, negative behaviours often occur persistently and repetitively over a period of time (cf par. 2.4.2; par. 2.4.3). Negative behaviours usually occur in public in order to humiliate victims and is characterised by power disparity (dysfunctional power differential relationships) where victims are unable to control or defend themselves against psychological violence. Psychological violence is more likely to emanate from superiors appointed in positions of authority over victims (cf par. 2.4.6; par. 2.4.7). The behaviour or negative acts are usually intended by the perpetrator, though intent is not always a prerequisite for behaviour to be classified as psychological violence, provided that behaviour hurts the victim (cf par. 2.4.5). It also depends on the victim's perception as to whether negative behaviour/s are classified as psychological violence (cf par. 2.4.4).

Sub-hypothesis 1 is therefore accepted for this study.

7.3.2 Sub-Hypothesis 2:

Psychological violence has a serious impact on the health of victims

Psychological violence, even if subtle has a severe, harmful and negative impact on all the contexts of victims' holistic health (cf par. 3.2; par. 3.5). The severity of psychological violence may be enhanced by some of its typical characteristics namely repetition (persistence), duration, individual perception and power disparity where victims may feel unable to defend themselves (cf par. 3.2.1). Psychological violence that emanates from superiors and followed by colleagues, is perceived as more stressful and may be experienced as more severe than psychological violence that emanates from other perpetrators (cf par. 3.2.1.3; par. 3.2.1.4).

Psychological violence is not only a constant stressor (cf par.3.4.1.2) that may result in work trauma (cf par. 3.4.1.1), but may also lead to *psychological health injuries* serious enough to be classified by the DSM-IV-TR, 2000 as mental disorders such as Acute Stress Disorder (cf par. 3.4.1.3); Post-Traumatic Stress Disorder (PTSD) (cf par. 3.4.1.4); General Anxiety Disorder (cf par. 3.4.1.5) and Depression (cf par. 3.4.1.7). Some of the other serious psychological health effects of psychological violence include panic attacks, fear, altered personality, fantasies of violence against the perpetrator, suicide ideation and substance abuse and self-destructive habits (cf par. 3.4.1.8).

The *biophysical impact* of psychological violence includes often fatal physical diseases such as a heart attack and cardiovascular disease, hypertension, diabetes mellitus, cancer, hyperthyroidism, asthma and rheumatoid arthritis. Serious physical health symptoms such as a compromised immune system, chronic fatigue, burnout, stomach ulcers and migraine headaches may also be caused by psychological violence (cf par. 3.4.2.2). Physical ailments may be experienced simultaneously and may lead to an increased use of medication. One

physical disease such as hypertension may result in a serious physical disease such as a heart attack (cf par. 3.4.2.2).

Psychological violence often violates one or more aspects of *spiritual health* such as personal belief in deity, quality of existence, sense of empowerment and personal control, ethics and moral values related to a person's own well-being and compassion for others. Owing to psychological violence, victims may lose all hope and meaning in life and ultimately commit suicide (cf par. 3.4.3).

The *ecological impact* is observable in the way that victims' social, economical and family lives and relationships are disrupted and negatively affected (cf par. 3.4.4.1; par. 3.4.4.2; par. 3.4.4.2.2). Victims often have to forfeit their jobs to stop psychological violence and relinquish social support from colleagues, friends and family members as a result thereof (cf par. 3.4.4.2). Victims often experience negative economic effects owing to psychological violence such as the cost of litigation, increased health care costs and increased sick leave, diminished professionalism, diminished creativity and innovation, low morale and decreased job satisfaction, loss of productivity, increased intentions to leave their jobs, termination of employment and loss of income and limited chances to obtain alternative employment (cf par. 3.4.4.1).

The ecological effect of psychological violence on organisations and countries include increased direct and indirect costs, absenteeism, an unproductive workforce, high staff turnover, skills shortages and unemployment. Psychological violence is thus not only costly to victims, but also to their families, co-workers, students, organisations and the economic systems of countries.

The impact on the *metaphysical context* manifests in the problems victims experience regarding their unformalised personal views that may manifest as sabotage and revenge. The unformalised personal views of employers may manifest as failure to support victims. "Fair discrimination" such as affirmative action in South Africa that protects the previously disadvantaged black people may manifest as minority discrimination against White, Coloured and Indian people, thereby also increasing minorities' risk in experiencing psychological violence. Religion and culture may manifest as an increased risk for women in experiencing psychological violence.

Legislation and policies in workplaces that do not address all forms of psychological violence directly (not only sexual and racial harassment) may actually contribute to the occurrence of other forms psychological violence, for example bullying (cf Chapter 2). A lack of awareness of psychological violence and its negative impact on health may manifest as the acceptance

thereof and thus create a higher incidence of psychological violence in workplaces (cf par. 3.4.5).

Sub-hypothesis 2 is therefore accepted for this study.

7.3.3 Sub-Hypothesis 3:

Psychological violence has a high prevalence, is severe and has various sources at FET Colleges

It is evident from the findings in this study that psychological violence is prevalent at FET Colleges as it is experienced often and simultaneously as severe by staff members (cf par. 5.2.1.3; par. 5.2.1.2.1; par. 5.2.1.2.2; par. 5.2.2.5.1; par. 5.2.2.5.2; Table 5.34; Table 5.36). The most prevalent and most severe psychological violence experiences of staff members included excessive pressure to produce more work, being given unreasonable deadlines, being exposed to unmanageable workloads, more tasks being assigned to one than to other staff members at a similar post level, and complaints that fall on deaf ears (Table 5.8; Table 5.10). The most prevalent and severe experiences of staff members as determined by factor analysis include unfair demands and lack of recognition; work excessively monitored; dysfunctional corporate communication and autocracy and intimidation (cf par. 5.2.2.5.1; par. 5.2.2.5.2; Table 5.34; Table 5.36).

The study furthermore revealed that *gender* is not a discriminating factor in terms of whether staff members are subjected to psychological violence or not (cf par. 5.2.3.1.5). With reference to the *employer* - it emerged that staff members employed by the Department of Education may experience unfair demands and lack of recognition more often and more severely than staff members employed by the College Council (cf par. 5.2.3.3; par. 5.2.3.4; Tables 5.40 & 5.41). However, when all the findings are taken into consideration, it emerged that the employer of staff members is not a discriminating factor in terms of whether a staff member is subjected to psychological violence or not. Staff members employed by the Department of Education and the College Council thus experience psychological violence more or less the same (cf par. 5.2.3.15).

With reference to the *age* and *experience* of staff members, it emerged from the findings that older and more experienced staff members experience psychological violence more often and more severe than staff members aged 20 to 24 years and those with less than two years experience (cf par. 5.2.3.5; par. 5.2.3.6; par. 5.2.4.3.2; par. 5.2.4.3.4; Tables 5.42 & 5.43). It was pointed out that older staff members, especially those aged 45 to 49 years and those aged 55 to 59 years, in addition to those staff members with experience ranging from 16 to 20 years,

are especially vulnerable to suffer in terms of health impact, based on the findings (cf par. 5.2.3.15). Staff members, especially those with 16 to 20 years experience, experience unfair demands and lack of recognition (more prevalent and severe) compared to staff members with less than two years experience. Because of their longer period of employment they were provided with more opportunities to experience psychological violence. As these staff members are more experienced, employers may also expect or demand more from them, without providing them with the recognition for their additional input and expertise, thereby adding to their experienced perception of unfairness (cf par. 5.2.3.15).

With regard to the *position* of staff members, it emerged that management staff members experience unfair demands and lack of recognition more severely than administrative staff members (cf par. 5.2.3.8; Table 5.45; par. 5.2.4.3.3). Academic staff members may possibly experience refusal and rights of disregard more often than both management and administrative staff members (cf par. 5.2.3.7; Table 5.44).

The *location* or where staff members are employed was furthermore identified as discriminating in experiencing psychological violence. Staff members employed in rural areas experience psychological violence more often than staff members employed in semi-rural areas. In addition, staff members employed in rural areas may possibly experience hints that they must quit their jobs more often than staff members employed in urban areas (cf par. 5.2.3.11; Table 5.48). Findings may possibly suggest that staff members at campus 5 have more psychological violence and staff members at campus 6 have less psychological violence than staff members at other campuses (cf par. 5.2.4.3.1) (campus not identified for ethical reasons).

With reference to *marital status*, it emerged that married staff members and those that belong to the 'other' group, may possibly experience unfair demands and lack of recognition more often than single staff members. However, single staff members may possibly experience hints that they must quit their jobs more often than both married staff members and staff members who belong to the 'other' group (cf par. 5.2.3.13; Table 5.49).

The sources or perpetrators responsible for psychological violence of staff members at FET Colleges that emerged from both the quantitative and qualitative studies (arranged from the source responsible for most acts of psychological violence to the source least responsible for acts of psychological violence) included (cf par. 5.2.1.2.3; par. 5.2.1.3; par. 5.4.1.2):

1. Management (Manco and superiors at the Corporate Centre & superiors at campuses)
2. The Department of Education
3. Colleagues of equal status
4. Students

5. Subordinates

Psychological violence thus emanated mostly from superiors followed by the Department of Education, which also points to power disparity (dysfunctional power differential relationships where staff members are unable to defend themselves) as a characteristic of psychological violence at FET Colleges (cf par. 1.3; par. 2.4.7; par. 2.5.1; par. 5.2.1.3).

The above-mentioned finding should however not be interpreted that superiors at FET Colleges do not experience psychological violence as the quantitative findings revealed that management staff members experience psychological violence (cf par. 5.2.3.8; Table 5.45; par. 5.2.4.3.3). Furthermore, 11% of the quantitative sample (cf Table 5.4) and 13 of the 29 participants in the qualitative study (who were included based on their experiences of psychological violence) were management staff members (cf Table 4.7; par. 5.3.1.6.6; Table 5.83 - negative views held by management regarding the toxicity of the workplace).

Superiors or management staff members at FET Colleges thus also experience psychological violence that emanate from their superiors, including superiors at the Department of Education who were ranked in second place as the sources (perpetrators) of psychological violence (also cf par. 2.5.1). The former is also indicative of power disparity or dysfunctional power differential relationships (cf par. 1.3; par. 2.4.7; cf par. 5.2.1.3).

Sub-hypothesis 3 is therefore accepted.

7.3.4 Sub-Hypothesis 4:

Staff members at FET Colleges experience psychological violence negatively

It emerged from the phenomenological interviews that staff members experience psychological violence negatively (cf par. 5.3.1.1 to par. 5.3.1.5.1; par. 5.3.2):

1. Staff members' had negative experiences that emanated from management (superiors at FET Colleges), namely dysfunctional corporate communication; abusive verbal communication; abusive non-verbal communication; dysfunctional conduct; disengagement; structural violence; dysfunctional management; and unfair demands (cf par. 5.3.1.1.1 to par. 5.3.1.1.8).
2. Staff members had negative experiences that emanated from the Department of Education, namely structural violence; excessive pressure, intimidation and poor planning; and negative experiences related to the new curriculum (cf par. 5.3.1.2.1 to par. 5.3.1.2.3).

3. Staff members had negative experiences that emanated from colleagues of equal status, namely colleagues' inappropriate conduct (cf par. 5.3.1.3.1).
4. Staff members had negative experiences that emanated from students, namely students' dysfunctional conduct (cf par. 5.3.1.4.1).
5. Staff members had negative experiences that emanated from subordinates, namely disengagement (cf par. 5.3.1.5.1).

The findings from both the quantitative and qualitative datasets confirmed that staff members experience psychological violence negatively (cf par. 5.4.1).

Sub-hypothesis 4 is therefore accepted.

7.3.5 Sub-Hypothesis 5:

Psychological violence has an adverse impact on staff members' health at FET Colleges

The findings of the study revealed that psychological violence impacts negatively on all contexts of staff members' health (cf par. 5.4.2; par. 5.4.2.1 to par. 5.4.2.5). The effects that were deduced from integrating the results of both datasets are:

The impact on the *psychological context* included depression; cognitive impairment; stress and distress; anxiety, feelings of panic and fear; irritability and being easily startled; obsession over detail at work or rethinking (brooding over) the detail of negative events at work; excessive worry and thoughts of violence and thinking about being violent to others, as the most notable health effects (cf par. 5.4.2.1). Other noticeable psychological effects included recurring thought patterns and recurrent memories; nightmares and flashbacks; the use of substances to cope with negative experiences, for example food, alcohol and smoking; suicidal thoughts; anhedonia and general emotional flatness; having to violate own moral and ethical conduct; repressing thoughts about negative experiences; and the need to avoid thoughts that reminds one of negative situations (cf par. 5.4.2.1).

The impact of psychological violence was also observed in the *biophysical context*, and the following life-threatening biophysical health effects were observed, namely heart problems and heart disease such as heart arrhythmia; heart cramps; sharp chest pains, heart racing/heart palpitations; heart attack and hypertension (high blood pressure) (cf par. 5.4.2.2). The most notable biophysical health effects included chronic fatigue, tiredness and exhaustion; stress headaches; insomnia, disrupted sleep or excessive sleep; bodily pains such as pains in muscles and joints and painful tensed shoulders; TMJ (jaw tightening/teeth grinding); stomach ulcers; irritable bowel syndrome and spastic colon; overeating, weight gain; lack of appetite and

significant weight changes; asthma and/or allergic conditions; migraine headaches and inflamed joints and connective tissue diseases (cf par. 5.4.2.2).

The negative effects experienced in the *spiritual context* as a result of psychological violence included the experience of unfairness, bitterness and resentment. The qualitative interviews also revealed that staff members experienced having a negative outlook on life; negative personal views held by non-management employees regarding their realities; having no positive expectations about the future; experiencing dejection; experiencing a lack of control over own situation; questioning of God in bad experiences; perceptions that management cannot be trusted; feeling that everything has become too much to handle and that one cannot cope anymore (cf par. 5.4.2.3).

The impact of psychological violence was also observed in the *ecological context*. It became apparent that staff members' social and interpersonal relationships were adversely affected by psychological violence. Staff members experienced thoughts of violence towards other people and they had to violate their own moral and ethical conduct, which is also experienced in relation to other people. Work overload also impacted negatively on staff members' social lives. Other negative economic ecological effects included that staff members dreaded to come to work and avoidance of the workplace; reduced motivation; demoralisation; reduced job satisfaction and job dissatisfaction; absenteeism from work; and being less productive (cf par. 5.4.2.4).

The impact on the *metaphysical context* included that staff members experienced hostility or that they worked in a hostile organisation culture and environment of "survival of the fittest"; minority groups experienced having to "carry other colleagues", which they also experienced as more tasks are assigned to one rather than to other staff members at similar posts, and as an increased workload. Other negative metaphysical health effects that emerged from the qualitative interviews included the negative experiences of staff members related to the implementation of affirmative action; the experience of racism as a consequence of the new political dispensation; and negative personal views held by management regarding the toxicity of the work environment (cf par. 5.4.2.5).

Sub-hypothesis 5 is therefore accepted for this study.

7.3.6 Sub-Hypothesis 6:

Staff members at FET Colleges have developed limited coping strategies to cope with the effects of psychological violence

The findings with regard to staff members' coping strategies were derived from the qualitative data analysis (cf par. 5.3.1.8). Although staff members attempted to cope with the harmful

effects of psychological violence, they have developed limited coping strategies to do so. Some of their coping strategies included *getting involved in other activities*; *doing exercises*; *spending time with the family, not taking work home* and *catching up on sleep during holidays* (cf par. 5.3.1.8). The *repression of thoughts and blocking out of experiences* may also not be an effective coping strategy, as the staff member who uses this, indicated that he/she then dreamed about the negative experiences. The "coping strategy" of having to *adapt or die because there are no other alternatives,* may indicate that some staff members have not developed any coping strategies at all.

Sub-hypothesis 6 is therefore accepted for this study.

7.3.7 Sub-Hypothesis 7:

Preventative and supportive strategies can be proposed to address and ameliorate psychological violence and the impact thereof on staff members' health at FET Colleges

Based on the findings, preventative and supportive strategies were proposed to address and ameliorate psychological violence and its impact on staff members' health at FET Colleges in Chapter 6. A multi-level approach was followed and strategies were proposed on the national, organisational, leadership (management), group, dyad (interpersonal) and individual levels at FET Colleges (cf par. 6.3). The process towards the implementation of strategies at FET Colleges was illustrated (cf Figure 6.1) and an exposition of proposed strategies was illustrated by means of a conceptual framework (cf par. 6.6; Figure 6.2).

Sub-hypothesis 7 is therefore accepted for this study.

7.3.8 Main Hypothesis

Staff members at FET Colleges experience psychological violence and it has an impact on their health and they have limited strategies to cope with at their disposal

Staff members at FET Colleges do experience psychological violence and it has an impact on their health and they have limited strategies with which to cope at their disposal as is evident from sub-hypothesis 3, 4, 5 and 6. The main hypothesis is therefore accepted for this study.

7.4 RECOMMENDATIONS

The following recommendations can be made:

7.4.1 General recommendations

- The proposed preventative and supportive strategies should be implemented to address and ameliorate psychological violence and its impact on staff members' health at FET Colleges. To be effective, the strategies should be implemented on all levels as proposed in Chapter 6. A systems' solution is therefore recommended.
- Support from all levels of management and the Department of Education is essential for the successful implementation of strategies. Support from these stakeholders is thus highly recommended for the effective implementation of strategies.
- It is, however, recommended that external consultant/s that is/are knowledgeable in psychological violence in the workplace should be used to assist in the implementation of the strategies. It would encourage staff members to participate if they know their anonymity would be protected and if they do not have to fear the risk of retribution by superiors.
- Superiors at FET Colleges and the Department of Education should realise that there is a difference between psychological violence and that which constitutes "management". The above-mentioned may be addressed by means of management training programmes, amongst other, as proposed in Chapter 6.
- The research findings revealed that staff members experienced psychological violence from colleagues of equal status and therefore it is suggested that colleagues rather support one another. Support from one's colleagues would not only minimise the harmful impact of psychological violence; it would also discourage perpetrators from targeting individuals and reduce mobbing. Superiors may also alter their negative behaviour if they realise that the large majority of employees disapprove thereof.
- It emerged from the research findings that staff members have limited strategies at their disposal to deal with psychological violence and therefore they should be empowered to deal effectively with it and to minimise associated health risks. Staff members should take cognisance of the strategies for individuals in Chapter 6 and implement it to deal with psychological violence and to ameliorate its negative impact on their health.
- After implementation of strategies, it is recommended that the effectiveness thereof be evaluated. The feedback from the evaluation should be used to review proposed strategies and to implement adapted strategies if necessary. A sequential study could be conducted to develop a second generation Psychological Violence Scale based on the

findings of this study. This Psychological Violence Scale could then be used to establish the effectiveness of the implemented strategies or intervention.

- The Department of Education, superiors at FET Colleges and staff members at FET Colleges should be informed about the findings of this study. General awareness of psychological violence and its negative impact on health is needed to bring about attitude changes to minimise its prevalence. Awareness may make perpetrators realise that they engage in psychological violence acts and the harmful impact of their behaviour on staff members' health. The research findings from this study should inform policy formation and legislators in the education sector and at FET Colleges.
- Legislation should be lobbied and adopted in South Africa to make employers who engage in psychological violence in the workplace or who allow it by not taking disciplinary measures against perpetrators, more accountable and liable. Legislation that prohibits all forms of psychological violence and resultant litigation would also provide an avenue of recourse for victims. The Health and Safety Act could include psychological violence as health risk with associated health effects. Legislation is expected to force employers to address psychological violence, thereby reducing its impact on staff members' health.

7.4.2 Recommendations concerning future research

- A revised Psychological Violence Scale and Symptom Checklist based on the research findings in this study could be developed and distributed to the same study population in a sequential study (cf par. 7.4.1). The least prevalent and least severe psychological violence experiences may be omitted in the amended Psychological Violence Scale in order to reduce its length.
- The amended Psychological Violence Scale and Symptom Checklist could also be used for research purposes to include more FET Colleges in South Africa. The former would make random sampling possible, which will enable generalisation of the findings to the general population. If similar findings to this study emerge when more FET Colleges are involved, it will not only confirm the results of this study, but will provide a stronger "voice" to staff members that psychological violence needs to be addressed by the authorities.
- As it emerged from the qualitative interviews that participants experienced symptoms of depression, anxiety and Post-Traumatic Stress Disorder, it is suggested that the symptoms of the above-mentioned should be included randomly on a revised Symptom Checklist.

- Research findings that emanated from this study and similar studies in the South African education sector could be included in a revised Psychological Violence Scale that would also be applicable to teachers in schools. The revised scale may be standardised for future use in the South African education sector to investigate psychological violence.
- Similar studies could be undertaken to include educators from General Education and Training (GET) and Higher Education and Training (HET).
- However, if the sources or perpetrators of each negative act are not researched in further studies (as in the case of this study), it is recommended that the NAQ-R be used so that comparative studies may be undertaken between different countries.
- The implementation of the proposed preventative and supportive strategies may be undertaken in future research concerning psychological violence.
- An experimental design, such as an intervention programme based on the preventative and supportive strategies proposed in Chapter 6 could be implemented and the effectiveness thereof evaluated on the study population.
- An intervention programme should preferably follow a multi-level approach that considers interventions at individual, dyadic, group, leadership and organisational levels to ensure that psychological violence is appropriately addressed.
- The focus of this study was on staff members as “victims” of psychological violence, while the perpetrators per se were not studied. It is suggested that a quantitative instrument be devised specifically for perpetrators and that perpetrators should also be interviewed to gain a comprehensive understanding of the functioning of the perpetrator.

7.5 FINAL CONCLUSION

Findings from both datasets confirmed that staff members at FET Colleges experience psychological violence in various forms, that it has an impact on their health and that they lack effective strategies to cope with it. The findings mandated multi-level strategies to address the problem of psychological violence at FET Colleges.

It is envisaged that this study will not only result in a general awareness of psychological violence and its impact on staff members’ health at FET Colleges, but that it will also bring about a change in the behaviour of those who engage in psychological violence. However, it is imperative that all stakeholders at FET Colleges, the Department of Education and the authorities will implement the proposed strategies and that they commit to it. It is hoped that the findings of this study will form policy formation and legislation to serve as health protection and to adequately address this phenomenon in the FET sector. Ultimately, it may realise the eradication of psychological violence in all workplaces including the education sector.

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ANNEXURES

ANNEXURE A: MEMORANDUM FROM CEO TO EACH CAMPUS MANAGER

VUSELELA FET COLLEGE

MEMO

TO : DR OOSTHUIZEN
MR VISSER
MR HAMILTON
MRS PITTS
MR SHOLE
MR VISSER

CC : MRS NAIK
MR SMITH

FROM : DR MD MOCHWANAESI

DATE : 25 OCTOBER 2007

SUBJECT : MRS HW MEYER RESEARCH

Permission is hereby granted to Mrs HW Meyer to conduct research at Vuselela FET College. Mrs Meyer is a registered student at the North West University (Potchefstroom Campus) for the degree Masters in educational Psychology.

Her research topic is: The prevalence of psychological violence on FET staff and guidance for staff support.

You are requested to give Mrs Meyer the necessary support as this study will be beneficial for the college. Please bring the contents of this communiqué to the attention of all staff members.

Kind regards

DR MD MOCHWANAESI
CHIEF EXECUTIVE OFFICER

ANNEXURE B: PERMISSION TO CONDUCT RESEARCH LETTERS

22 October 2007

The CEO
Dr Mochwanaesi
Vuselela FET College

PERMISSION TO CONDUCT RESEARCH FOR M-ED PSYCHOLOGY DEGREE:

I hereby ask your written permission to conduct research on staff at Vuselela FET College. I am a lecturer at Vuselela FET College and a registered student at the Northwest University (Potchefstroom Campus) for the degree Masters in Educational Psychology. My research topic is: The nature and impact of psychological violence on staff members' health in FET Colleges. I plan to do this research on all the other FET colleges in the North West. This study is part of a larger project across other educational institutions, including the GET and HET sectors.

I plan to do both quantitative (questionnaires) as well as qualitative research (interviews) and would appreciate it if you could issue me with a permission letter to do the research. .

I also include a letter from my supervisor for your attention to support my request.

Thank you

Mrs HW Mever

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NOORDWES-UNIVERSITEIT
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The CEO Vuselela FET College

Mr MD Mochwanaesi

20 September 2007

Dear mr Mochwanaesi

STATEMENT OF ENROLLMENT AS STUDENT

This is to state that ms Helen Meyer is currently enrolled as an M.Ed-student in Educational Psychology at the Potchefstroom Campus of the North-West University. I am her supervisor for her study. As such I support her application for permission to do research in the FET Colleges in order to promote the health of staff. This study is part of a larger research project across other educational institutions as well.

You are most welcome to contact me if you have the need to do so.

Yours sincerely

Dr. GJC Kirsten

Senior Lecturer & Educational Psychologist

ANNEXURE C: LETTER OF CONSENT

Ethics no: nwu-00097-08-A2

Title of the project: The nature and impact of psychological violence on staff members' health in FET Colleges: Strategies for prevention and support

Project Head: Dr GJC Kirsten

WRITTEN CONSENT LETTER

Dear Participant,

The researcher plan to conduct the following research, namely:

The nature and impact of psychological violence on staff members' health in FET Colleges: Strategies for prevention and support.

Please read through the summary below to inform yourself, before signing the consent form:

Currently psychological violence is emerging as a priority concern in the workplace leading to a new awareness and re-evaluation of the importance of all psychological risks at work (Di Martino, 2003:1; Wiskow, 2003:6). Research indicates that psychological violence at work may be as frequent as sexual harassment and bullying at schools, and may cause just as severe consequences (Einarsen, 1999; Keashly, 2007). Although physical violence and sexual harassment in the workplace have received the necessary recognition, the existence of psychological violence has long been underestimated (Di Martino, 2003 *in* The International Labour Organisation). As early as 1983, the International Labour Organisation (ILO) stated in their report that psychological violence should receive the same emphasis as physical violence due to its severe consequences on health (ILO, 1998). Moreover, psychological violence is considered to be a more crippling and devastating problem for employees than all other work-related stress disorders put together and may be seen as a rather severe form of stress at the workplace (Einarsen, 1999).

Workplace violence, including physical violence (murder and assault) and psychological violence, for example mobbing, bullying and harassment, affect all sectors and categories of workers (Einarsen, 1999; Steinman, 2003:1). However, the incidence of psychological violence seems to be particularly high in the health and education sectors (ILO, 1998; Ellis, 2007). Research indicates that teachers or educators form one of the largest occupational groups to experience workplace psychological violence (Einarsen, 1999; Holmes & Page, 2003). In South Africa, where a high level of demand exists for teachers or educators, psychological violence can have a crippling affect on

the education sector. Research revealed that psychological violence is costly to both the individual and the organisation (Ellis, 2007:8; Anon, 2007b:1; Meyers, 2006a). Staff members who suffer from burnout and stress do not only affect themselves, but also their students and the education system as a whole. Furthermore, workers subjected to psychological violence may become less willing or able to work as hard or as efficiently (Meyers, 2006b).

Most research on psychological violence in the workplace has been undertaken internationally and particularly in the health sector (Cooper & Swanson, 2002:5; Leather, 2002:7). In South Africa, research on psychological violence only started in 1997 and was conducted mainly in the health sector (Steinman & Herman, 1997:2; Steinman, 2003:10). Therefore, limited research and literature is currently available on psychological violence in FET Colleges in South Africa.

Research questions to be answered in this study are:

1) What is the nature of psychological violence?

2) What is the impact that psychological violence may have on the health of victims?

3) What are the prevalence, severity and sources of psychological violence experienced by staff members at FET Colleges?

4) How do staff members at FET Colleges experience psychological violence?

5) What is the impact of psychological violence on staff members' health at FET Colleges?

6) How do staff members at FET Colleges cope with psychological violence?

7) What kind of preventative and supportive strategies can be proposed to address and ameliorate psychological violence and its impact on staff members' health at FET Colleges?

Aim of the study

The general aim of this study is to investigate psychological violence experienced by staff members in Further Education and Training Colleges (FET Colleges) and related to this, to propose preventative and supportive strategies to address the problem of psychological violence in FET Colleges. The objectives of this research are to:

1) Investigate through a literature study what the nature of psychological violence is.

2) Investigate through a literature study what impact psychological violence may have on the health of victims.

3) Investigate the prevalence, severity and sources of psychological violence amongst staff members at FET Colleges.

4) Investigate how these staff members experience psychological violence.

5) Investigate the impact of psychological violence on staff members' health at FET Colleges.

6) Investigate how these staff members at FET Colleges cope with psychological violence.

7) Propose preventative and supportive strategies to address and ameliorate psychological violence and the impact thereof on staff members' health at FET Colleges.

In order to collect data, the researcher requests your written consent to participate in this research.

Participation is absolutely voluntary and any participant is free to withdraw from the study at any time, without stating reasons. The researcher herewith commits to handle all data confidential.

Thank you

……..

Participant

……

Researcher: Mrs. H.W. Meyer

ANNEXURE D: SURVEY INSTRUMENT

QUESTIONNAIRE NUMBER…

Dear Sir/Madam

This anonymous questionnaire is intended to find out about your experiences in the workplace. The information you provide will be treated with strict confidentiality with absolutely no personal reference to you whatsoever. It will be used solely for purposes of research and will not in any way prejudice you. You are therefore kindly requested to take a few minutes to complete it. Please mark the applicable columns with an **X**.

SECTION A: PERSONAL BIOGRAPHIC INFORMATION

1. AGE COHORT

20 – 24	1
25 – 29	2
30 – 34	3
35 – 39	4
40 – 44	5
45 – 49	6
50 – 54	7
55 – 59	8
60+	9

2. GENDER

Male	1
Female	2

3. MARITAL STATUS

Single	1
Married	2
Divorced/Separated	3
Widowed	4
Other	5

4. POSITION IN INSTITUTION

Management	1
Academic staff	2
Administrative staff	3

5. WORK EXPERIENCE

1 year	1
2 – 5 years	2
6 – 10 years	3
11 – 15 years	4
16 – 20 years	5
More than 20 years	6

6. EMPLOYED BY

Department of Education	1
College Council	2

7. LOCATION OF INSTITUTION

Urban	1
Rural	2
Semi-rural	3

INSTRUCTIONS
Below is a list of experiences emanating at the workplace.

A. For each of the statements, please indicate **to what extent you have been exposed to an experience**, by marking the applicable column with an **X** on a scale from 0 to 3.

0. Never
1. Seldom
2. Often
3. Very often

B. Indicate, in your opinion, the **severity** of your experience on a scale from 0 to 4:

0. Not experienced
1 Not severe
2. Slightly severe
3. Severe
4. Extremely severe

C. **Identify** in this column the **source or person/s responsible** for your experiences. You may mark more than one source. Person/s responsible are numbered from 1 to 8:

1. Department of Education
2. Manco/Superiors at Corporate Centre
3. Superiors at my campus
4. Colleagues of equal status
5. Subordinates
6. Students
7. Parents
8. Community

To what extent have you been exposed to...?	A. PREVALENCE Indicate if experienced and frequency of experience on a scale from 0 to 3 with an X				B. SEVERITY Indicate severity on scale from 0 to 4 by marking applicable column with an X					C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source with an X							
	Never	Seldom	Often	Very often	NOT experienced	Not severe	Slightly severe	Severe	Extremely severe	Dept. of Education	Manco/Superiors at Corporate Centre	Superiors at my campus	Colleagues: Equal status	Subordinates	Students/Learners	Parents	Community
1. Excessive pressure to produce work	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
2. Given unreasonable deadlines	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
3. Exposed to unmanageable workload	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
4. More tasks assigned to you than to other staff in similar post level	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
5. Information, equipment or documents intentionally withheld	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
6. Ignored or excluded from conversations	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
7. Excluded from staff social occasions	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
8. Intentionally refused that what entitled to e.g. sick or study leave, time-off, or training	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
9. Your opinion intentionally ignored	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
10. Goal-posts shifted without being informed	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8

To what extent have you been exposed to...?	A. PREVALENCE Frequency & severity				B. SEVERITY Indicate severity on scale from 0 to 4					C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	Never	Seldom	Often	Very often	NOT experienced	Not severe	Slightly severe	Severe	Extremely severe	Dept. of Education	Manco/ Superiors at Corporate Centre	Superiors at my campus	Colleagues: Equal status	Subordinates	Students/Learners	Parents	Community
11. Your efforts persistently undervalued	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
12. Continuously demoralised	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
13. Your responsibilities removed without being told or consulted	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
14. Exposed to hints that you must resign from your job.	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
15. Persistent attempts to belittle and undermine your work	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
16. Unjustifiably criticised	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
17. Work excessively monitored	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
18. Humiliated in front of colleagues	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
19. Intimidated by the use of discipline or competence procedures	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
20. Ordered to do work that is below your level of competence	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
21. Repeatedly reminded of your mistakes and errors	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
22. Not given due credit for your work	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8

To what extent have you been exposed to...?	A. PREVALENCE Experienced & Frequency				B. SEVERITY Indicate severity on scale from 0 to 4					C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	Never	Seldom	Often	Very often	NOT experienced	Not severe	Slightly severe	Severe	Extremely severe	Dept. of Education	Manco/Superiors at Corporate Centre	Superiors at my campus	Colleagues: Equal status	Subordinates	Students/Learners	Parents	Community
23. Your personal integrity undermined	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
24. Intentional destructive sarcasm used against you	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
25. Verbal abuse within and outside institution	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
26. Non-verbal abuse within and outside institution	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
27. Inappropriate jokes made about you	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
28. Persistently teased and made fun of in front of students or colleagues	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
29. Rumours and malicious gossip spread about you	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
30. Ignored when approaching others	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
31. Faced with hostility when approaching others	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
32. Insulted by offensive remarks	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
33. Faced with threatening behaviour e.g. finger pointing, invasion of personal space, shoving, blocking the way	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
34. Shouted at	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8

To what extent have you been exposed to...?	A. PREVALENCE Experienced & Frequency				B. SEVERITY Indicate severity on scale from 0 to 4					C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	Never	Seldom	Often	Very often	NOT experienced	Not severe	Slightly severe	Severe	Extremely severe	Dept. of Education	Manco/Superiors at Corporate Centre	Superiors at my campus	Colleagues: Equal status	Subordinates	Students/Learners	Parents	Community
35. Insulting remarks on your work and background	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
36. Personal property vandalised e.g. cars	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
37. Intimidated through the use of electronic media e.g. cell phones/Internet	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
38. I am cursed and sworn at	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
39. I am threatened with physical harm	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
40. Attempts to undermine your authority	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
41. Humiliated in front of students	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
42. Exposed to dominating behaviour from others at work	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
43. Exposed to unfair verbal threats and intimidation	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
44. Coerced in doing things that you feel uncomfortable about	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
45. Blamed unfairly when things go wrong	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
46. Experienced others “teaming up” against you	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8

To what extent have you been exposed to...?	A. PREVALENCE Experienced & Frequency				B. SEVERITY Indicate severity on scale from 0 to 4					C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	Never	Seldom	Often	Very often	NOT experienced	Not severe	Slightly severe	Severe	Extremely severe	Dept. of Education	Manco/Superiors at Corporate Centre	Superiors at my campus	Colleagues: Equal status	Subordinates	Students/Learners	Parents	Community
47. Exposed to decision-making which affect your work directly without prior consultation	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
48. Complaints fall on deaf ears	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
49. Complaints are met with retaliation or “punishment”	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
50. Falsely blamed for errors or mistakes	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
51. Exposed to the “silent treatment”	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
52. Intentionally separated from others	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
53. Campaigns launched against you	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
54. Undesirable work assigned as “punishment”	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
55. Work output disregarded despite evidence of quality and high standards	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
56. Abuse of the evaluation process through misinformation about your performance	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
57. Inputs in meetings being discounted by remarks (for example: “that’s silly”)	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8

To what extent have you been exposed to...?	A. PREVALENCE Experienced & Frequency				B. SEVERITY Indicate severity on scale from 0 to 4					C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	Never	Seldom	Often	Very often	NOT experienced	Not severe	Slightly severe	Severe	Extremely severe	Dept. of Education	Manco/Superiors at Corporate Centre	Superiors at my campus	Colleagues: Equal status	Subordinates	Students/Learners	Parents	Community
58. Singled out to perform unreasonable tasks	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
59. Credit for work being stolen by others	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
60. Deliberate non-performance by others to impact negatively on your work	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
61. Deliberate attempts to set you up for failure	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
62. Humiliated in public	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8
63. Exposed to stress-inducing behaviour from others at work	0	1	2	3	0	1	2	3	4	1	2	3	4	5	6	7	8

On the following page follows a list of experiences that you might engage in. Indicate in the applicable columns to what extent you engage in an experience and the severity of the experience by marking the applicable columns with an **X.**

To what extent **do you engage in the following?**	**A. PREVALENCE** Experienced & Frequency				**B. SEVERITY** Indicate severity on scale from 0 to 4				
	Never	**Seldom**	**Often**	**Very often**	**NOT experienced**	**Not severe**	**Slightly severe**	**Severe**	**Extremely severe**
64. I avoid the workplace due to negative circumstances there	0	1	2	3	0	1	2	3	4
65. I dread going to work due to negative circumstances there	0	1	2	3	0	1	2	3	4
66. I am occupied with/or rethinking (brooding over) the detail of negative events at work	0	1	2	3	0	1	2	3	4
67. I experience reduced motivation due to negative circumstances at work.	0	1	2	3	0	1	2	3	4
68. I experience job dissatisfaction caused by negative circumstances at work	0	1	2	3	0	1	2	3	4
69. I experience an increase in physical ailments due to circumstances at work	0	1	2	3	0	1	2	3	4
70. I have feelings of resentment and bitterness due to negative acts at work	0	1	2	3	0	1	2	3	4

ANNEXURE D: DESCRIPTIVE STATISTICS RESULTS OF THE PSYCHOLOGICAL VIOLENCE SCALE

Dear Sir/Madam

This anonymous questionnaire is intended to find out about your experiences in the workplace. The information you provide will be treated with strict confidentiality with absolutely no personal reference to you whatsoever. It will be used solely for purposes of research and will not in any way prejudice you. You are therefore kindly requested to take a few minutes to complete it. Please mark the applicable columns with an **X**.

SECTION A: PERSONAL BIOGRAPHIC INFORMATION

1. AGE COHORT

Age cohort	Percentage (%)
20 – 24	7.5
25 – 29	15.5
30 – 34	11.5
35 – 39	17.8
40 – 44	16.7
45 – 49	6.9
50 – 54	10.9
55 – 59	6.9
60+	6.3
Missing values	0

2. GENDER

Gender	Percentage (%)
Male	42.4
Female	57.6
Missing values	2

3. MARITAL STATUS

Marital status	Percentage (%)
Single	33.5
Married	55.5
Divorced/ Separated	6.9
Widowed	2.9
Other	1.2
Missing values	1

4. POSITION IN INSTITUTION

Position in institution	Percentage (%)
Management	10.9
Academic staff	55.1
Administrative staff	34.0
Missing values	27

5. WORK EXPERIENCE

Work experience in years	Percentage (%)
1 year	9.4
2 – 5 years	22.2
6 – 10 years	15.2
11 – 15 years	14.0
16 – 20 years	11.1
More than 20 years	28.1
Missing values	3

6. EMPLOYED BY

Employer	Percentage (%)
Department of Education	56.1
College Council	43.9
Missing values	1

7. LOCATION OF INSTITUTION

Location of institution	Percentage (%)
Urban	75.9
Rural	15.9
Semi rural	8.2
Missing values	4

INSTRUCTIONS

Below is a list of experiences emanating at the workplace.

D. For each of the statements, please indicate **to what extent you have been exposed to an experience**, by marking the applicable column with an **X** on a scale from 0 to 3.

0. Never
1. Seldom
2. Often
3. Very often

E. Indicate, in your opinion, the **severity** of your experience on a scale from 0 to 4:

0. Not experienced
1 Not severe
2. Slightly severe
3. Severe
4. Extremely severe

F. **Identify** in this column the **source or person/s responsible** for your experiences. You may mark more than one source. Person/s responsible are numbered from 1 to 8:

1. Department of Education
2. Manco/Superiors at Corporate Centre
3. Superiors at my campus
4. Colleagues of equal status
5. Subordinates
6. Students
7. Parents
8. Community

To what extent have you been exposed to...?	A. PREVALENCE Indicate if experienced and frequency of experience on a scale from 0 to 3 with an X						B. SEVERITY Indicate severity on scale from 0 to 4 by marking applicable column with an X							C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	0	1	2	3	$\bar{x}$	SD	0	1	2	3	4	$\bar{x}$	SD	1	2	3	4	5	6	7	8
1. Excessive pressure to produce work	4.1	17.3	35.3	43.4	2.18	0.86	7.3	17.6	28.5	34.6	12.1	2.27	1.11	25.9	59.2	40.2	10.9	4.6	9.8	2.9	1.1
2. Given unreasonable deadlines	13.7	20.8	36.3	29.2	1.81	1.01	13.7	17.4	25.5	31.7	11.8	2.11	1.23	21.3	56.3	33.3	5.2	1.1	2.9	1.7	1.7
3. Exposed to unmanageable workload	15.8	26.3	32.8	25.2	1.67	1.02	13.8	16.9	29.4	26.3	13.8	2.09	1.24	20.7	52.9	39.7	7.5	1.1	2.9	2.3	0.6
4. More tasks assigned to you than to other staff in similar post level	17.4	34.9	23.8	23.8	1.54	1.04	18.0	29.5	16.0	21.2	15.4	1.87	1.35	10.9	42.5	42.5	5.2	2.3	1.1	1.1	1.1
5. Information, equipment or documents intentionally withheld	38.5	36.7	13.6	11.2	0.98	0.99	34.0	32.0	15.7	12.4	5.9	1.24	1.21	9.2	36.8	28.7	7.5	2.9	0	0.6	0
6. Ignored or excluded from conversations	34.3	37.3	15.4	13.0	1.07	1.01	30.4	34.5	15.5	12.2	7.4	1.32	1.23	8.0	33.9	34.5	15.5	2.3	0.6	1.1	0
7. Excluded from staff social occasions	77.2	16.4	4.1	2.3	0.32	0.66	67.8	14.7	11.2	5.6	0.7	0.57	0.95	4.0	16.7	18.4	12.6	2.3	0	0	0.6
8. Intentionally refused that what entitled to e.g. sick or study leave, time-off or training	62.4	20.2	9.8	7.5	0.62	0.94	51.7	21.2	11.3	10.6	5.3	0.97	1.24	8.6	31.6	31.6	3.4	0	0.6	0	0.6
9. Your opinion intentionally ignored	45.1	29.5	16.2	9.3	0.90	0.99	36.8	27.0	19.1	9.2	7.9	1.24	1.26	7.5	32.8	35.6	13.8	2.9	2.3	0	0.6
10. Goal-posts shifted without being informed	37.0	27.2	19.7	16.2	1.15	1.09	31.4	23.5	24.8	11.1	9.2	1.43	1.29	9.8	42.0	32.8	6.9	1.1	0	0	0.6

To what extent have you been exposed to...?	A. PREVALENCE Indicate if experienced and frequency of experience on a scale from 0 to 3 with an X						B. SEVERITY Indicate severity on scale from 0 to 4 by marking applicable column with an X							C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	0	1	2	3	$\bar{x}$	SD	0	1	2	3	4	$\bar{x}$	SD	1	2	3	4	5	6	7	8
11. Your efforts persistently undervalued	32.5	28.4	23.1	16.0	1.22	1.07	29.2	24.2	22.4	14.9	9.3	1.51	1.30	9.2	47.1	40.8	16.1	2.9	5.2	2.9	1.7
12. Continuously demoralised	32.7	22.8	22.8	21.6	1.33	1.15	27.2	21.9	13.3	19.2	18.5	1.8	1.49	9.2	39.1	32.8	13.2	4.0	6.9	1.7	1.1
13. Your responsibilities removed without being told or consulted	60.8	19.3	12.3	7.6	0.67	0.96	57.1	22.5	8.2	6.1	6.1	0.82	1.19	6.3	28.7	26.4	5.7	1.1	0.6	0.6	0.6
14. Exposed to hints that you must resign from your job	71.7	14.5	5.4	8.4	0.51	0.93	69.2	10.5	9.1	4.9	6.3	0.69	1.21	4.6	22.4	18.4	5.7	2.3	1.1	0.6	0.6
15. Persistent attempts to belittle and undermine your work	58.7	15.0	12.6	13.8	0.81	1.11	53.2	17.0	11.4	8.5	9.9	1.05	1.37	4.6	24.7	23.8	12.1	4.0	4.0	1.1	0.6
16. Unjustifiably criticised	49.4	26.5	13.9	10.2	0.85	1.01	42.4	21.9	16.6	9.3	9.9	1.23	1.35	7.5	28.2	31.6	12.1	4.0	4.6	1.1	1.1
17. Work excessively monitored	35.7	26.2	18.5	19.6	1.22	1.13	31.6	28.4	17.4	10.3	12.3	1.43	1.35	10.9	42.5	32.2	9.8	2.3	1.8	0.6	0.6
18. Humiliated in front of colleagues	62.9	24.7	5.9	6.5	0.56	0.87	56.5	15.7	11.6	6.8	9.5	0.97	1.35	5.7	23.0	30.5	14.4	4.6	1.1	1.7	1.7
19. Intimidated by the use of discipline or competence procedures	54.7	18.2	12.4	14.7	0.87	1.12	47.4	14.9	11.0	14.9	11.7	1.29	1.47	7.5	34.5	32.2	6.3	0	0.6	0.6	0
20. Ordered to do work that is below your level of competence	58.0	17.2	10.7	14.2	0.81	1.11	53.5	14.6	13.9	9.7	8.3	1.05	1.35	9.2	25.9	27.6	9.8	1.7	1.1	0.6	0
21. Repeatedly reminded of your mistakes and errors	55.3	23.5	10.0	11.2	0.77	1.03	50.7	21.6	12.2	6.8	8.8	1.01	1.30	6.3	29.9	27.6	9.8	0.6	1.1	0.6	0
22. Not given due credit for your work	34.3	18.3	20.7	26.6	1.40	1.21	27.7	21.3	12.9	18.7	19.4	1.81	1.50	12.1	43.7	41.4	12.6	2.3	3.4	2.9	2.3

To what extent have you been exposed to...?	A. PREVALENCE Indicate if experienced and frequency of experience on a scale from 0 to 3 with an X						B. SEVERITY Indicate severity on scale from 0 to 4 by marking applicable column with an X							C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	0	1	2	3	$\bar{x}$	SD	0	1	2	3	4	$\bar{x}$	SD	1	2	3	4	5	6	7	8
23. Your personal integrity undermined	47.1	26.4	10.9	15.5	0.95	1.10	38.7	21.9	17.4	11.0	11.0	1.34	1.37	7.5	30.5	30.5	17.8	5.2	3.4	1.7	1.1
24. Intentional destructive sarcasm used against you	63.2	19.3	12.9	4.7	0.59	0.89	55.4	17.6	14.2	8.8	4.1	0.89	1.19	5.1	23.0	24.1	14.9	5.7	3.4	1.1	1.7
25. Verbal abuse within and outside institution	66.7	20.5	9.4	3.5	0.50	0.81	61.9	17.7	7.5	6.8	6.1	0.78	1.22	4.0	20.1	21.8	12.1	5.7	6.9	4.6	6.3
26. Non-verbal abuse within and outside institution	72.5	16.4	5.3	5.9	0.44	0.84	68.6	16.4	7.1	5.7	2.1	0.56	1.00	4.6	20.7	16.1	6.3	0.6	5.7	2.3	2.9
27. Inappropriate jokes made about you	75.3	13.8	4.6	6.3	0.42	0.85	67.8	15.8	7.5	4.8	4.1	0.62	1.08	2.9	19.0	15.5	19.0	5.2	4.0	0.6	3.4
28. Persistently teased and made fun of in front of students or colleagues	84.3	9.3	2.9	3.5	0.26	0.68	79.4	7.8	7.8	2.8	2.1	0.4	0.91	2.9	16.7	15.5	10.9	2.3	1.7	0.6	1.1
29. Rumours and malicious gossip spread about you	66.7	17.2	8.1	8.1	0.57	0.95	61.1	12.5	13.2	6.9	6.3	0.85	1.25	3.4	17.8	16.7	21.3	8.6	4.6	1.1	2.9
30. Ignored when approaching others	66.5	17.9	10.4	5.2	0.54	0.88	57.5	16.4	14.4	7.5	4.1	0.84	1.17	3.4	20.7	21.8	20.1	5.2	2.3	1.1	1.1
31. Faced with hostility when approaching others	58.5	29.2	8.8	3.5	0.57	0.80	48.6	27.1	11.1	9.0	4.2	0.93	1.16	2.3	19.5	20.1	17.2	8.0	5.2	1.7	2.3
32. Insulted by offensive remarks	67.8	20.5	5.3	6.4	0.50	0.86	60.4	18.8	7.6	5.6	7.6	0.81	1.25	3.4	18.4	21.3	12.6	4.6	4.0	1.7	3.4
33. Faced with threatening behaviour e.g. finger pointing, invasion of personal space, shoving, blocking the way	73.6	13.8	5.8	6.9	0.46	0.88	66.7	11.8	9.0	8.3	4.2	0.72	1.18	4.0	20.7	17.8	10.3	2.9	6.3	0.6	1.7
34. Shouted at	62.6	22.4	9.2	5.8	0.58	0.88	56.3	13.3	14.6	9.9	6.0	0.96	1.29	2.9	18.4	26.4	11.5	6.3	6.3	2.3	1.1

To what extent have you been exposed to...?	A. PREVALENCE Indicate if experienced and frequency of experience on a scale from 0 to 3 with an X						B. SEVERITY Indicate severity on scale from 0 to 4 by marking applicable column with an X							C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	0	1	2	3	$\bar{x}$	SD	0	1	2	3	4	$\bar{x}$	SD	1	2	3	4	5	6	7	8
35. Insulting remarks on your work and background	76.2	16.7	3.0	4.2	0.35	0.74	68.8	16.7	6.3	5.6	2.8	0.57	1.02	4.0	16.7	20.7	12.6	0.6	2.9	1.1	1.1
36. Personal property vandalised e.g. cars	85.5	9.0	1.8	3.6	0.23	0.66	79.6	10.6	3.5	3.5	2.8	0.39	0.93	2.3	11.5	11.5	8.0	2.9	9.2	0.6	6.3
37. Intimidated through the use of electronic media e.g. cell phones/Internet	84.5	7.1	6.6	1.8	0.26	0.66	78.2	9.9	4.2	6.3	1.4	0.43	0.94	0.6	15.5	16.7	6.9	1.7	3.4	0.6	2.9
38. I am cursed and sworn at	93.5	5.4	0.6	0.6	0.08	0.35	87.8	8.6	0.7	2.2	0.7	0.19	0.62	2.3	12.1	10.9	6.9	3.4	4.6	1.7	2.3
39. I am threatened with physical harm	93.5	4.8	1.8	0	0.08	0.34	87.9	6.4	2.1	2.9	0.7	0.22	0.69	1.1	12.1	8.6	8.0	2.9	5.2	1.7	1.7
40. Attempts to undermine your authority	63.3	22.0	7.7	8.9	0.64	0.96	54.2	19.7	11.3	5.6	9.2	0.96	1.31	3.4	17.2	17.8	15.5	10.9	17.2	1.7	2.3
41. Humiliated in front of students	81.0	13.7	3.6	1.8	0.26	0.61	46.2	9.8	4.9	7.0	2.1	0.49	1.01	1.1	14.9	19.5	11.5	4.6	4.0	1.1	0
42. Exposed to dominating behaviour from others at work	57.0	19.4	12.7	10.9	0.78	1.04	48.6	18.1	13.9	11.8	7.4	1.12	1.34	2.3	24.1	31.6	19.0	7.5	2.3	1.7	0
43. Exposed to unfair verbal threats and intimidation	71.3	11.4	6.6	10.8	0.57	1.01	63.2	11.1	10.4	4.9	10.4	0.88	1.37	2.9	23.6	22.4	7.5	2.3	2.9	1.7	1.7
44. Coerced in doing things that you feel uncomfortable about	67.3	17.0	8.5	7.3	0.56	0.93	59.0	16.6	11.5	4.3	8.6	0.87	1.28	3.4	24.7	20.7	7.5	1.7	0.6	1.1	1.7
45. Blamed unfairly when things go wrong	46.4	26.8	13.7	13.1	0.93	1.06	41.5	16.3	17.7	12.2	12.2	1.37	1.43	5.2	32.2	30.5	12.6	5.2	4.0	2.3	1.7
46. Experienced others “teaming up” against you	71.3	15.0	7.2	6.6	0.49	0.89	60.7	14.8	8.9	7.4	8.2	0.87	1.31	1.7	16.7	16.1	19.0	7.5	2.9	2.3	3.4

To what extent have you been exposed to...?	A. PREVALENCE Indicate if experienced and frequency of experience on a scale from 0 to 3 with an X						B. SEVERITY Indicate severity on scale from 0 to 4 by marking applicable column with an X							C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	0	1	2	3	$\bar{x}$	SD	0	1	2	3	4	$\bar{x}$	SD	1	2	3	4	5	6	7	8
47. Exposed to decision-making which affect your work directly without prior consultation	28.7	30.4	22.8	18.1	1.30	1.07	29.2	19.9	20.5	16.8	13.7	1.66	1.41	9.8	48.9	36.2	9.2	1.7	0	0.6	0
48. Complaints fall on deaf ears	30.2	19.8	26.7	23.3	1.43	1.15	25.3	13.3	19.0	24.7	17.7	1.96	1.45	9.2	54.0	37.4	13.8	4.6	4.6	1.1	2.3
49. Complaints are met with retaliation or “punishment”	69.6	8.2	11.7	10.5	0.63	1.05	62.0	6.7	8.7	12.0	10.7	1.03	1.47	5.2	27.6	25.3	9.2	1.7	0.6	0	1.1
50. Falsely blamed for errors or mistakes	55.8	22.7	11.1	10.5	0.76	1.02	49.7	12.8	13.4	10.7	13.4	1.26	1.49	3.4	26.4	27.6	10.9	2.3	3.4	1.7	2.3
51. Exposed to the “silent treatment”	62.8	15.1	10.5	11.6	0.71	1.06	57.2	9.7	17.2	5.5	10.3	1.02	1.38	4.6	19.0	26.4	10.3	2.9	0.6	0	1.1
52. Intentionally separated from others	79.7	11.1	4.7	4.7	0.34	0.78	74.8	7.7	7.7	4.2	5.6	0.58	1.15	4.0	14.9	18.4	13.2	2.3	0	0	0.6
53. Campaigns launched against you	84.4	8.1	4.6	2.9	0.26	0.68	79.9	6.9	2.8	6.3	4.2	0.48	1.09	3.4	16.7	15.5	12.6	3.4	2.3	0.6	1.1
54. Undesirable work assigned as “punishment”	85.4	9.9	3.5	1.2	0.20	0.55	82.5	4.9	6.3	6.3	0	0.36	0.86	4.6	18.4	14.9	9.2	0	0.6	0	0.6
55. Work output disregarded despite evidence of quality and high standards	59.3	16.9	12.2	11.6	0.76	1.06	55.3	10.0	12.0	12.0	10.7	1.13	1.45	5.7	33.9	27.6	8.6	1.1	0.6	0.6	0.6
56. Abuse of the evaluation process through misinformation about your performance	70.0	15.3	8.8	5.9	0.51	0.89	65.1	6.9	11.6	10.3	6.2	0.86	1.31	6.9	20.7	23.6	8.6	0	0	0	0.6

To what extent have you been exposed to...?	A. PREVALENCE Indicate if experienced and frequency of experience on a scale from 0 to 3 with an X						B. SEVERITY Indicate severity on scale from 0 to 4 by marking applicable column with an X							C. SOURCE (PERSON/S RESPONSIBLE) Indicate source: You may mark more than one source							
	0	1	2	3	$\bar{x}$	SD	0	1	2	3	4	$\bar{x}$	SD	1	2	3	4	5	6	7	8
57. Inputs in meetings being discounted by remarks (for example: "that's silly")	72.7	18.6	4.1	4.7	0.41	0.78	66.9	10.1	12.4	5.4	2.7	0.71	1.17	3.4	24.1	24.1	11.5	2.3	0.6	0	0
58. Singled out to perform unreasonable tasks	64.0	23.5	10.5	4.1	0.55	0.84	59.2	15.7	12.2	9.5	3.4	0.82	1.17	2.9	24.1	29.3	8.0	0.6	1.7	1.1	1.7
59. Credit for work being stolen by others	68.2	18.8	7.1	5.9	0.51	0.87	62.2	14.7	9.1	9.1	4.9	0.80	1.22	1.1	16.7	23.0	14.9	0.6	0.6	0.6	0.6
60. Deliberate non-performance by others to impact negatively on your work.	59.7	17.0	14.0	9.4	0.73	1.02	52.4	12.4	14.5	10.3	10.3	1.14	1.42	2.3	11.5	20.7	23.0	10.3	3.4	1.1	0
61. Deliberate attempts to set you up for failure	71.4	17.5	5.3	5.9	0.46	0.84	65.3	13.9	9.0	5.6	6.3	0.74	1.21	3.4	14.4	19.0	16.1	4.0	1.7	0.6	0.6
62. Humiliated in public	83.1	11.1	2.3	3.5	0.26	0.67	79.3	8.3	6.9	2.1	3.5	0.42	0.96	3.4	13.8	17.2	9.8	1.7	0.6	1.1	1.7
63. Exposed to stress-inducing behaviour from others at work	43.5	21.2	16.5	18.8	1.11	1.16	37.3	15.8	17.7	17.1	12.0	1.51	1.44	5.2	28.2	37.4	31.0	10.3	10.9	1.7	1.7

On the following page follows a list of experiences that <u>you might engage in</u>. Indicate in the applicable columns to what extent you engage in an experience and the severity of the experience by marking the applicable columns with an **X.**

To what extent **do you engage in the following?**	**A. PREVALENCE** Experienced & Frequency						**B. SEVERITY** Indicate severity on scale from 0 to 4						
	0	**1**	**2**	**3**	$\bar{x}$	**SD**	**0**	**1**	**2**	**3**	**4**	$\bar{x}$	SD
64. I avoid the workplace due to negative circumstances there	63.7	22.8	7.0	6.4	0.56	0.88	57.6	19.2	8.6	8.6	6.0	0.86	1.24
65. I dread going to work due to negative circumstances there	47.1	26.4	15.5	10.9	0.90	1.03	41.8	20.8	15.8	11.4	10.1	1.27	1.37
66. I am occupied with/or rethinking (brooding over) the detail of negative events at work	41.9	25.0	19.2	14.0	1.05	1.08	39.6	21.4	13.2	14.5	11.3	1.36	1.42
67. I experience reduced motivation due to negative circumstances at work	30.2	27.3	23.8	18.6	1.31	1.09	27.7	18.2	26.4	10.1	17.6	1.72	1.42
68. I experience job dissatisfaction caused by negative circumstances at work	32.2	23.4	22.2	22.2	1.35	1.15	31.1	16.2	19.3	14.3	19.3	1.75	1.51
69. I experience an increase in physical ailments due to circumstances at work	39.9	24.9	16.8	18.5	1.14	1.14	38.0	19.6	14.6	11.4	16.5	1.49	1.50
70. I have feelings of resentment and bitterness due to negative acts at work.	36.4	28.3	15.6	19.7	1.18	1.13	34.2	23.4	11.4	13.9	17.1	1.56	1.50

PLEASE COMPLETE THE SYMPTOM CHECKLIST ON THE LAST TWO PAGES:

ANNEXURE E: SURVEY INSTRUMENT

Score the following symptoms as follows (only mark one with an "x").

Score 1: If you had the symptom before the onset of psychological violence and it had not worsened since the experience.
Score 2: If the symptom has worsened since you experienced psychological violence.
Score 3: If the symptom is new since the onset of psychological violence.
Score 4: If you have not experienced the symptom.

List of symptoms		Had symptom but not worse	Symptom became worse	New symptom	Not experienced
		1	2	3	4
1.	Anxiety, stress, excessive worry				
2.	Heart problems (e.g. heart arrhythmia, heart racing, heart attack)				
3.	Feelings of panic				
4.	Loss of concentration				
5.	Hair loss				
6.	Sharp chest pain after activity exercise				
7.	Disrupted sleep				
8.	Chest pain				
9.	Ulcers				
10.	Feeling edgy, irritable, easily startled and constantly on guard				
11.	High blood pressure/hypertension				
12.	Stress headaches				
13.	Fibromyalgia – inflamed joints and connective tissue				
14.	Recurrent memories, nightmares and flashbacks				
15.	Obsession over details at work				
16.	Irritable bowel syndrome (colitis)				
17.	Migraines				
18.	Suicidal thoughts				
19.	Needing to avoid feelings, thoughts, and situations that remind you of trauma or a general emotional "flatness"				
20.	Body aches – muscles or joints				
21.	Thinking about being violent towards others				
22.	Exhaustion, leading to an inability to function				
23.	Asthma or allergies				
24.	Compulsive behaviours				
25.	Feeling depressed				
26.	Use of substances to cope: tobacco, alcohol, drugs, food				
27.	Shame or embarrassment that led to dramatic changes in lifestyle				
28.	Skin changes, e.g., shingles, rashes, acne				
29.	Significant weight change				
30.	TMJ (Jaw tightening/ teeth grinding)				
31.	Feeling chronically fatigued/tired				

State any other negative acts that you have experienced at work apart from those stated in the questionnaire:

……

……

……

……

If you are willing to participate in a **confidential interview** to share your negative experiences in the workplace, contact me on the following Cell number 084 974 0959. NB: You can just send me a text message and I will call you back. Alternatively you can write your contact details on the space provided below and I will contact you. Note that you do not have to leave your name unless you want to.

……

Telephone/cell numbers……..

Thank you very much for your precious time.

ANNEXURE E: SYMPTOM CHECKLIST

Score the following symptoms as follows (only mark one with an "x").

Score 1: If you had the symptom before the onset of psychological violence and it had not worsened since the onset.
Score 2: If the symptom has worsened since the onset of psychological violence.
Score 3: If the symptom is new since the onset of psychological violence.
Score 4: If you have not experienced the symptom.

List of symptoms		Had symptom but not worse		Symptom became worse		New symptom		Not Experienced	
		1		2		3		4	
		F	%	F	%	F	%	F	%
1	Anxiety, stress, excessive worry	58	33.3	50	28.7	26	14.9	40	23.0
2	Heart problems (e.g. heart arrhythmia, heart racing, heart attack	46	26.4	14	8	17	9.8	97	55.7
3	Feelings of panic	42	24.1	25	14.4	29	16.7	78	44.8
4	Loss of concentration	44	25.3	30	17.2	32	18.4	68	39.1
5	Hair loss	37	21.3	11	6.3	14	8	112	64.4
6	Sharp chest pain after activity/exercise	34	19.5	13	7.5	23	13.2	104	59.8
7	Disrupted sleep	45	25.9	33	19	32	18.4	64	36.8
8	Chest pain	36	20.7	12	6.9	21	12.1	105	60.3
9	Ulcers	37	21.3	18	10.3	16	9.2	103	59.2
10	Feeling edgy, irritable, easily startled and constantly on guard	42	24.1	25	14.4	32	18.4	75	43.1
11	High blood pressure/hypertension	40	23	15	8.6	14	8	105	60.3
12	Stress headaches	43	24.7	40	23	28	16.1	63	36.2
13	Fibromyalgia – inflamed joints and connective tissue	32	18.4	15	8.6	15	8.6	112	64.4
14	Recurrent memories, nightmares and flashbacks	36	20.7	14	8	20	11.5	104	59.8
15	Obsession over details at work	43	24.7	26	14.9	24	13.8	81	46.6
16	Irritable bowel syndrome (colitis)	36	20.7	11	6.3	18	10.3	109	62.6
17	Migraines	31	17.8	25	14.4	12	6.9	106	60.9
18	Suicidal thoughts	32	18.4	7	4	15	8.6	120	69.0
19	Needing to avoid feelings, thoughts, and situations that remind you of trauma or a general emotional "flatness"	32	18.4	14	8	21	12.1	107	61.5
20	Body aches – muscles or joints	43	24.7	25	14.4	21	12.1	85	48.9
21	Thinking about being violent towards others	30	17.2	12	6.9	27	15.5	105	60.3
22	Exhaustion, leading to an inability to function	28	16.1	25	14.4	25	14.4	96	55.2
23	Asthma or allergies	38	21.8	13	7.5	16	9.2	107	61.5
24	Compulsive behaviours	32	18.4	12	6.9	17	9.8	113	64.9
25	Feeling depressed	41	23.6	33	19	28	16.1	72	41.4
26	Use of substances to cope: tobacco, alcohol, drugs, food	30	17.2	16	9.2	16	9.2	112	64.4
27	Shame or embarrassment that led to dramatic changes in lifestyle	34	19.5	11	6.3	13	7.5	116	66.7
28	Skin changes, e.g., shingles, rashes, acne	31	17.8	7	4	18	10.3	118	67.8
29	Significant weight change	41	23.6	20	11.5	16	9.2	97	55.7
30	TMJ (Jaw tightening/teeth grinding)	32	18.4	16	9.2	19	10.9	107	61.5
31	Feeling chronically fatigued/tired	36	20.7	37	21.3	33	19	68	39.1

State any other negative acts that you have experienced at work apart from those stated in the questionnaire:

……

……

……

……

If you are willing to participate in a **confidential interview** to share your negative experiences in the workplace, contact me on the following Cell number 084 974 0959. NB: You can just send me a text message and I will call you back. Alternatively you can write your contact details on the space provided below and I will contact you. Note that you do not have to leave your name unless you want to.

…….

Telephone/cell numbers…….

Thank you very much for your precious time.

ANNEXURE F

RESULTS OF QUALITATIVE RESEARCH: THEMES, MAIN CATEGORIES, SUBCATEGORIES AND QUOTES

A ABUSE FROM MANAGEMENT

1 NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CORPORATE COMMUNICATION

1.1 Experiencing inadequate communication
1.2 Not being allowed to respond
1.3 Receiving distorted communication
1.4 Experiencing a lack of transparency

2 NEGATIVE EXPERIENCES RELATED TO ABUSIVE VERBAL COMMUNICATION

2.1 Being intimidated through threats
2.2 Being verbally abused
2.3 Being blamed falsely for errors not made
2.4 Being subjected to screaming and scolding sessions
2.5 Gossiping, spreading of stories, half-truths and lying
2.6 Being criticised
2.7 Management deny saying or doing things
2.8 Subjected to generalisations during meetings
2.9 Professional status being attacked
2.10 Being verbally attacked

3 NEGATIVE EXPERIENCES RELATED TO ABUSIVE NON-VERBAL COMMUNICATION

3.1 Being subjected to negative attitude, approach and inappropriate non-verbal conduct
3.2 Being subjected to mood changes of superiors

4 NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CONDUCT

4.1 Being retaliated against when irregularities or problems are voiced
4.2 Experiencing dehumanisation and misuse
4.3 Certain people are being singled out to be targeted and victimised
4.4 Being excessively monitored
4.5 Being humiliated in public
4.6 Being subjected to unreasonable scrutiny and micro management
4.7 Being treated like children

4.8 Being subjected to excessive pressure
4.9 Experiencing and observing discrimination
4.10 Experiencing disrespectful treatment
4.11 Experiencing mobbing
4.12 Observing that different rules are applied for different people
4.13 Observing and experiencing favouritism
4.14 Experiencing that others are encouraged to turn against one
4.15 Observing unequal work distribution

5 NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT BY MANAGEMENT

5.1 Not receiving due recognition
5.2 Problems and complaints are not being adequately addressed
5.3 Not receiving support
5.4 Not being listened to
5.5 Not being adequately trained to meet job demands
5.6 Privileges and resources are being intentionally withheld
5.7 Disengagement that negatively affect job performance
5.8 Information is being withheld

6 NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE

6.1 Being exposed to unilateral and continuous changes
6.2 Being forced into doing things
6.3 Not being consulted on changes that affect one directly
6.4 Not being provided with the necessary resources to perform job
6.5 Being subjected to unilateral policies
6.6 Experiencing unacceptable handling of contracts
6.7 Grievances are not being properly addressed
6.8 Observing unfair remuneration practice

7 NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL MANAGEMENT

7.1 Experiencing lack of leadership
7.2 Being controlled by means of autocratic management style
7.3 Being subjected to insufficient planning
7.4 Being exposed to crisis management
7.5 Observing managers' inability to confront culprits
7.6 Observing that managers refrain from acknowledging own deficiencies

8 NEGATIVE EXPERIENCES RELATED TO MANAGEMENTS' UNFAIR DEMANDS

8.1 Experiencing unmanageable workload

8.2 Expected to perform and complete tasks within impossible and unreasonable deadlines

8.3 Being exposed to unrealistic and unreasonable expectations

8.4 Having to carry other staff members' workload

8.5 Receiving unclear and vague job descriptions

8.6 Being held accountable for non-specified and unclear instructions

8.7 Being expected to teach large numbers of students in one class

B ABUSE FROM THE DEPARTMENT OF EDUCATION

9 NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE BY THE DEPARTMENT OF EDUCATION

9.1 Being forced to accept changes to one's own disadvantage

10 NEGATIVE EXPERIENCES RELATED TO EXCESSIVE PRESSURE, INTIMIDATION AND POOR PLANNING FROM THE DEPARTMENT OF EDUCATION

10.1 Being subjected to excessive pressure

10.2 Being subjected to poor planning

10.3 Being threatened

11 NEGATIVE EXPERIENCES RELATED TO THE NEW CURRICULUM (NCV - NATIONAL CERTIFICATE/S VOCATIONAL)

11.1 Having to teach students who do not have the ability to meet the demands of the new curriculum

11.2 Handling of students' portfolios of evidence causes unmanageable workload

11.3 Being subjected to an increased and excessive administration load

11.4 Having to teach increased numbers of NCV students in one class

11.5 Being disrespectfully forced to implement the new curriculum

C ABUSE FROM COLLEAGUES OF EQUAL STATUS

12 NEGATIVE EXPERIENCES RELATED TO COLLEAGUES' INAPPROPRIATE CONDUCT

12.1 Experiencing divisions and cliques

12.2 Colleagues refrain from completing tasks that affect one's own work performance

12.3 Colleagues attempt to create a poor impression of one at management

12.4 Colleagues denying doing or saying things

12.5 Experiencing gossiping
12.6 Experiencing racism

D ABUSE FROM STUDENTS

13 NEGATIVE EXPERIENCES RELATED TO STUDENTS' DYSFUNCTIONAL CONDUCT

13.1 Students refrain from completing their portfolios of evidence
13.2 Being exposed to serious behaviour problems from students
13.3 Students lack commitment and discipline
13.4 Students are disrespectful towards lecturers

E ABUSE FROM SUBORDINATES

14 NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT

14.1 Subordinates do not follow communication channels
14.2 Subordinates refrain from obeying and are ignoring instructions

F HARMFUL IMPACT RELATED TO PRIMARY PSYCHOLOGICAL VIOLENCE

15 EXPERIENCING NEGATIVE PSYCHOLOGICAL HEALTH EFFECTS

15.1 Experiencing distress
15.2 Experiencing recurring thought patterns
15.3 Feeling frustrated
15.4 Experiencing anger
15.5 Experiencing personality changes, acting contrary to personality and becoming a 'changed' person
15.6 Crying
15.7 Experiencing depression
15.8 Experiencing concentration problems
15.9 Experiencing fear and anxiety
15.10 Experiencing forgetfulness
15.11 Feeling irritated
15.12 Having suicidal thoughts
15.13 Consuming more alcohol
15.14 Experiencing feelings of inferiority and damaged self-esteem
15.15 Experiencing lethargy
15.16 Experiencing numbed emotions (anhedonia)

15.17 Experiencing thoughts of violence
15.18 Feeling very emotional
15.19 Feeling worried
15.20 Having to violate own moral values and ethical conduct
15.21 Repressing thoughts about negative experiences
15.22 Wanting to retaliate (retribution)
15.23 Becoming aggressive
15.24 Smoking more

16 EXPERIENCING NEGATIVE BIOPHYSICAL HEALTH EFFECTS

16.1 Experiencing tiredness and exhaustion
16.2 Suffering from headaches
16.3 Experiencing insomnia
16.4 Having to use medication and food supplements
16.5 Experiencing bodily pains
16.6 Experiencing painful and tensed shoulders
16.7 Worsening of existing diseases and new medical conditions appearing
16.8 Experiencing heart palpitations
16.9 Experiencing stomach aches and cramps, stomach sensitivity, diarrhoea, chronic stomach ulcer and spastic colon
16.10 Experiencing high blood pressure (hypertension)
16.11 Experiencing overeating, weight gain and a lack of appetite
16.12 Grinding teeth (teeth gnashing)
16.13 Experiencing heart cramps and heart disease
16.14 Experiencing migraine headaches
16.15 Experiencing nausea and vomiting
16.16 Sleeping excessively

17 EXPERIENCING NEGATIVE SPIRITUAL HEALTH EFFECTS

17.1 Feeling that everything has become too much to handle and that one cannot cope anymore
17.2 Having a negative outlook on life
17.3 Negative personal views held by non-management employees regarding their realities
17.4 Having no positive expectations about the future
17.5 Perceptions that management cannot be trusted
17.6 Questioning role of God in bad experiences
17.7 Affecting relationship with God negatively
17.8 Experiencing bitterness and resentment

17.9 Experiencing dejection and desperation

17.10 Experiencing lack of control over own situation

17.11 Experiencing unfairness

18 EXPERIENCING NEGATIVE SOCIAL HEALTH EFFECTS

18.1 Affecting relationships with family negatively

18.2 Withdrawing from other people

18.3 Affecting relationships with students and quality of instruction negatively

18.4 Affecting social relationships with colleagues and others negatively

18.5 Having no time for social life due to work overload

18.6 Losing trust in other people

19 EXPERIENCING NEGATIVE ECONOMICAL HEALTH EFFECTS

19.1 Dreading coming to work

19.2 Experiencing demoralisation and lack of motivation

19.3 Having no job security and experiencing feelings of uncertainty

19.4 Seeking other employment and resigning (High staff turnover)

19.5 Experiencing diminished creativity and initiative

19.6 Being less productive

19.7 Taking more sick leave and experiencing increased absenteeism

19.8 Experiencing no job satisfaction

20 EXPERIENCING NEGATIVE METAPHYSICAL HEALTH EFFECTS

20.1 Experiencing the implementation of Affirmative action negatively

20.2 Working in an environment of 'survival of the fittest'

20.3 Experiencing racism as a consequence of the new political dispensation

20.4 Minority groups are being subjected to psychological violence

20.5 Negative personal views held by management regarding the toxicity of the work environment

20.6 Having fears of retribution if one speaks out

G HARMFUL IMPACT RELATED TO SECONDARY PSYCHOLOGICAL VIOLENCE

21 NEGATIVE EXPERIENCES RELATED TO WITNESSES OF VIOLENCE

21.1 Conforming to avoid being bullied

21.2 Fear of becoming the next target

H COPING STRATEGIES

22 COPING STRATEGIES TO MINIMISE THE HARMFUL EFFECTS OF NEGATIVE EXPERIENCES

22.1 Getting involved in other activities
22.2 Repressing thoughts and blocking out negative experiences
22.3 Turning to God and holding on to faith
22.4 Relating experiences to family members or friends
22.5 Doing exercises
22.6 Reframing experiences of psychological violence
22.7 Catching up on sleep during holidays
22.8 Having to "adapt or die" because no other alternatives
22.9 Sharing experiences with and getting support from colleagues
22.10 Spending time with family and not taking work home
22.11 Taking medication and supplements
22.12 Undergoing psychological therapy as a result of psychological violence at work

A ABUSE FROM MANAGEMENT

The word "abuse" is described as *"the use of something in a way that is wrong or harmful"* for example *"the abuse of power",* and *"unfair, cruel or violent treatment of somebody"* but also *"to use power or knowledge unfairly or wrongly".* Abuse is synonymous with *"misuse"* (Oxford Advanced Learner's Dictionary, 2010:6) (also cf. par. 2.3.6 - abuse).

In the context of the qualitative study and as intended by the participants, the concept "management" should be understood as inclusive of all levels of management within the College, namely Manco and superiors at the Corporate Centre and the superiors at the campuses (cf par. 1.3; par. 5.2.1.2.3 for a description of "management" within the context of FET Colleges).

1 NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CORPORATE COMMUNICATION

The Oxford Advanced Learner's Dictionary (2010:458) defines the adjective "dysfunctional" as *"not working normally or properly"*. "Communication" is defined as *"the activity or process of expressing ideas and feelings or of giving people information"*, whereas "corporate" is described as *"involving or shared by all members of a group"* (Oxford Advanced Learner's Dictionary, 2010: 327 & 291).

In the context of this study, dysfunctional corporation communication therefore refers to management's improper communication or the expression of ideas and giving of information to subordinates in the College as experienced by participants.

MAIN CATEGORY 1	NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CORPORATE COMMUNICATION	N = 29
Subcategories	Experiencing inadequate communication	11
	Not being allowed to respond	5
	Receiving distorted communication	4
	Experiencing a lack of transparency	3

The category *negative experiences related to dysfunctional corporate communication* is formulated based on the following direct verbatim quotations:

1.1 Experiencing inadequate communication

According to eleven participants, they experience inadequate communication.

(3) *"…Korporatiewe Sentrum … as jy bel kom jy nooit by hulle uit nie of … jy kry raas omdat jy hulle direk kontak."*

["…Corporate Centre …if you phone you never reach them or …you get scolded at because you contact them directly."]

(6) *"Daar's vir my geen defnitiewe lyn van kommunikasie nie … uhh want dit gebeur dat navraag gedoen word en … dan is dit asof dit maar net … dit moet maar so wees en wanneer jy dan ... jou tot ander opsies of op ... middele wend om wel te probeer dan … word gese maar jy volg nie die regte kanale nie…"*

["There is no definitive line of communication for me …uhh because it happens that one enquires and …then it is as if it just …must be like that and when you then … turn to other options or … turn to means to try then… it is said that you do not follow the right channels…".]

(9) *"Hulle besluit om die Ingenieursafdeling oor te skuif hiernatoe - dit is ook 'n redelike oorhaastige storie, dit maak ook nie rerig sin nie. Uhm of as dit sin maak het hulle nie rêrig vir ons deurgegee hoekom is dit gedoen nie."*

["They decide to shift the Engineering section to this side - it is also a moderate hasty story, it does not really make sense either. Uhm and if it makes sense they did not really inform us why it has been done."]

(11) *"Die manier hoe hulle 'n ou hier bestuur ook - jy's altyd in die duister, jy weet. Dinge gebeur, die kommunikasie is baie, is baie vrot. Jy weet nooit wat, wat gaan vir wat nie, jy weet … en ek kry dit by personeel ook - hulle raak onseker want hulle weet nie presies, jy weet uhm jy word nie altyd ingelig nie."*

["The way they manage one here -you are always in the dark, you know. Things happen, the communication is very, very poor. You never know, what is going on, you know …and I find it from the staff too - they become unsure because they do not know exactly, you know uhm you are not always informed."]

(12) *"Ons het min terugvoer as ons voorstelle maak …. Uhm kommunikasie is vir my nie baie duidelik nie tussen my, tussen myself of ons vlak en* (name of manager omitted) *volg nie sy kantoor nie uhm."*

["We have limited feedback when we make suggestions ….Uhm communication is not very clear between me, between myself or our level (name of manager omitted) *does not follow up his office uhm."]*

(14) *"The thing here is communication … communication … between the management and the staff. There's … most of the time you see things happening, they didn't inform us before …"*

(17) *"Hulle kom doen dinge op die kampus sonder om ons eens daarvan te verwittig."*

["They come and do things here on the campus without even informing us about it."]

(18) *"Dan het hy,* (name of Dean omitted)*, 'n besluit gemaak wat absoluut 'n impak het op die studente en op akademiese uhm situasies in die kampus en nie enigsens iemand in ag geneem of gevra of gesê, eers ingelig wat gebeur het nie."*

["Then he had (name of Dean omitted) *made a decision that would have an absolute impact on the students and on academic uhm situations on the campus without considering someone or asked or said, nor informed what happened."]*

(20) *"And again, in terms of the communication is not really, really really good from top down … Maybe the Corporate Centre would send the message in time then when it gets here, it delays and then when it has to get to us, it comes late."*

(27) *"Communi … and when there's no communication it means things cannot be talked, things cannot be solved you know. And even if there can be communication but we are*

not free …to talk and … show our views, then still whether it is a one man show, it's a one flow communication …"

(28) *"Uhm ons kry opdragte ook van allerhande rigtings. Die lyn van kommunikasie werk net wanneer dit hulle pas. Ons kry opdragte ons moet goed deurstuur, as ons dit deurstuur dan kry ons moeilikheid want 'hoekom - hoe durf ons met Corporate Centre direk kontak maak?' maar ons kry opdragte van daar af."*

["Uhm we get instructions also from all kinds of directions. The communication line only works when it suits them. We get instructions we must send things through, if we send it through then we get into trouble because 'why - how dare you contact Corporate Centre directly?' but we get instructions from there."]

1.2 Not being allowed to respond

According to five participants they are not allowed to respond.

(7) *"Uhm you are questioned about something, you are accused of doing something uhm and when you wanna talk, there's no response allowed …"*

(13) *"You're not even given a chance to explain what happened …"*

(19) *"You're not been given a chance to explain yourself …"*

(27) *"He's trying to give an answer, not only to you but to the rest of the others who are there to say 'back off, don't even think of coming to me if you have such a problem', you understand."*

(28) *"… maar elke keer wat ek die geleentheid gevra het om te verduidelik en te sê - hier's my dokumentasie …* (detail omitted to ensure source anonymity) *is ek elke keer stilgemaak …"*

["… but every time that I asked for the opportunity to explain and to say - here's my documentation … (detail omitted to ensure source anonymity) *I was silenced every time …"]*

1.3 Receiving distorted communication

According to four participants they and/or staff members receive distorted communication from the management.

(7) *"You don't know whether what you're saying and the feed in and the input that you give at a certain level - how much of it is carried to the next level and is it carried in the correct way. I'm starting to doubt whether it is carried in the right way or if it is carried at all. Too many things have come up; recently, to show that there's gaps."*

(11) *"Jy hoor baiekeer goed tweederangs …"*

["Many times you hear things second-rated …"]

(27) *"Ja, well most of the time we'll be given responses like: 'The Corporate Centre says …' or 'I've been instructed to tell you this …' you know and such things how can you really really confirm that it is the Corporate Centre or it's an instruction which I got or that the person got, you understand. … Where do you start in that case to try and confirm if that's true or not, you know."*

(28) *"Ons het al 'n paar keer agtergekom dat die boodskappe ook nie altyd, hetsy van Corporate Centre af deurgegee word kampus, van die Departement van Onderwys waar ookal kom die boodskappe … bietjie snaaks uit …. Ek, ons kan verseker sê dat daar defnitief 'n groot gaping tussen Corporate Centre en ons kampushoof is - die inligting wat daar teruggehou word, vashak …"*

["We have noticed several times that messages not always, whether given through from Corporate Centre to the campus, from the Department of Education wherever the messages … turn out … odd … I, we can say for sure that there is definitely a big gap between Corporate Centre and our campus manager - the information that is withheld there, stucked …"]

1.4 Experiencing a lack of transparency

According to three participants they experience a lack of transparency from the management.

(8) *"Dis juis dit wat my so hinder van hulle, dat hulle eintlik nie transparent is nie en oneties optree."*

["It is exactly that what bothers me about them that they are not actually transparent and they act unethical."]

(11) *"Wat vir my ook 'n probleem is, is uhm jy kry partykeer dat jy die etiese uhm korrektheid van hoe dinge gebeur bevraagteken want hulle's nie transparent nie."*

["What is also a problem to me is is uhm you find sometimes that you doubt the ethical correctness of how things happen because they are not transparent."]

(16) *"In this campus, transparency is not practiced as promised in the - is it the mission or the vision of this College*."

2. NEGATIVE EXPERIENCES RELATED TO ABUSIVE VERBAL COMMUNICATION

The word "verbal" includes words, spoken or oral communication. "Communication" is defined as *"the activity or process of expressing ideas and feelings or of giving people information"* (Oxford Advanced Learner's Dictionary, 2010:1636 & 291). "Abuse" is also synonymous with "insults" and includes *"rude and offensive remarks, usually made when somebody is very angry: to scream/ hurl or shout abuse"* (Oxford Advanced Learner's Dictionary, 2010:6).

MAIN CATEGORY 2	NEGATIVE EXPERIENCES RELATED TO ABUSIVE VERBAL COMMUNICATION	N= 29
Subcategories	Being intimidated through threats	8
	Being verbally abused	8
	Being blamed falsely for errors not made	7
	Being subjected to screaming and scolding sessions	7
	Gossiping, spreading of stories, half-truths and lying	6
	Being criticised	4
	Management deny saying or doing things	4
	Subjected to generalisations during meetings	4
	Professional status being attacked	3
	Being verbally attacked	2

The category *negative experiences related to abusive verbal communication* is formulated based on the following direct verbatim quotations:

2.1 Being intimidated through threats

According to eight participants the management intimidates staff members through threats.

(1) *"We constantly get threats from different people, on different levels in our … uhm college….threats like: 'If you don't enrol the numbers of students you're going to lose your job'. Threats like: 'If you don't give us the pass rate we need, we're going to close this place down and you're going to leave … to lose your job'."*

(3) *"Daar word net vir jou gesê: 'Hoor hier, dit is nou hoe dit gaan wees … en as jy nie tevrede is daarmee nie - gaan soek vir jou ander werk' ... 'adapt or die' - dis een boodskap wat ons spesifiek met 'n vergadering gekry het, dis … 'Vat dit of vat jou goed'."*

["You are just told: 'Listen here, this is how it is going to be … and if you are not content with it - go look for another job' … 'adapt or die' - it is one message that we specifically got during a meeting, it's … 'Take it or leave'."]

(5) *"Dit is 'n order, dit is 'n bevel, 'jy doen dit so of…' Soos wat hulle al op Roadshows gesê het: 'Gaan soek vir jou ander werk'."*

["It is an order, it is a command, 'you do it like this or …' like they have said at Road shows: 'Go and look for another job'."]

(8) *"Die groot ding is daar word maar geintimideer en gedreig … jy weet daar word die heeltyd gedreig met die non-conformances."*

["The main thing is there is intimidation and threats … you know there are always threats with non-conformances."]

(18) *"… Soos …* (name of senior manager omitted) *wat sê hy hire en hy fire, net soos wat hy wil. Uhm en jy, as jy nie perform nie - fire hy jou."*

["… As … (name of senior manager omitted) *that said he hires and fires, just as he likes. Uhm and you, if you do not perform - he will fire you."]*

(19) *"If your senior assigns you those duties and if you don't do such and such within such and such a time then you are threatened with some disciplinary action …"*

(25) *"Dis soos die* (name of senior manager omitted) *in die heel begin gesê het 'I can hire and I can fire as I please'."*

['It is like (name of senior manager omitted) *said in the very beginning 'I can hire and I can fire as I please'."]*

(28) *"Mens word nogals gereeld gedreig met: 'Jy moet weet daar is nie werk daarbuite nie uhm jy gaan nie beter werk kry nie' en 'Jy moet weet hulle kan jou enige tyd afdank."*

["One gets fairly often threatened with: 'You must know there is no jobs available out there uhm you will not get a better job' and 'You must know that they can fire you at any time."]

2.2 Being verbally abused

According to eight participants the management abuses verbally.

(2) *"I felt the manner in which she spoke to me … the approach the approach was very bad."*

(3) *"Sy praat jou doodeenvoudig dood, verskree jou selfs …"*

["She quite simply talks over you, even shouts at you …"]

(7) *"You'll find people who are above you talking about: 'I've been lashed'. Sometimes they use that expression: uhm 'I've got a row' 'I've got a beating' … uhm so that language filters …"*

(8) *"So baie sarkasties en neerhalende op goeters."*

["Thus very sarcastic and derogatory on things."]

(13) *"People are verbally abused."*

(18) *"Van die topbestuur* (names omitted)*, kry jy baie negatiewe aanmerings en opmerkings."*

["You get many negative remarks and comments from the top management (names omitted)*."]*

(21) *"You are punished for, verbally punished … to me I think there are serious uhm viole … verbal violence."*

(29) *"Dis verbaal, in die meeste gevalle is dit verbaal."*

["It is verbal, most of the times it is verbal."]

2.3 Being blamed falsely for errors not made

According to seven participants they are being blamed falsely by management for errors not made.

(5) *"Ek was ook daarvan beskuldig dat ek myself onttrek van mense en dat ek gladnie 'n goeie kollega is nie omdat ek te veel tyd in my klas spandeer en nie by die mense uitkom nie en net te veel my aandag my aandag op die studente sit."*

["I was also accused that I withdraw myself from people and that I am not a good colleague at all because I spend too much time in my class and don't get to people and just too much attention give my attention to the students."]

(7) "*I was called in and accused of stuff that was wrong …"*

(8) *"En die fout lê nooit by hulle nie, dis altyd hierdie blameshifting … die die fout lê nie by hulle nie, die fout lê by ons."*

["And the mistake in never theirs, it is always this blame shifting … they are not at fault, we are at fault."]

(13) *"Now when my HOD* (Head of Division) *comes, he just like scream - I'm exposing now the marks to the learners - how did I do that?"*

(18) *"Waar die probleem ookal vandaan kom - dit sluit hulle uit. Jy weet jy; jy op kampusvlak is maar die skuldige een."*

["Wherever the problem comes from - it excludes them. You know you; you at campus level are the guilty one."]

(28) *"…dan sê hulle die fout lê by ons …"*

["… then they say the fault is ours…"]

(29) *"… dis ons fout."*

["… it is our fault."]

2.4 Being subjected to screaming and scolding sessions

According to seven participants they are being subjected to screaming and scolding sessions by management.

(2) *"Then she said: 'Get out, get out get out' … she was screaming at me."*

(3) *"Daar's mense wat letterlik verskree word …"*

["There are people that are literally scolded at …"]

(7) *"Sy kan skel, she does raise her voice, uhm she does shout."*

["She can scold; she does raise her voice, uhm she does shout."]

(8) *"Daar is gereeld uittrapsessies …"*

["There is often scolding sessions …"]

(9) *"Toe begin skree hy op my …"*

["Then he started to scream at me …"]

(13) *"They'll be saying that screaming while going."*

(28) *"… en baiekeer ook, spesifiek met die uittrapsessie …* (detail omitted to ensure anonymity)*… dit was ook redelik onprofessioneel gedoen - voor almal uitgeskel."*

["… and also often, specifically with the scolding session … (detail omitted to ensure anonymity) *… it was also done quite unprofessional - scolded at in front of everybody."]*

2.5 Gossiping, spreading of stories, half-truths and lying

According to six participants they experience gossiping, spreading of stories, half-truths and lying from the management.

(2) *"I asked her why was my contract not renewed, then she said:'The HR (human resources), they said they are not going to renew it' … and I asked him, he said he does not know, he has never said that."*

(4) *"'Ja', sê hy, hy kan nou nie verstaan nie … X* (name of manager omitted) *wat dan nou my baas is, het dan nou vir my Deputy CEO gesê ek was die vorige week die heel week nie by die werk nie. Toe se hy: 'Maar hoe kan dit wees? Hy was dan by my in my kantoor."*

["Yes, he said, he cannot understand now … X (name manager omitted) *who is now then my boss, has then now just said to the Deputy CEO said I was not at work the whole previous week. Then he said: 'But how can it be? He was then with me in my office."]*

(7) *"Now, when you hear that story and you hear the Campus Manager relay the same story, agh they are two different stories completely…."*

(8) *"Die skinder of die stories wat vertel word of jou naam wat gekoppel word aan stories of daar word beweer dat ek goed gesê het wat ek nooit gesê het nie."*

["The gossiping or the stories that are being told or your name that get connected to stories or it is alleged that I said things that I have never said."]

(28) *"Spesifiek die skinder-ding, dit is ook nou hoorsê, maar uhm my vriendin het ingesit op 'n bestuursvergadering waar ek bespreek is met topbestuur … en sy (the campus manager) het vir topbestuur gesê (Corporate) uhm dis ons skuld dat ons studente sielkundige probleme het."*

["Specifically the gossip-thing, it is also hearsay, but uhm my friend was present at a management meeting where I was discussed with top management … and she (the campus manager) told top management (Corporate) that is our fault that our students have psychological problems."]

(29) *"Toe word daai hele memorandum wat ons geskryf het verdraai, elke ding word gedraai"*

["Then that entire memorandum that we have written got twisted, everything got twisted"]

2.6 Being criticised

According to four participants the management criticises them.

(5) *"Dis regtig asof hulle met negatiewe kritiek probeer om die mense aan te spoor en dit gaan nie werk nie."*

["It is really as if they are trying to encourage people with negative criticism and it will not work."]

(18) *"Daar's altyd 'n kritiek te lewer: 'Dís nie reg nie, dís nie reg nie' …"*

["There is always criticism levelled: 'Its not right, its not right' …"]

(22) *"Ek kry net kritiek …"*

["I only receive criticism …"]

(23) *"Skriftelik, word daar vir my geskryf: 'Jou werk is nie goed genoeg nie, jou uitslae was nie goed genoeg nie'."*

["In writing, it is written to me: 'Your work is not good enough, your results were not good enough."]

2.7 Management deny saying or doing things

According to four participants the management denies saying or doing things.

(4) *"Ek het haar gevra of ek verlof kan kry, wat sy lateraan ontken het."*

["I asked her if I can obtain leave, which she denied later."]

(8) *"As ek dan nou, wel gaan uitvind wat is die ware toedrag van sake, dan word dit ontken … dan was dit nooit gesê nie."*

["If I now, though go and find out what is the real state of affairs, then it gets denied … then it was never said."]

(24) *"Hy't dan nou so vir my gesê … nee, hy, 'Nee' sê hy vir my, hy't nie vir my so gesê nie."*

["He has just told me … no he, 'no', said he to me, he didn't tell me that."]

(28) *"Daar's ook verskeie kere wat daar uhm wat mense in gesprekke is wat ons vir 'n feit weet iets is gesê en dan sal dit ontken word … en dis nogal 'n standaardgesegde om te sê: 'Wat ookal jy herhaal, hier buite sal ontken word'."*

["There are also several times that there uhm were people in conversations which we know for a fact something was said and then it will be denied … and it is quite a standard saying to say that: 'Whatever you repeat, here outside it will be denied."]

2.8 Subjected to generalisations during meetings

According to four participants they are being subjected to generalisations during meetings by the management.

(3) *"In 'n vergadering sal daar in die algemeen gesê word: 'Iemand het die water opgedrink' … Dit gebeur gereeld dat daar in die algemeen by 'n vergadering 'n uittrapsessie is en dan en dan, is dit eintlik op iemand spesifiek bedoel maar almal voel sleg daarna."*

["During a meeting it will be said in general that: 'Someone finished the water' … It often happens that in a meeting there is a general scolding session and then, it is actually aimed at somebody specifically but we all feel bad afterwards."]

(11) *"Jy kry baie keer dat hulle in die bondel skiet en nie 'n persoon inroep en hom daadwerklik, jy weet one on one kry … dan ly ons daaronder."*

["You often find that they aim at all and don't call a person in and get him one on one ... then we suffer from it."]

(12) *"Daar word in vergaderings uhm … net verwys na: 'Julle doen dit nie en julle doen dit nie'. Daar word nooit individue vasgevat nie, wat nie hulle werk doen nie."*

["In meetings it is only referred to as: 'You don't do this and you don't do this'. Individuals are never reprimanded that do not do their work."]

(27) *"But at a general meeting … you are given a response or in a general form …this person is trying to address an issue that you came to him or her with and … he's trying to give an answer, not only to you but to the rest of the others who are there ..."*

2.9 Professional status being attacked

According to three participants the management attacks their professional status.

(2) *"I'm going to quote her what she said: 'They don't know why people like you get hired' … They don't want people like you who uhm don't have educational qualifications'."*

(7) *"One of the leading managers turned round to the lady and said: 'Are you not capable and competent in doing it?' "*

(8) *"Toe was haar reaksie: 'Jy wat besig is met jou MBA* (Masters in Business Administration) *weet ook maar niks nie nê'."*

["Then her reaction was: 'You that are busy with your MBA (Masters in Business Administration) *also know nothing."]*

2.10 Being verbally attacked

According to two participants they experience verbal attacks from the management.

(18) *"Die manier wat hulle dinge hanteer as hulle in 'n hoek kom om, om die persoon aan te val."*

["The manner in which they handle things when they are cornered, to attack the person."]

(29) *"All of the sudden you just get this attack from above …"*

["Skielik kry jy net hierdie aanval van bo af…"]

3. NEGATIVE EXPERIENCES RELATED TO ABUSIVE NON-VERBAL COMMUNICATION

"Non-verbal communication" is defined as *"any form of communication apart from language, including paralanguage (non-verbal aspects of speech), facial expression, communicative gaze and eye contact, kinesics (gestures and other communicative bodily movements), and proxemics (communicative use of personal space)"* (Colman, 2009:512).

MAIN CATEGORY 3	NEGATIVE EXPERIENCES RELATED TO ABUSIVE NON-VERBAL COMMUNICATION	N= 29
Subcategories	Being subjected to negative attitude, approach and inappropriate non-verbal conduct	5
	Being subjected to mood changes of superiors	2

The category *negative experiences related to abusive non-verbal communication* is formulated based on the following direct verbatim quotations:

3.1 Being subjected to negative attitude, approach and inappropriate non-verbal conduct

According to five participants they are being subjected to negative attitudes, approach and inappropriate non-verbal conduct by the management.

(18) *"Oor die algemeen is dit 'n kwessie van uhm dat hulle nie met 'n gawe attitude hiernatoe kom nie, jy weet dit, dit gaan maar oor die attitude, dis waaroor dit gaan."*

["In general it is a question of uhm that they with their grateful attitude do not come, you know, it goes more about the attitude ,that's what it is about."]

(13) *"The approach is not, is not really up to standard. …the conduct again ... it's not good."*

(21) *"You communicate in writing the responses in writing has uhm … some element of, element of arrogance in it, element of violence …"*

(27) *"Because when there's an issue on the table and then when you try and discuss it with either your colleague or your senior and the person decides just to walk away, just to walking away, facing the other direction. It sends a message on its own… like greetings, it seems small but it means a lot … the following day when you come in and you greet, you see the long faces …"*

(25) *"… toe't ek vir 'n paar dae van die HOD 'n koue skouer gekry."*

["… then for a few days from the HOD I got the 'cold shoulder'."]

3.2 Being subjected to mood changes of superiors

According to two participants they are being subjected to mood changes by superiors.

(7) *"In terms of his own behaviour pattern … keeps on changing …and extremely moody, you can pick certain days that he comes in and he's still barking …"*

(8) *"Die ding is met …* (name of manager omitted) *is party dae is sy … baie innemend en mens kan van haar hou en die ander dag dan weet jy nie want dis soos dr Jekyll and mr Hyde, jy weet nie in watter bui sy is nie… jy weet nie waar, hoe jy dit rêrig hanteer gaan word nie …"*

["The thing with … (name of manager omitted) *some days she is … very endearing and one can like her and the other day you don't know because it is like dr Jekyll and mr Hyde, you don't know in what mood she is … you don't know where, how you will really be handled …"]*

4. NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CONDUCT

The word "dysfunction" is described by Colman *in* the Oxford dictionary of Psychology (2009:232) as an *"abnormality or disturbance of function"*. The Oxford Advanced Learner's Dictionary (2010: 302) describes the word "conduct" as *"a person's behaviour in a particular place or in a particular situation"* or as *"the way in which a business or an activity is organised or managed"*. In the context of this study, "dysfunctional conduct" refers to the "bad or abnormal" behaviour of management as experienced by participants.

MAIN CATEGORY 4	**NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL CONDUCT**	**N= 29**
Subcategories	Being retaliated against when irregularities or problems are voiced	9
	Experiencing dehumanisation and misuse	7
	Certain people are being singled out to be targeted and victimised	6
	Being excessively monitored	5
	Being humiliated in public	5
	Being subjected to unreasonable scrutiny and micro management	5
	Being treated like children	5
	Being subjected to excessive pressure	4
	Experiencing and observing discrimination	4
	Experiencing disrespectful treatment	4
	Experiencing mobbing	3
	Observing that different rules are applied for different people	3
	Observing and experiencing favouritism	3
	Experiencing that others are encouraged to turn against one	2
	Observing unequal work distribution	2

The category *negative experiences related to dysfunctional conduct* is formulated based on the following verbatim quotations:

4.1 Being retaliated against when one voices irregularities or problems

According to nine participants they are being retaliated against by management if they voice irregularities or problems.

(3) *"As mens X* (name of manager omitted) *wys op iets wat nie reg is nie sal sy op ander maniere terugkom na mens."*

["As a person points out something to X (name of manager omitted) *that is not right, she will retaliate by other means."]*

(4) *"Hulle het 'n ou onder my gaan uithaal en bo my gaan aanstel omdat ek vrae gevra het uhh rondom… goed."*

["They went and took a person below me and promoted the person above me because I ask too many questions uhh … around things."]

(7) *"In other words - all of the things that he is very aware that I am good at and I enjoy doing - were reeled in."*

(8) *"Nou die dag is daar ook vir ons gesê … dat... X* (name of manager omitted) *ons altyd geondersteun het maar nou vandat die …* (word omitted to protect identity of source) *storie uitgekom het en sy aangespreek is daaroor, gaan sy ons nie meer ondersteun nie en van daar af het die wind gedraai."*

["Just the other day it was also said to us …. that … X (name of manager omitted) *who supported us has since the* (word omitted to protect identity of source) *story has been made known that she is no longer going to support us and from there on there was a change."]*

(10) "*As jy nou sou kla oor 'n spesifieke ding … en sê: 'Hoor hier, ons voel julle doen dit verkeerd' en hulle is regtig in 'n hoek wat hulle weet hulle is verkeerd. Dan slaan hulle terug … op hierdie slinkse agterbakse manier … daai volgende drie weke werk jy jou as af."*

["If you complain about a specific thing … and say 'Listen here, we feel that you are doing things wrong' and they are really in a corner as they know they are wrong. Then

they hit back … in a sly backhanded way … then for the following three weeks you work your butt off."]

(11) *"… jy voel dat jy nie werklik teen hulle gaan nie want dit kan langtermyn slegte gevolge vir jou inhou as jy openlik teen 'n besluit of teen hulle gaan … dan's dit nadelig vir jou, vir jou beroep, jy weet vir bevordering."*

["… you feel that you actually cannot go against them because in the long term it can have consequences for you if you openly go against a decision or against them … then it is detrimental to you, your career, you know for promotion."]

(17) *"En ons het die fout gemaak … ons as 'n personeel om om die tafel te sit, met hierdie mense en werklik probleme met hulle deur te werk en die volgende dag is ons soos … slym behandel deur die hele Corporate Centre omdat ons dit gewaag het om hulle foute uit te wys."*

["And we made the mistake …. As staff to sit around the table with these people and to work through work related problems and the following day we are …. treated as scum by the whole of the Corporate Centre because we dared to point out their faults."]

(25) *"Sy gee hom 'n koue skouer … en sy draai doodeenvoudig, gaan haar gang en noem dat: 'Ek niks weer vir hierdie persoon gaan doen nie'."*

["She gives him the cold shoulder … and she simply turns, goes her way and says 'I will never do another thing for this person."]

(28) *"Sy't ook vir ons in direkte woorde gesê dat ons moet sy gaan ons van nou af nie meer ondersteun nie … en van daar af sukkel ek - my verlofvorms vir my studie is drie keer afgekeur."*

["She also said directly to us that she will not support us anymore from now on she will not support us anymore…. and from there I have struggled – my leave forms for my studies was refused three times".]

4.2 Experiencing dehumanisation and misuse

According to seven participants they experience dehumanisation and misuse at the hand of management.

(3) *"Dit voel vir my … ons is … voorwerpe wat net behandel word en 'n middel tot 'n doel is, dis nie … ons is nie … word glad nie as mense in ag geneem nie, dis middele tot 'n doel*

vir hulle. Dit voel vir my of hulle gladnie … ons sien as mense met eie lewens en gevoelens en so aan nie … ons is niks werd behalwe vir hulle om met iets te bereik nie."

["It feels to me …. We are … subjects who are just handled with a view to an end, it's not …. We are not … absolutely not considered as humans, its means to an end for them. It feels to me if they absolutely not view us as people with their own lives and feelings and so forth… we are worth nothing except for them to achieve something by."]

(4) *"In my ervaring voel ek baie keer is ek maar 'n pion en jy kan gebruik word en misbruik word."*

["In my experience I feel like I'm a pawn and you can be used and misused."]

(10) *"Jy spring maar net uhm dis die hele effek of die hele idee wat ek kry - hulle wil slawe hê, hulle soek nie uhhm mense wat vir hulleself kan dink nie."*

["You just jump uhm that is the entire effect or the entire idea that I get – they want slaves, they do not want uhhm people who can think for themselves."]

(22) *"Uhm soos byvoorbeeld die Campus Manager … en dan ook die mense by Corporate, jy weet hulle uhm het geen begrip vir menswees nie … Ek voel die bestuur het nie 'n saak met ons nie."*

["Uhm for example the Campus Manager … and then also the people at Corporate, you know they uhm they have no idea about humanity …. I feel the management does not care about us."]

(23) *"Ons gaan sulke pionne word wat … ons het nie meer ons eie ervarings en ons eie lewe nie - dis baie sleg …"*

["We are going to be like pawns that…. we do not have our own experiences and own life anymore – it's very bad…."]

(24) *"Ek dink al die personeel, eerste wat hulle almal, eerste waarnatoe hulle verwys is die, die Corporate Centre. Uhm dit voel vir ons dat hulle is absoluut gevoelloos, emosieloos …"*

["I think all the staff, first that they all… the first thing they point to is the Corporate Centre. Uhm we feel that they are void of feelings, unemotional…"]

(25) *"In die eerste plek kry ek die gevoel - ons is daar … julle moet daar wees, ons moet julle gebruik, julle moet werk."*

["In the first place I get the feeling – we are here …. You must be there, we must use you, you must work."]

4.3 Certain people are being singled out to be targeted and victimised

According to six participants certain people are being singled out to be targeted and victimised by management.

(2) *"There is always proof that is build on me …"*

(3) *"Sy… sal op 'n stadium kom wat sy… besluit hierdie persoon… is nou uit lyn uit. Sy sal aanhou hamer op daai persoon totdat die persoon op 'n stadium… crack of bedank … Sy kry 'n persoon en sy hou daai persoon dop - as daai persoon net lyk of hy wil skeeftrap is dit groot moeilikheid en … dis net asof sy so 'n persoon net … die heeltyd … katazza."*

["She ….. will come to a point where she …… decides this person ….. is now out of line. She will continuously hammer on that person until that person will at a point … crack or resign. She gets a person and she watches that person – if that person just looks like putting a foot wrong then it is a huge problem and … it's as if she just …. continuously nails that person."]

(7) *"You can definitely pick up from DC (disciplinary) cases that some people are out to nail others … once the knife is in, the knife is in … she doesn't forget … forget things. She'll raise issues … uhm and again …"*

(5) *"So daai tyd het dit regtig gevoel soos hulle teen my en dit het regtig van daai kant gekom."*

["So at that time it really felt as if they were against me and it really came from that side."]

(8) *"Party ouens word getarget en hulle kry non conformances aanhoudend … sy target mense en dan viktimiseer sy hulle en alles wat daai ou dan verkeerd doen word uitmekaar uit getrek."*

["A few people are targeted and they get non conformances continually … she targets people and then victimizes them and then everything that person does incorrectly is pulled out of proportion."]

(28) *"Ja, ek, ek is defnitief op die stadium die swartskaap."*

["Yes, I, I am definitely at this stage the black sheep."]

4.4 Being excessively monitored

According to five participants they are being excessively monitored by management.

(2) *"Every time she speaks to me she calls one of the heads - HOD's - to come and sit there, now I being policed … and when I was having a meeting somebody must sit there you know."*

(5) *"Uhm ek dink, die geval is dat dit gevoel, baie keer gevoel word dat jy 'gepolice' word."*

["Uhm I think, the reason is that it feels. Many times feels like that you are being 'policed."]

(10) *"Ek beskou hierdie hele … act oor strenge modereringsproses … as sielkundige geweld."*

["I experience this whole ….. act about strict moderation …. as psychological violence."]

(11) *"Van jou eerste koppie koffie tot ... wanneer jy die middag huis toe gaan nê moet jy nou vir hulle … 'account' van wat presies, wat jy doen en ek voel dis vir my regtig uhh 'n klap in my gesig."*

["From your first cup of coffee until …. when you go home in the afternoon you must …. 'account' what you precisely did and I feel it's actually uhh a smack in my face."]

(23) *"En al wat mens is kom oudit gewoonlik en kom modereer gewoonlik en … elke semester en dan aan die einde van die jaar, dan gaan die HOD dit modereer en dan gaan dit Provincial toe, dan moet hulle dit modereer, ek weet nie of daar 'n National ook is nie."*

["And all and sundry comes to audit usually and comes and moderates and … every semester and at the end of the year, then the HOD moderates and then it goes to the Province, and then they moderate, I do not know if there is a National also."]

4.5 Being humiliated in public

According to five participants management humiliates staff members in public.

(2) *"In the front office, in front, the public was coming in, the students were coming in you know and she was screaming at me …"*

(7) *"He does have a tendency to belittle people in front of others."*

(13) *"They, they happen in public in front of the learners, students, in front of your colleagues, in front of uhh … everybody. Sometimes you're just scolded; you never know who have heard that …"*

(18) *"En toe het …* (name of senior manager omitted) *op 'n stadium vir hom gesê 'maar jý's een van die culprits - wie's jý om te praat of wie's jy om sulke dinge te sê?' … Professioneel doen jy dit nie voor 'n hele vergadering mense."*

["And then (name of senior manager omitted) *at a point it was said to him 'but you are one of the culprits – who are you to speak or who are you to say those things?' …. Professionally you do not do that in front of a whole gathering of people.]*

(28) *"Vrydag is ek in die personeelkamer ook … aangevat … uhm ja dit was ook redelik onprofessioneel gedoen - voor almal uitgeskel …"*

["Friday I was in the staffroom… also taken hold of ….uhm yes it was also unprofessionally done – shouted at in front of everyone."]

4.6 Being subjected to unreasonable scrutiny and micro management

According to five participants management subjects staff members to unreasonable scrutiny and micro management.

(2) *"She says I must put a comma there, 'if there's not a comma there, you are not suppose to have write it' … when she edits it she won't edit all at once."*

(3) *"Toe X* (name of staff member omitted) *na haar toe terugkom en vir haar gaan wys maar dís wat ek gedoen het, dít is wat ek hieraan gedoen het en dít is hoekom ek nie daaraan kon werk nie … toe sê sy ja maar hoekom het sy nog nie 'n verslag gekry daaroor nie."*

["When X (name of staff member omitted) *returned to her and went to show her what she did, that's what I actually did and that is why I could not work on it …. Then she said yes but why hasn't she not received a report about it."]*

(7) *"They make a mistake on a spelling thing and he has a fit. Uhm they might use incorrect grammar or they might have a comma in the wrong place."*

(19) *"Right now I have to uhh remark all those scripts, but as far as I'm concerned those scripts were fine."*

(28) *"En dan word ek aangevat oor allerhande goed wat … nooit rêrig pertinent genoem is nie, maar nou ewe skielik toe nou toevallig my verantwoordelikheid geword … en dan elke ding waarop ek haar kan antwoord en bewyse lewer dat ek dit wel gedoen het, word ek op die volgende ding aangevat …"*

["And then I was attacked about different things that …. never really were called pertinent now suddenly becomes such and is by chance now my responsibility …. and then everything that I can respond to and show evidence of that I indeed did it leads to being attacked on the next thing."]

4.7 Being treated like children

According to five participants the management treats staff members like children.

(3) *"Ons word nie soos … groot mense behandel nie want in 'n vergadering … sy sal nou sê: 'Die kinders moet nou', sy noem ons kinders 'die kinders moet maar nou maar bietjie vasgevat word' …"*

["We are not …… treated as adults because in a meeting …. she will now say: 'The children must now' she calls us children 'the children must now be reined in' …"]

(5) *"Ek kry die gevoel dat baie van die lektore voel hulle word soos kinders behandel, hulle word nie as professionele mense behandel nie."*

["I get the idea that many of the lecturers feel that they are treated like children, they are not treated as professional people."]

(7) *"It's this uh parent-child relationship that is been experienced."*

(8) *"Dis net baie ontstellend want ek voel ons is … professionele mense en … jy behoort só hanteer te word … en moenie hierdie skoolterrein taktieke probeer … dit dit werk nie."*

["It is just very disturbing because I feel that we are ….professional people and … you shouldn't be treated that way …and do not try these schoolyard tactics … they do not work."]

(11) *"Ek kry partykeer die gevoel hulle is die … meneer en jy is nou maar een van hulle, jy weet soos 'n graad eentjie wat nou vir 'n meneer moet luister en nou moet jy weet, sê 'ja' en 'blah blah blah' ensovoorts."]*

["I get on occasions the feeling that they are …. the mister and you are now you are one of them you know like a grade one who must listen to a mister and now you must know to say 'yes' and 'blah blah blah' etcetera."]

4.8 Being subjected to excessive pressure

According to four participants the management subjects staff members to excessive pressure.

(7) *"Other folks that have left because of… pressure..."*

(9) *"Laer vlakke mense wat onder druk is as gevolg daarvan soos hierdie een hoof* (name omitted to protect identity) *as hy onder druk is, is hy geneig om mense aan die onderkant te, te boelie."*

["Lower level people who are under pressure as a result thereof like this one manager (name omitted to protect identity) *who when under pressure tends to bully people at the bottom."]*

(10) *"Hulle sit 'n ou net konstant onder hierdie druk uhm ja uhm hierdie Kollege spesifiek."*

["They place a person constantly under pressure uhm yes uhm this college specifically."]

(12) *"… 'n ou onder druk voel en voel dat jy dit moet doen …"*

["… One feels under pressure and you feel that you must do it."]

4.9 Experiencing and observing discrimination

According to four participants they experience and observe discrimination from management.

(2) *"Then she entered … I don't know most were sitting there two or three … and she said to me: 'How, why are all this papers here, pick up' and then I could just already in the way she was addressing us and with the whites she was laughing and everything."*

(7) *"But he is aggressive, uhm except to women - if they can flicker their eyes at him then that's a different story."*

(5) *"Die mense wat gekies het om by die Departement* (Department of Education) *te bly is regtig anders* (emphasised) *behandel as die mense wat besluit het om by die Kollege na die Raad toe oor te gaan."*

["The people who chose to remain with the Department (Department of Education) *were really handled differently* (emphasised) *as the persons who decided to transfer to the College Council.]*

(11) *"So dis vir my half so 'n diskrepansie waar jy ook kry dat … dat sekere mense anders hanteer word as ander mense uhm … Ek praat byvoorbeeld soos as jy blank is, uhm is daar baie minder mate van uhm, hoe kan ek sê … grasie van foute, wat toegelaat word. As jy van die previous disadvantaged groep is, lyk dit veral asof goed baie maklik uhm oorsien word."*

["So for me it's almost like a discrepancy where you get …. that certain people are treated differently as other people uhm … I give an example if you are white, uhm there is a lot less room for uhm, how can I say …. of faults that are allowed. If you are from the previous disadvantaged group, it especially seems if things are easily overlooked."]

4.10 Experiencing disrespectful treatment

According to four participants, staff members are being treated in a disrespectful manner by the management.

(7) *"… the way they we're talked to: 'Ons is maar honde daar' (we are dogs there) - that was the type of thing."*

(8) *"Maar eintlik het hulle geen respek vir jou nie …."*

["But actually they have no respect for you…."]

(13) *"The particular person speaks with you like you are trash."*

(22) *"Ek moet hulle respekteer, dis my beleid en dis hoe ek grootgeword het om my meerderes te respekteer maar hulle respekteer my nie."*

["I must respect them, that's my policy and that's how I was raised to respect others but they do not respect me."]

4.11 Experiencing mobbing

According to three participants they experience mobbing at the hand of management.

(2) *"If I don't do such and such the preceding officer is going to charge me now … he told me I was the first one, he didn't look at me, he had other white conspiracies in there …"*

(7) *"So it's a gang up, it's a mobbing - it's not just an individual dealing with their management."*

(27) *"The following day when you come in and you greet, you see the long faces … not only from the very person you talked, but from others as well who've you've never discussed the issue with."*

4.12 Observing that different rules are applied for different people

According to three participants, different rules are applied for different people.

(8) *"Party ouens word getarget en hulle kry non conformances aanhoudend … en party kom weg met moord en … so daar's hierdie dubbele standaarde wat gehandhaaf word."*

["A few people are targeted and they get non conformances continually … and some get away with murder and … so there are these double standards that exist."]

(11) *"Daardie bestuurders* (names of managers omitted) *het hulle eie rëels - hulle sal byvoorbeeld nie inteken in die oggend nie, hulle sal byvoorbeeld agt uur hier aankom, van die lede en … maar ek durf nie 'n minuut laat na agt inkom nie en ek moet inteken."*

["Those managers (names of managers omitted) *have their own rules – they will for example not sign in, in the morning, for example some will arrive at eight … but I dare not come a minute after eight and I must sign in."]*

4.13 Observing and experiencing favouritism

According to three participants, they observe and experience favouritism from management.

(24) "*Weet jy partykeer voel dit vir ons of daar sekere gunstelinge onder van die topbestuur is … jy word half misgekyk half en dis net sekere ouens wat in tel is."*

["You know on occasions we feel that there are certain favourites that top management has …. You are almost overlooked and only some others count."]

(25) *"Nou, hierdie HOD* (Head of Division) *van ons het 'favourites'…"*

["Now this HOD (Head of Division) *of ours has 'favourites'…"]*

(27) *"Beginning of this year when uhh when we were going through the registration processes, né uhh and you'd find that there are those who are most favoured by the seniors and they wouldn't participate at all so ever in the registration process and consultation with the customers, clients and all that."*

4.14 Experiencing that others are encouraged to turn against one

According to two participants, management encourages other staff members to turn against one.

(2) *"The admin* (administration) *told me … he* (campus manager) *told them: 'Look at X* (name of participant omitted)*', to her secretary … 'what she's done, look here' … if it's me."*

(27) *"The ones who are on the same level with us, some - they're be getting influenced from the top, you understand? But since you know you've discussed it with one of the seniors, you know that this was discussed somewhere about me and you'll realise it from those who are on the same level, yea."*

4.15 Observing unequal work distribution

According to two participants they observe an unequal work distribution.

(8) *"Party dosente het ook erge werkslading en ander het omtrent … niks nie of hulle bied dieselfde vak nou al vir jare aan en dis vir dieselfde, dieselfde vak vir ses groepe maar ander ouens wen nuwe vakke soos wat dit aangaan."*

["A few lecturers also have serious work overload and others have almost …. nothing or they offer the same subject for years and it's the same, the same subject for six groups, but others get new subjects as it continues."]

(12) *"… daar's, daar's punte wat ons almal, op almal van toepassing is, daar's gemeenskaplike beplanning, daar's initiatiewe, daar's nie in my opinie, is daar nie 'n gelyke verdeling van die werk nie."*

["…there's there are points which we all, that are appropriate for all, there is joint planning, there are initiatives, there is not in my opinion a fair distribution of work."]

5: NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT BY MANAGEMENT

To "disengage" implies that someone frees him or herself from somebody or something (Oxford Advanced Learner's Dictionary, 2010:418). The opposite of "disengagement" is to "engage" or *"to become involved with and try to understand something or somebody"* (Oxford Advanced Learner's Dictionary, 2010:484). Disengagement includes withholding behaviour which implies that something is withheld or kept back (Oxford Advanced Learner's Dictionary, 2010:1691).

In the context of this study, *negative experiences related to disengagement by management* means that management free them or disengage from participants and withhold certain behaviour or acts that are expected from them by participants.

MAIN CATEGORY 5	NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT BY MANAGEMENT	N= 29
Subcategories	Not receiving due recognition	11
	Problems and complaints are not being adequately addressed	8
	Not receiving support	6
	Not being listened to	5
	Not being adequately trained to meet job demands	4
	Privileges and resources are being intentionally withheld	4
	Disengagement that negatively affect job performance	3
	Information is being withheld	2

The category *negative experiences related to disengagement by management* is formulated based on the following verbatim quotations:

5.1 Not receiving due recognition

According to eleven participants they do not receive due recognition from the management.

(2) *"If I do something very good at the College, I don't get acknowledged."*

(8) *"… jy weet daai tipe soort ding van ondankbare werk - jy doen dit maar net en hulle sal nie vir jou sê dankie nie."*

["…you know that sort of thing of ungrateful work – you just do it and they won't even say thank you."]

(9) *"Uhm hulle erken nie rêrig wat ons, wat ons doen nie."*

["Uhm they do not really acknowledge what we do."]

(12) *"Jy voel jy word nie waardeer nie, jy voel jy word nie na waarde geskat nie, uhm ek dink die Engelse het 'n nice term van undervalued of unpaid."*

["You do not feel appreciated, you feel you are not valued, uhm I think the English have a nice term of undervalued or underpaid."]

(14) *"I'm doing a lot of work… but they don't just thank me for doing that."*

(17) *"Ek is so lankal in 'n bestuursposisie, ek funksioneer lankal al verby dit, maar die herkenning daarvoor kry jy nie, nê …"*

["I am so long in a management position and function long past it, but I do not get the recognition for it, yes…"]

(18) *"En al doen jy wat, daar word net nie erkenning gegee daarvoor nie, jy kry geen erkenning van hulle kant af nie."*

["Doesn't matter what you do, no acknowledgement is given, you get no acknowledgement from their side."]

(22) *"Hoekom sal ek so hard werk? … Niemand waardeer dit nie …"*

["Why should I work so hard? …. No one appreciates it …"]

(24) *"Daar's nie vir jou rêrig die gevoel van - ek word gekomplimenteer, iemand is dankbaar vir my effort wat ek insit nie."*

["There never really is the feeling of …. I am complimented, no one is thankful for my effort that I make."]

(25) *"Een en elke personeellid … werk regtig hard… en en hulle kry nie die erkenning nie."*

["One and all staff members ….. work really hard …. and they get no acknowledgement."]

(26) *"Ek kry nie die erkenning wat ek voel wat my toekom nie."*

["I get no recognition I believe I deserve."]

5.2 Problems and complaints are not being adequately addressed

According to eight participants the management does not adequately address problems and complaints.

(2) *"Even if I write a letter and give it to the Corporate Centre, they won't do anything about it."*

(3) *"As jy bel, kom jy nooit by hulle uit nie of jy kry raas omdat jy hulle direk kontak ….so, dis net baie moeiliker om enige probleme aan te spreek … Ek … het hulle by ons by die werk, moes ons ook briefies invul, dinge wat ons pla en … kom niks daarvan nie, dit help nie om iets daaroor te sê nie, want … die probleem gaan nie weg nie …"*

["If you phone, you never reach them or you get into trouble for contacting them directly … so, it's very difficult to address any problems… I … also at work we must write letters concerning things that upset us and.... nothing comes of it, it doesn't help to say anything about it, because … the problem doesn't go away…"]

(6) *"… dat ons aan die begin van die jaar, het ons al gesê: 'Maar dit is teenstrydig' en ons is nou al in November - daar's niks daaraan gedoen nie."*

["…that at the commencement of the year we all said: 'but it is in contradiction' and we are now in November – nothing has been done."]

(8) *"En dan word daar nie eintlik goeters … beantwoord nie - hulle cover maar net."*

["And then actually things ….are not answered - they just cover."]

(17) *"Al wat vir my sleg is is dat daar nie gehoor gegee word aan ons klagtes nie."*

["All that is bad for me is that they don't listen to our complaints."]

(18) *"Die manier wat hulle probleme hanteer of laat ek liewers sê - nié probleme hanteer nie, want dis die ander kant van die saak … daar word probleme geopper, daar word klagtes ingedien, dinge word oor gepraat en dis laaste wat jy daarvan hoor."*

["The manner in which they handle or let me rather say not handle problems, because it is the other side of the matter … there are solutions offered, there are complaints submitted, things are discussed and that's the last you hear of it."]

(22) *"Ek het al self 'n verslag opgestel en daar't niks van gekom nie"*

[I have drawn up a report and nothing came of it."]

(23) *"Ek was tot al tot bo uit en niemand… dink ek's: 'Ag, jys moeite, moenie moeilik wees nie' dis die antwoord wat ek gekry het 'Moenie moeilik wees nie'…"*

["I had taken it to the top but no one… thinks I'm 'Agh you're difficult, don't be difficult, that's the response that I got 'don't be difficult'…"]

5.3 Not receiving support

According to six participants, staff members do not receive support from the management.

(2) *"I know very well she didn't want me in that position, so she was making my work very … she was not supporting me …"*

(18) *"Uhm, as jy vat met QMS* (Quality Management System) *audit waar hulle in 'n ondersteunende rol hier moet wees, is hulle in 'n inspeksie rol. Uhm nie daar vir ondersteuning nie, maar daar vir kritiek."*

["If you look at the QMS (Quality Management System) *audit where they should be in a supportive roll, they are in an inspection roll. Uhm not there for support but for criticism."]*

(21) *"Sometimes you find that uhm having or in return getting less support."*

(22) *"Hulle is so feite georienteerd dat hulle uhm ondersteun ons nie." (Cries)*

["They are so factually orientated that they don't support us." (Cries)]

(24) *"Daar's nie vir jou rerig die gevoel van - heng ek word ondersteun … dis asof ons van die Corporate Centre nie ondersteuning kry nie."*

["There is not actually the feeling of … jee I am supported…. it's as if we are not supported by the Corporate Centre."]

(29) *"…want ons kry nie ondersteuning nie."*

[“….because we do not receive support.”]

5.4 Not being listened to

According to five participants the management does not listen to staff members.

(2) *“Managers can do whatever they do want and they won’t listen to you.”*

(3) *“Dit voel vir jou daar word nie na jou geluister nie, maak nie saak wat jy sê nie.”*

[“It feels like you are not listened to, doesn’t matter what you say.”]

(7) *“Uhm, it wasn’t listened to because the mind was already made up …”*

(23) *“En niemand hoor nie - hulle sê vir my ek moet nie moeilik wees nie …”*

[“And no one hears – they say to me I must not be difficult ….”]

(28) *“… as hulle net luister wat die personeel sê.”*

[“…If they just listened to what the staff says.”]

5.5 Not being adequately trained to meet job demands

According to four participants, staff members are not being adequately trained to meet job demands.

(5) *“Baie mense het geen opleiding, hulle word in die diep kant gegooi en gesê: ‘jy moet swem’.”*

[“Many people have no training; they are thrown in the deep end and told ‘you must swim’.”]

(6) *“Daar word voortdurend van jou verwag om sekere take te doen maar jy’s nie noodwendig opgelei om sekere take te doen nie. En wanneer jy dan ‘n versoek rig is dit asof niks gebeur daar rondom nie.”*

[“There is constantly an expectation of you to undertake certain tasks but you are not necessarily trained to do those tasks. And when you enquire it’s as if nothing happens concerning it.”]

(16) *"Concerning myself, is NCV training because I never, I have never been work shopped or attend a training or get any guidance from someone here concerning NCV. I was asking the HOD to take, to organise training for me. She said I will never get any training; I must just take the manual and follow whatever is there. Even the Dean (name of Dean omitted to protect identity) said, he said he won't organise any training for me."*

(28) *"Ek vra al vandat ek daar begin werk het om asseblief gestuur te word vir noodhulp-opleiding - dit het nou nog nie gebeur nie."*

["I asked from the time I started to work there that I be sent on First Aid Training – up to now it has not happened."]

5.6 Privileges and resources are being intentionally withheld

According to four participants, the management intentionally withholds privileges and resources.

(2) *"I know very well she didn't want me in that position so she was making my work very … I was given an office with the old furniture … I take it anyway, so I told her I don't have a telephone in my office."*

(4) *"Ek moes Maandag met verlof weer gegaan het uhh, Dinsdag kry ek 'n sms 'kom in' …"*

["On Monday I should have started leave again ugh, Tuesday I get an sms Come back…."]

(7) *"So that's how one felt is that all the privileges were been withdrawn to get you because - I'm going to get you."*

(18) *"…* (Detail omitted to ensure participant anonymity) *toe kry ons die skrywe dat ons nie goedgekeur is om te merk hierdie jaar nie, sonder rede, sonder niks."*

["… (Detail omitted to ensure participant anonymity) *then we get written notification that we are not accepted to mark this year, without reasons, without anything."]*

5.7 Disengagement that negatively affect job performance

According to three participants management's disengagement affects their job performance negatively.

(3) *"Soos byvoorbeeld ons vakke nie op die rooster verskyn nie"*

["For example our subjects do not appear on the timetable."]

(6) *"Mens moet wag totdat 'n semester al bykans verby is voordat jy 'n rooster ontvang en dan is die rooster nogsteeds nie reg nie want daar is óf botsings, daar's vakke aangedui as deel van jou werkslading, maar dit verskyn nie op die rooster nie… uhh en dit maak dit moeilik uhh om dan jou werk na behore te doen."*

["One must wait until a semester is almost through before a timetable is received and then the time table is still not right since there are clashes, there are subjects indicated as your workload, but they don't appear on the timetable…uhh and it makes it difficult uhh to do your work properly."]

(8) *"Hulle gee altyd te min ure vir ons vir ons vakke."*

["They always allocate too little time to us for our subjects."]

5.8 Information is being withheld

According to two participants information is being withheld from them by management.

(5) *"Toe ... word ek deur my senior afgemerk omdat my lêers nie reg is volgens die QMS op daai stadium, alhoewel hulle geweet het dat ek nie toegang gehad het tot die nuwe lys om my lêers eers reg te maak nie."*

["Then … I am marked at that stage by my senior because my files are not right according to the QMS, even though they knew that I did not have access to the new list so as to correct my files."]

(6) *"Teikendatums word vergeet, maar baiekeer dink ek ook onbillik of onregverdig uhmm want jy ontvang inligting nie betyds nie."*

["Target dates are forgotten, but many times I think it unreasonable or unfair uhmm because you don't get information in time."]

6: NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE

Behaviours characteristic of structural violence are – disrespectful handling of changes in an organisation, unrealistic redistribution of workload, manipulation and intimidation, procedures and policies, regulations and to coerce people to act in a certain way (Work Trauma Foundation, 2008; cf.par. 2.2.3).

MAIN CATEGORY 6	NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE	N= 29
Subcategories	Being exposed to unilateral and continuous changes	9
	Being forced into doing things	6
	Not being consulted on changes that affect one directly	6
	Not being provided with the necessary resources to perform job	6
	Being subjected to unilateral policies	4
	Experiencing unacceptable handling of contracts	4
	Grievances are not being properly addressed	2
	Observing unfair remuneration practice	2

The category *negative experiences related to structural violence* is formulated based on the following verbatim quotations:

6.1 Being exposed to unilateral and continuous changes

According to nine participants they are being exposed to unilateral and continuous changes by management.

(3) "*Ek het begin werk, toe halfdag, dit was tot halftwee gewees van agtuur af en Vrydae het ons twaalfuur, baie vroeg geloop en later is dit verander na twee uur en later is dit verander na drie uur en toe later na kwart oor vier maar dit gebeur elke keer …"*

["I began work, half day, it was from eight until half past one and on Fridays twelve o'clock, we left very early and later it was changed to two o'clock and later it was changed to three o' clock and later to quarter past four but it happens all the time ...."]

(5) *"Die omstandighede verander … sommer net so… uhm, ek meen as mens net basiese goed vat soos werksure wat verander het."*

["The circumstances change …. Just like that …. uhm, I mean if people just take basic things like working hours that changed."]

(6) *"Die voortdurende verandering sonder dat 'n mens regtig weet waarheen is jy op pad."*

["The continual changes without a person really knowing which way one is going."]

(7) *"And we change forms four five times a … a year because as you doing things so he changes that … he doesn't know what he want, keeps on changing …"*

(9) *"Die inskrywings … kort voor die tyd dan kom die Corporate Centre en sê nou: 'Nee, dit gaan nou anders werk, ons mag niemand wegwys nie'."*

["The registration …. Just before the time the Corporate Centre comes and says: 'No, now it is going to work differently, we can't turn away anyone'."]

(10) *"Ek meen dan skielik, in die middel van die jaar uhm roosterveranderings …"*

["I mean that suddenly, in the middle of the year uhm timetable changes…."]

(21) *"Sometimes this is handled this way … in a week's time or two weeks, it's changed."*

(25) *"Niemand weet regtig waarheen is ons op pad nie, want elke, elke maand of twee word daar ander rëelings getref."*

["No one really knows which direction we are travelling, because every month or two there are other arrangements that are made."]

(28) *"Ons getalle word die heeltyd verander."*

["'Our numbers are continually changing."]

6.2 Being forced into doing things

According to six participants, the management forces staff members into doing things.

(5) *"Hulle* (staff members) *word geforseer om goeters te doen wat hulle nie wil doen nie of wat hulle nie kan doen nie."*

["They (staff members) *are forced to do things that they do not want to do or that they cannot do."]*

(7) *"They just felt that they were being forced … to do things in a certain way which they didn't agree to and they haven't an option of expressing it."*

(11) *"Jy kry partykeer die idee dat hulle sekere goed wil afdwing op jou."*

["You get on occasions an idea that some things are forced upon you."]

(25) *"Maar oor die algemeen kry ek die gevoel dinge word op jou afgedruk en 'take it or leave it'."*

["But generally I get the feeling that things are forced on you and 'take it or leave it'."]

(23) *"Die mense bo … het besluit - dit sal so werk. En ek word geforseer om te dink soos hulle dink…"*

["The people above …decided – it will work like that. And I am forced to think the way they think."]

(28) *"As ons vir hulle terugvoering gee oor die training, spesifiek die NCV* (National Certificate Vocational)-*training wat ons bygewoon het … hoe ons voorstel dat dit moet werk waarop ons weereens stilgemaak is en gesê het - nee hulle het klaar die vorms opgestel. Iemand wat nog nooit op training was nie het al die vorms opgestel en dit sal so gedoen word."*

["If we give them feedback about training, specifically NCV (National Certificate Vocational) *– training that we attended…. how we propose it working we are silenced and told – no we have already designed the forms. Someone who has never been on training has already developed the forms and that is the way it will be."]*

6.3 Not being consulted on changes that affect one directly

According to six participants, the management does not consult with staff members on changes that affect them (staff members) directly.

(3) *"Daar word nie gekonsulteer oor hoeveel werksure of vakke of … daar word glad nie gekonsulteer nie, daar word net vir jou gese: 'Hoor hier, dit is nou hoe dit gaan wees … en as jy nie tevrede is daarmee nie - gaan soek vir jou ander werk' …"*

["There is no consultation on how many working hours or subjects or…. there is absolutely no consultation, you are just told: 'Listen, this is how it will be ….and if you are not happy with it … go and look for other work'."]

(5) *"Daar's nie gesprekvoering nie, daars nie'n keuse nie. Jy word gese: 'Dit is hoe dit gaan wees en klaar'."*

["There is no consultation, there is no choice. You are told: 'That is how it will happen period'."]

(6) *"En toe op 'n stadium, toe word ons, ons ure word gewysig, eensydig. Ons word net in kennis gestel deur Corporate dat dit van nou af ons ure is - dis nie met ons onderhandel nie … en dit is net op ons afgedwing sonder dat ons uhmm enigsens insae gehad het."*

["And at a stage, our hours were changed, unilaterally. We are just informed by Corporate that these are our hours from now on – it was not negotiated with us … it was just forced onto us without us having any perusal."]

(8) *"Hulle verander ons werksure sonder om te negotiate soos wat dit moet wees."*

["They change our working hours without negotiations taking place like it should be done."]

(9) *"Op 'n stadium is die Admin* (administration) *personeel, in hulle verlof gebel, teruggeroep kampus toe en gesê daai verlof is gekanselleer."*

["At a stage the Admin (administration) *staff, were phoned during their leave, called back to campus and were told that the leave is cancelled."]*

(28) *"En toe ewe skielik uit die bloute uit word ons werksure met 'n uur per dag en Vrydae sommer met twee verleng - sonder enige konsultasie … onder andere oor die ure wat ons werk is daar net gesê: 'It was decided that you will work longer hours'."*

["And then suddenly out of the blue our working hours are lengthened by an hour and on a Friday by two hours – without any consultation… amongst other concerning the hours we work it was said: 'It was decided that you will work longer hours'."]

6.4 Not being provided with the necessary resources to perform job

According to six participants, management does not provide staff members with the necessary resources to perform their jobs.

(6) *"'n Groot probleem - is die toegang tot hulpbronne… Die feit dat jy het nie jou eie rekenaar nie, jy't beperkte toegang tot 'n rekenaar… Jy't beperkte toegang tot Internet, transparante ... baie van daai goed moet jy uit jou sak uit self aankoop of as jy na … as jy vra, dan: 'ons het nie en ons gaan ook nie kry nie'."*

["'A big problem is the access to resources …. The fact that you do not have your own computer, you have limited access to a computer …. You have limited access to the Internet, transparencies …. much of those things you must pay for yourself or if you … then ask for then 'we do not have and we also are not going to get'."]

(9) *"Die Fotostaatmasjien … uhm … hy was stukkend ook, die toner was uit, hier was nie'n spaar toner nie … uhh die staples het opgeraak, hier was nie spaar staples nie…"*

["The Photostat machine … uhm … was broken as well, the toner was finished, there was no spare toner….uhh the staples were finished, there were no spare staples…"]

(11) *"… sal hulle doodeenvoudig vir jou sê: 'Sorry daar's nie finansies nie' dan gaan jy byvoorbeeld op 'n op uhh personeelfunksie wat R47 000, 00 kos vir die twee dae, maar daar's nie geld vir rekenaars nie …"*

["…would they simple say to you: 'Sorry there is no finances available, but then you will for example go on a staff function that costs R 47 000, 00 for two days, but there is no money for computers…"]

(12) *"'n Groot deel van ons probleme is organisatories omdat ons nie hulpbronne het nie."*

["A great deal of our problem is organisational because we do not have resources."]

(24) *"Hulle gee nie vir jou die nodige toerusting … en daar's op 'n stadium is daar net … een fotostaatmasjien gehad … uhm, rekenaars wat foutief is en wat lank vat voor dit herstel word … Die eerste kwartaal is al amper op sy rug toe kry ons eers ons handboeke."*

["They do not give you the necessary resources …. and there was a time … we had one photocopier… uhm, computers that are faulty and that take a long time to be repaired …The first quarter is almost over then only did we get textbooks.]"

(23) *"… maar daar's geld vir goed soos Sun City vakansie hou, daar's by 'n modderdam plek vir die outjies hier onder wat kan gaan ploeter in die modder, maar daar's nie geld om 'n asbesmuur uit te haal laat ek kan voortgaan met my werk nie."*

[" …but there is money for things like a holiday at Sun City, there is a mud dam for folk who can then plodder in the mud, but there is no money to remove an asbestos wall so that I can continue with my work."]

6.5 Being subjected to unilateral policies

According to four participants staff members are being subjected to unilateral policies by management.

(8) *"Hierdie dissiplinêre … verhoor aksie wat hulle vir, teen die staff kan doen maar op die policy staan daar jy mag jou verteenwoordiger saambring solank dit net iemand is wat saam met jou werk. Hulle wil nie iemand van buite, van die Unie of die prokureurs daar hê nie."*

["This Disciplinary …. hearing action that they can bring against staff but in the policy it stands that you can bring a representative as long as it is someone who works with you. They do not want anyone from the outside, from the Union or attorneys there."]

(21) *"We would be dealing with the policies of the College and the policies of the College sometimes won't … agree with the expectation of our staff members."*

(22) *"Ek het 'n klas met net Afrikaanse studente, maar ek is verplig om vir hulle Engelse notas te gee … en ek is verplig om vir hulle in Engels klas te gee … … so die policy is vir my uhhm so bietjie … eensydig."*

["I have a class with only Afrikaans students, but I am compelled to give them English notes … and I am compelled to give them class in English …. so the policy for me … uhm is a little one sided."]

(28) *"En daar is nie 'n standaardbeleid of riglyne wat jy kan sê - as jy dít doen is jy reg, as jy dít doen is dit verkeerd nie … dis, daar's niks waarop jy hulle kan hou nie."*

["And there is not a policy standard or guideline that says – if you do it you are correct, if you do it you are wrong …. It's as if there is nothing that you can bind them to."]

6.6 Experiencing unacceptable handling of contracts

According to four participants, they and or staff members experience that their contracts are handled in an unacceptable manner.

(8) *"Ons kry byvoorbeeld nie genoeg tyd om belangrike dokumente te lees soos ons kontrakte nie. Ons kry net 'n uur waar die ander kolleges in die land het byvoorbeeld 'n week."*

["For example we do not get enough time to read important documents like our contracts. We get just an hour where the other colleges in the country get a week for example."]

(20) *"We are contract worker and we don't get any benefits, but we experience the same, the same things with those who are permanent."*

(28) *"Ek het seker 'n jaar en 'n half terug gegaan vir 'n permanente pos- onderhoud wat ons toe nou eers al Januarie 'n brief gekry het en wat gesê het ons is permanent aangestel en toe ons na twee maande navrae doen oor ons kontrakte en … toe sê hulle vir ons- nee die papier wat hulle vir ons gegee het is nie geldig nie, dit beteken niks nie."*

["It was about a year and a half back that I went for an interview for a permanent post that we now only received a letter this January that says we are permanently appointed

and then after two months of enquiring about our contracts and … then they said to us – no, the paper that they gave us is not valid, it amounts to nothing."]

(29) *"Toe kry hulle almal ses maande kontrakte ... Mense se kontrakte is nou al vir vyf keer hernu by hierdie Kollege in die laaste 21 maande … vyf keer … gehernu …"*

["Then they all got six month contracts …. People's contracts are now renewed five times at this college in the past 21 months …. five times …. renewed …."]

6.7 Grievances are not being properly addressed

According to two participants, grievances are not being properly addressed by the management.

(2) *"Where I work to me I would say there are no proper ways to lodge grievances. When they receive grievances … they did nothing … I realised that this College does not have, does not uphold good standards of in terms of the Labour."*

(17) *"Die griewe kom nie by die mense uit by wie dit moet uitkom nie."*

["The grievances do not get to the people who are supposed to receive it."]

6.8 Observing unfair remuneration practice

According to two participants, staff members are exposed to unfair remuneration practice.

(14) *"People have got the gratuity and the explanation said they've gone extra mile … managers are going extra miles. And we all are going extra miles."*

(28) *"Die ouens wat vir jare lank in acting positions is, toe hulle dit opvat by die Roadshow toe word daar vir hulle gesê - nee hulle het geteken, hulle het geweet hulle gaan geen finansiele vergoeding daarvoor kry nie, jammer wat die wet sê dit tel nie."*

["The guys that acted for years in acting positions, when they raise it during the Road show then it is said to them – no they have signed, they knew that they would get no financial reward, sorry about what the law says, it doesn't count."]

7: NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL MANAGEMENT

Although "management" is used in the text as a noun to refer to the different "managers" within the context of FET Colleges, the term "management" in the main category *negative experiences related to dysfunctional management and its subcategories* is meant as a verb and indicates

"the act of running and controlling a business" (Oxford Advanced Learner's Dictionary, 2010:896) that is performed by managers. (To eliminate any misunderstanding, the term "managers" is used in par. 5.3.1.1.7 and its subparagraphs, when referring to "management" as managers). For "dysfunction" refer to par. 5.3.1.1.1.

MAIN CATEGORY 7	NEGATIVE EXPERIENCES RELATED TO DYSFUNCTIONAL MANAGEMENT	N= 29
Subcategories	Experiencing lack of leadership	5
	Being controlled by means of autocratic management style	4
	Being subjected to insufficient planning	4
	Being exposed to crisis management	3
	Observing managers' inability to confront culprits	3
	Observing that managers refrain from acknowledging own deficiencies	2

The category *negative experiences related to dysfunctional management* is formulated based on the following verbatim quotations:

7.1 Experiencing lack of leadership

According to five participants, they experience that the managers lack leadership.

(9) *"Uhm … 'n Groot deel daarvan is onbekwaamheid … Uhm. Die Corporate Centre is 'n groot deel daarvan."*

["Uhm …. A great deal of it is incompetence …. Uhm. The Corporate Centre forms a large part of it."]

(11) *"Ek voel dat as topbestuur sekere goed reg doen uhm reg optree dan kan, dan kan hulle baie beter by hulle, by hulle uhm doelwitte uitkom … Ek dink die bedoeling is daar maar ek dink die resources is nie altyd daar nie, ek dink nie daar is genoeg kennis nie…. Uhm jy weet daar's iets wat daar kort om daai antwoorde te gee om die volgende stap vorentoe te vat."*

["I feel that if top management can do certain things correctly uhm act correctly, then they can do much better in reaching their goals …. I think the intent is there but I think the resources are not always there I do not think there is enough knowledge … Uhm you know there is something missing there to give those answers, to take the next step forward."]

(12) *"So wat ons doen, doen ons maar op ons eie inisiatief met min leiding."*

["So what we do, we do on our own initiative with little guidance."]

(13) *"Leadership skills is needed to some other people I believe, but if you don't have, maybe you would start to think like some other people are in positions just for the, I, I don't know…"*

(25) *"Nee dit is net vir my uhm of ons van die Corporate Centre nie rêrig die regte leiding kry nie".*

["No it is just for me uhm we do not really get the correct guidance from the Corporate Centre."]

7.2 Being controlled by means of autocratic management style

According to four participants, managers control them by means of autocratic management style.

(7) *"He was basically saying: 'This must happen this way and I'm telling you to do it this way'. So he's very authoritarian."*

(8) *"Een uhm bestuurslid uhm …* (name of senior manager omitted) *het ook gesê as mense hom wil aanvat gaan hulle tweede kom want ons het nie genoeg geld om prokureurskostes te betaal nie … so dis baie outoritêr."*

["One uhm management member uhm … (name of senior manger omitted) *also said if people want to challenge him they will come second because we do not have enough money to pay for attorneys – so it is very authoritarian."]*

(11) *"Ek voel ons bestuur is in 'n mate uh jy weet baie outokraties… ek kry partymaal die idee, veral met die Departement van Onderwys ouens - as hulle nou in hoër posisies ingaan dan raak hulle half hierdie tipe 'untouchables' en hulle kan maak wat hulle wil en .. jy verstaan en hulle het hierdie tipe outokratiese siening van hoe dinge gebeur en uhm en jy weet: 'Ek is jou baas, bly stil, jy moet dit so en so en so doen'."*

["I feel that our management is in a way uh very authoritarian … I get the idea sometimes especially with the Department of Education people – if they get into a higher position then they become 'untouchables' and they can do as they like and … you understand and they have this type of authoritarian view point of how things happen and uhm and you know: 'I am your boss, keep quiet, you must do it like this and this and this'."]

(28) *"Dit is Hitler-regime."*

["It's Hitler's regime."]

7.3 Being subjected to insufficient planning

According to four participants, staff members are being subjected to insufficient planning by management.

(3) *"Dit gaan oor wat hulle, hulle swak beplanning is nou skielik vir jou …'n krisis."*

["It concerns what they, their poor planning now becomes a crisis for you …."]

(4) *"By die werk ook - ons kan nie beplanning doen nie, want elke dag gebeur daar net goed en jy moet dit nóu hanteer."*

["At work – we cannot plan, because each day things just happen and you must immediately handle it."]

(6) *"Daar's ook nie voldoende beplanning … Ons gaan goed nodig hê - bestel betyds sodat ons dit betyds kan kry nie … Ek dink die beplanning is verseker 'n groot probleem."*

["There is also not sufficient planning …. We are going to need things – order in time so that we can get it in time …. I think the planning is a big problem for sure."]

(28) *"Uhm goeters wat vir ons geröel gemoes word dan op 'n Sondagmiddag vyf uur wil hulle hê ons moet deurry Klerksdorp toe om 'n kar te gaan haal, ek vrou alleen. Sulke tipe van goeters, dis maar swak beplanning."*

["Uhm things that should have been arranged for us are then on a Sunday afternoon they want me as a woman to travel through to Klerksdorp to fetch a car, such type of things that is poor planning."]

7.4 Being exposed to crisis management

According to three participants, staff members are exposed to crisis management by management.

(4) *"En dit gaan alles oor kritiese bestuur, alles is nóu, nóu moet jy vure doodslaan, nóu gebeur dit."*

["And it all goes about crisis management; everything is now, now you must put out fires, now this happens."]

(25) *"Dit klink vir my of Corporate Centre heeltyd besig is om vure dood te slaan, of hulle net survive, hulle surface net net."*

["It sounds to me like Corporate Centre is constantly busy putting out fires, or they are just surviving, staying afloat."]

(3) *"Dit gaan oor wat hulle, hulle swak beplanning is nou skielik vir jou …'n krisis."*

["It goes about what they, their week planning suddenly causes, it becomes a crisis for you."]

7.5 Observing managers' inability to confront culprits

According to three participants, managers are unable to confront culprits.

(7) *"He doesn't like conflict, he actually runs away from conflict …"*

(11) *"Mense wat nie doen wat hulle moet doen nie, maar daar's ook geen gevolge nie. Ek voel veral, jy weet,* (name of senior manager omitted) *het nie die guts om 'n ou in te roep - hy wil nie konfrontasie hê nie maar in die proses dan gee hy baie belangrike dinge prys dat hy nie mense vasvat nie."*

["People who do not do what they should do, but there is also no consequences. I mostly feel, you know, (name of senior manager omitted) *doesn't have the guts to call a person in – he wants to avoid confrontation but in the process he sacrifices many important things."]*

(25) *"Dan kom die HOD na my toe, dan sê sy vir my: 'Ek wil hê jy moet met daai persoon praat' ... met ander woorde, ek doen die HOD se vuilwerk en dit het hierdie jaar by verskeie geleenthede dat ek die Campus Manager se vuilwerk ook moes doen. Hulle is té bang, hulle kan nie 'n persoon aanspreek wat fouteer het nie."*

["Then the HOD comes to me and says: 'I want you to go and speak to that person'…. In other words, I am doing the HOD's dirty work and this year it happened at different times that I also had to do the dirty work of the Campus Manager. They are too scared they cannot address the person who has faults."]

7.6 Observing that managers refrain from acknowledging own deficiencies

According to two participants, managers do not acknowledge their own deficiencies.

(8) *"Sy erken net nie dat sy ook … nie weet nie."*

["She doesn't acknowledge that she also … doesn't know."]

(11) *"Die goed wat ons sien gebeur is, byvoorbeeld soos* (name of managers omitted)*… maar daar was geen reaksie van hulle kant om te sê: 'O hel, dis miskien ons wat daai fout maak nie'. Dis so half asof hulle hulself totally ... eenkant hou en probleme hoor maar dan dink: 'O dis seker 'n kampusbestuurder of dis seker daai ou wat, wat sulke goed doen'…"*

["The things we see happen is, for example (name of managers omitted) *… there was no reaction from their side to say. 'Oh hell, maybe it's our fault. Its half as if they are totally …. aloof and when they hear the problem they think 'Oh it's probably a campus manager or it's that guy that does those things."]*

8: NEGATIVE EXPERIENCES RELATED TO MANAGEMENTS' UNFAIR DEMANDS

(Note that the word "management" is again used from here on as a noun and refer to the different "managers" within the context of FET Colleges). The verb "unfair" is defined by the Oxford Advanced Learner's Dictionary (2010:1610) as *"not right or fair according to a set of or principles, not treating people equally"* and the same source (2010:388) describes "demands" as *'things that somebody makes you do, especially things that are difficult, make you tired, worried, etc."*

MAIN CATEGORY 8	NEGATIVE EXPERIENCES RELATED TO MANAGEMENTS' UNFAIR DEMANDS	N= 29
Subcategories	Experiencing unmanageable workload	12
	Expected to perform and complete tasks within impossible and unreasonable deadlines	9
	Being exposed to unrealistic and unreasonable expectations	8
	Having to carry other staff members' workload	7
	Receiving unclear and vague job descriptions	5
	Being held accountable for non-specified and unclear instructions	4
	Being expected to teach large numbers of students in one class	3

The category *negative experiences related to managements' unfair demands* was formulated based on the following verbatim quotations:

8.1 Experiencing unmanageable workload

According to twelve participants, they experience an unmanageable workload.

(3) *"Van ons Corporate Centre af, die mense wat daar is - dis vir hulle baie maklik om net opdragte deur te gee, maak nie saak hoeveel werk dit vereis nie, hoeveel keer jy dit moet oor en oor doen nie, hulle gooi dit weg en jy moet dit maar weer 'n keer doen."*

["From the Corporate Centre, the people who are there – it's very easy for them to just give orders. Doesn't matter how much work it entails, how many times you have to do it over again, they lose it and you must just do it again."]

(5) *"… dan wag ek tot al my huismense slaap dan sluip ek uit en kom werk in my kantoor om die werk op te vang want daar is net nie genoeg tyd in die dag nie. Ons werkslading is abnormaal."*

["…then I wait until all my family sleep then I slip out and come to work in my office to catch up on the work because there is not enough time in the day. Our workload is abnormal."]

(6) *"Ek dink verhoogde werkslading… Dit is nuwe administratiewe take en verantwoordelikhede."*

["I think increased workload … It's the new administrative tasks and responsibilities."]

(8) *"Daar's, dis daai werkslading. Bo en behalwe dit het ons nog al ons administratiewe goed ook."*

["There is, it's that workload. Over and above that we have all got our administrative stuff as well."]

(9) *"Dit was soos iemand wat besig is om te verdrink en net moet spartel. Daar was dae dat … die werk was net soveel dat …uhm dat ek niks kon doen nie."*

["It was if someone was busy drowning and must struggle. There were days that …. the work was just so much that …uhm that I couldn't do anything."] .

(12) *"'n Ou bereik 'n punt waar jy … waar jy voel dit, dit begin onbillik raak. As jy elke aand by die huis jou werk moet inhaal … of werk wat nie voltooi is nie omdat die werkslading net doodeenvoudig te veel word."*

["A guy gets to a point where you … where you feel it, it begins to become unreasonable. If every evening at home you must catch up on work … work that is not completed due to the workload and that has simply become too much."]

(15) *"I've got so many responsibilities … it's a lot of work that is taking my time … Every time I had to delay to task this and this."]*

(20) *"All in all I had to do like six preparations, you see and it was really too much."*

(22) *"So ek dink net uhm ons werkslas is onregverdig hoog."*

["So I just think uhm our workload is unreasonably high."]

(23) *"Daar word net meer en meer en meer werk gegee en die boelies wat bo sit hou net aan meer en meer en meer boelie …"*

["More and more and more work is given and the bullies that sit above just continue to bully more and more and more…"]

(24) *"Dis net al hierdie … ekstra administratiewe pligte en goetertjies wat bykom … jy moet kyk elke keer as 'n student nou nie 'n toets of goeters geskryf het nie, dan moet jy basies agter daai ou, basies aanloop en hom soek en 'n aparte tyd en 'n datum met hom reel dat hy nou wel die toets geskryf kan word. As hy dan dit nou weer nie maak nie dan moet jy dit nou weer doen."*

["It is just all …. extra administrative tasks and things that are added…. each time you must look if a student has not written a test or something, then you must basically run after that person and find him and organise with him for a time and date so that he can now write the test. If he now does not make it then you must redo it."]

(28) *"Daar's soveel werk en druk op jou dat jy geen ander keuse het as om werk huis toe te neem nie, daar's nie genoeg ure in die dag vir alles wat jy moet doen nie."*

["There is so much work and pressure on one that you have no other choice but to take work home. There are not enough hours in the day to do all that you must do."]

8.2 Expected to perform and complete tasks within impossible and unreasonable deadlines

According to nine participants, the management expects from them to perform and complete tasks within impossible and unreasonable deadlines.

(3) *"Om vir jou te vra … tien minute voordat jy moet huis toe gaan - hulle soek nóú hierdie statistiek, jy móés dit nou al eintlik al ingehandig het 'n uur terug maar jy kry dit nou … dit word van jou verwag - jy sāl dit nóú doen … gebeur dikwels dat daar … te kort uhm tyd toegelaat word vir iets wat hulle nóú dadelik …*"

["To ask one … ten minutes before you are going home – they are looking for this statistic, you should have handed it in an hour back but you get it now … it is expected of you – you will do it now … happens regularly so that … too little uhm time is allowed for something that is wanted immediately."]

(6) *"Die feit dat jy … uhm …op kort kennisgewing hoor maar jy moet sekere goed doen …. of dit móés gedoen gewees het."*

["The fact is that you… uhm … on short notices hear that you must do certain things … or that it must have already been done."]

(8) *"Daar word van ons verwag om funksies op nommer 99 te doen."*

["It is expected of us perform on number 99."]

(14) *"Like sometimes they receive the fax and they didn't give us the information, we're going to get it, maybe tomorrow is the due date for that … or at the ... late, the time the information is needed - we get the fax…"*

(13) *"… given a deadline of a day or two … you really cannot, you are been bombasted with work and within a short space of time."*

(18) *"En dan kry dit dat byvoorbeeld die dag wat dit moet ingehandig word of 'n dag voor die tyd en … jy móés dit al ingehandig het."*

["And then by example the day that it must be handed in or a day before, you should have already handed it in."]

(19) *"We're given one date for completing the mark sheets … uhh but then suddenly from the blue that date was brought forward, that date was brought forward and it had to be submitted you know."*

(20) *"Sometimes you are given the information now now, you see then you must react now which is really impossible for most of us."*

(24) *"Ons kry net, dit was die 6de September - die Vrydagoggend, kry ons net 'n faks daai 7de en die volgende Saterdag moet jy op 'n kursus, 'n Wiskunde-kursus wees."*

["We just get, it was the 6 th September – the Friday morning, we get a fax on the 7th and the next Saturday you must attend a course, a Mathematics – course."]

8.3 Being exposed to unrealistic and unreasonable expectations

According to eight participants, they are being exposed to unrealistic and unreasonable expectations from the management.

(1) *"If I look at the capability the possibility to do all the things that they expect from us … it is not practically possible to keep everything uhm on this level and standard that they want us to do now."*

(2) *"… August, I was only given classes. U must understand that we work in semesters and there are only two months left for the students to write … How do they expect me to finish before that time? … I'm never going to finish in that much time it would be very impossible."*

(5) *"Ek dink daar word onwerklike eise gestel … on uhm onbereikbare doelwitte."*

["I think there are unrealistic demands made… on uhm unattainable goals."]

(6) "*En … ons word … gesê: 'Maar as jy nie besig is met klasgee nie kan daar van jou verwag word om dinge te doen soos om te verf'…"*

["And … we are…told: 'If you are not busy lecturing then it can be expected of you to do things like paint…"]

(16) *" I told the HOD that I'm not going to stand in front of the students for as I know nothing …I won't teach that subject before I can be work shopped ... he insisted that next year I'm going to take it."*

(19) *"I think to me that, that is psychological violence - on the part of the senior who expect me to do that portfolio of evidence for the student."*

(24) *"Dit word net meer en meer en meer van jou verwag en …"*

["You are just expected to do more and more and more and …."]

(28) *"Maar dit word net besluit van bo af en dit moet maar net eenvoudig geimplementeer word, hoe onmoontlik dit ookal is maak nie saak nie - ons moet dit net laat gebeur."*

["But it is just decided from above that it must simply be implemented, how impossible it is does not matter – we must just make it happen."]

8.4 Having to carry other staff members' workload

According to seven participants, they have to carry other staff members' workload.

(8) *"Dan word daar van ons verwag om die admin se werk te doen want hulle het dit nie reg gedoen nie."*

["Then it is expected of us to do the administration's work because they didn't do it correctly."]

(10) *"Hy kan nie sy werk doen nie en omdat hy nie sy werk kan doen nie en jy kan word dit van jou verwag en ... jy doen twee mense se werk."*

["He cannot do his work because he is not capable to do his work and because you can, it s expected of you … you do two peoples work."]

(12) *"Dan neem 'n ou baie van die personeel se lading ook op jou."*

["Then you also take a lot of the staffs load on yourself."]

(13) *"After she left, all her work was given to me … and during October also you - how do you find the work of January and all that?"*

(22) *"Uhm ek het ook 'n kollega wat aangestel is om my te help en dat hy in die eerste ses maande niks gedoen het nie, niks … Ek sal daai werk volgende jaar weer met daai studente moet doen - dis net nie gedoen nie ... En dan word my werkslas maar net meer want ek moet ander mense dra."*

["Uhm I also have a colleague that was appointed to help me and for the first six months he did nothing, nothing… I will have to redo that work next year with the students – it has not been done…and then my workload just gets more because I must carry other people."]

(26) *"You'll have to do your work and even do part of another educator's work as well, you know ... to try and cover up for him."*

(28) *"Ons personeel uhm… bedank, so dan kry ons ook nie ekstra personeel nie ons moet net die ekstra lading dra."*

["Our staff uhm … resigns so then we do not get extra staff we must just carry the extra load."]

8.5 Receiving unclear and vague job descriptions

According to five participants, they receive unclear and vague job descriptions from management.

(19) *"Ja well I feel it does happen in the sense that uhm uhm when you are assigned some duties that perhaps you feel that they are not within you duties really."*

(4) *"Maar op geen stadium het sy my ingeroep, het sy gesê: 'Weet jy wat, dís jou verantwoordelikheid, dís wat ek wil hê jy moet na kyk nie' nê."*

["But at no stage did she call me in and say: 'Do you know, it's your responsibility that is what I want you to check on."]

(12) *"Uhm wat miskien 'n bietjie bydraend daartoe is is omdat ons nie rol, rol clarity het nie. Omdat 'n ou nie duidelikheid het oor wat word van jou verwag nie … uhm ons job descriptions is nie duidelik in die strategiese plan nie. Dit staan op papier maar … dis nie wat ons doen nie want ons word anders gelei of anders ge-instruct …"*

["Uhm what contributes a little to that is role, we do not have role clarity. Because we do not have certainty about what is expected from you… uhm our job descriptions are not clear in the strategic plan. It on paper but …. But it's not what we are doing because we are led differently or instructed differently."]

(6) *"Dit gaan rondom die uhmm die assessering van studente - die hoeveelheid take wat gedoen moet word - volgens die Departementele voorskrifte is dit X, maar volgens die Corporate of Kollege is dit Y ... en tot op datum is daar ook geen uitsluitsel daaroor nie."*

["It goes about the uhm the assessing of students – the number of assignments that must be done – according to the Departmental guidelines it is X, but according to the Corporate of the College it is Y … and up to the present there is finality about that."]

(25) *"Ons is onseker wanneer moet ons doen, ag goed, nou nie kan sê wanneer moet ons doen, waar moet ons doen nie."*

["We are unsure when we must do, ag things, cannot say when and where must we must do what."]

8.6 Being held accountable for non specified and unclear instructions

According to four participants the management holds them accountable for non specified and unclear instructions.

(3) *"Daar word nie spesifiek gesê: 'Daar word van jou verwag om teen hierdie datum moet jy presies dit gedoen hê' nie. Daar word in die algemeen gesê: 'Julle moet nou almal bemarking doen' maar daar word nie gesê: 'Hierdie persoon moet daai tyd dit doen nie' of 'teen hierdie tyd moet jy ten minste al dit gedoen het en dit is wat ek van jou verwag om vir my te wys jy het dit gedoen' maar jy word uitgetrap as dit vir hulle lyk of jy dit nie gedoen het nie."*

["It is not specifically said: 'It is expected of you by this date to have done precisely this'. Generally it is said: 'You must all do marketing, but it is not said: 'This person must do that or at least by this time all that must have been done and that is what I expect from you that you will show me what you have done, but you are reprimanded if it appears to them that you have not done it."]

(8) *"Ons word ook verantwoordelik gehou vir projekte en goeters wat nie eintlik oorspronklik ons verantwoordelikheid was nie."*

["We are also held responsible for projects and things that originally are not actually our responsibility."]

(28) *"En dan word ek aangevat oor allerhande goed wat … nooit rêrig pertinent genoem is nie, maar nou ewe skielik toe nou toevallig my verantwoordelikheid geword het en nou moet ek verantwoordingskap doen daarvoor."*

["And then I am challenged on many other things that … was never pertinently said, but suddenly by the way becomes my responsibility and now I must account for it."]

(12) *"Omdat 'n ou nie duidelikheid het oor wat word van jou verwag nie … die gevolg is daar's baie onsekerheid wat moet jy doen en waar stop jou funksie. Uhm want jy jy word gevra om verantwoording te doen vir goed wat jy nie, waar jy nie beheer het nie en jy word persoonlik daarvoor aangevat."*

["Because a person doesn't have clarity on what is expected of you … the result is that a lot of uncertainty exists as to what you must do and where your functions end. Uhm because you, you are asked to account for things that you not, that you have no control over and you are personally challenged on that.]

8.7 Being expected to teach large numbers of students in one class

According to three participants, the management expects of them to teach large numbers of students in one class.

(1) *"We had a discussion with a very Senior member in the College and he told us that to teach 5 people and to take 120 people is exactly the same - there is absolutely no difference and … I cannot believe that somebody can make such a statement uhm especially if you look at the quality of the students that we have to work with."*

(23) *"En hoe jy 40 mense van verskillende kulture, verskillende stande, verskillende opvoedingsvlakke kan vat en een sillabus doen - ag, dis amper onmoontlik en dan sit daar nog 40 van hulle."*

["And how you can take 40 people of different cultures, different races, different educational levels and have one syllabus – ag it's almost impossible and then there are sitting 40 of them."]

(28) *"Volgens hulle moet al 90 in een klas sit en hulle sê ook volgens hulle navorsing wat hulle gedoen het uhm is daar absoluut geen verskil tussen die kwaliteit van onderrig tussen 45 studente en 90, dis dieselfde."*

["According to them all 90 must sit in one class and according to their research that they did uhm there is absolutely no difference between the quality of teaching between 45 students and 90, it's the same."]

B ABUSE FROM THE DEPARTMENT OF EDUCATION

The Department of Education governs all education in South Africa, including FET Colleges and staff members (management/superiors, educators/academic and administration staff) are also expected to follow instructions and are accountable to the Department of Education.

9: NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE BY THE DEPARTMENT OF EDUCATION

MAIN CATEGORY 9	NEGATIVE EXPERIENCES RELATED TO STRUCTURAL VIOLENCE BY THE DEPARTMENT OF EDUCATION	N= 29
Subcategory	Being forced to accept changes to one's own disadvantage	6

The category *negative experiences related to structural violence by the Department of Education* was formulated based on the following verbatim quotations:

9.1 Being forced to accept changes to the disadvantage of staff members

According to six participants, the Department of Education forces staff members to accept changes that are to the disadvantage of staff members.

(5) *"Byvoorbeeld met die FTE* (Further Training and Education) *Act se goeters wat deurgevoer word - daai man het het … gesê: 'Ek staan hier en ek doen dit met julle maar die besluit is klaar geneem, julle moet net teken'. Ons is geboelie daarin om oor te teken Corporate Centre toe, daar was vir ons basies geen keuse gelaat nie."*

["For example with things from the FTE (Further Training and Education) *Act that are sent through – that man … said: 'I stand here and I am doing it with you but the decision is already made, you must just sign'. We are bullied into signing the transfer to Corporate Centre, there was basically no choice allowed."]*

(6) *"Die hele proses uh rondom Kollege teenoor die Departement van Onderwys uh - ons moes aanvanklik kontrak geteken het uhm- wat volgens my eensydig was. Die kontrak is aan ons gegee en ons is gese: 'Jy moet teken om oor te kom na die Kollege toe'."*

["The whole process uh concerning the college vis a vis the Department of Education uh – we had to initially sign contracts uhm – which according to me was one sided.The contract was given to us and we were told: 'You must sign to transfer to the College'."]

(7) *"When we came to the merger operation all the managers were on a particular status - they were called Senior Managers. They've been demoted, in a sense, from Senior Managers to Managers, unilaterally without discussion - you're no longer Senior Managers because the Department has Senior Managers and you're not Senior Managers in the line of the Department therefore you're a Manager here."*

(17) *"Maar toe kom hierdie merging - skielik word als van ons weggevat … ons outonome funksie is heeltemal weg. Ons is nou soos of dit word van ons verwag en dis hoe dit vir my voel - asof ons puppets geword het …"*

["But then this merging came – suddenly everything is taken away from us … our functional autonomy is entirely removed. We are now expected and that is how it feels to me – as if we have become puppets."]

(28) *"Ons word oorgeskuif na Corporate Centre toe bestuur, want hulle is nou in beheer van ons finansiele status … het hulle vergeet om vir ons 'n bargaining councel te stig so ons kry geen verhogings nie uhm."*

["We are transferred to the Corporate Centre for them to manage; because they are now in charge of our financial status … did they forget to establish a bargaining council for us so we do not get any increments uhm."]

(29) *"Die manier wat die Departement, op hierdie stadium, mense wat moet oorgeplaas word na Kolleges toe … hulle hanteer. Dis asof hulle, hulle is nou regtig wragties net 'n nommer en ons wil van hulle ontlae raak en dis asof die Departement self nie weet hoe om dit te doen nie."*

["The way the Department, at this stage, handles people who must transfer to the Colleges… It's as if they, they really and truly are just numbers and we want to get rid of them and it's as if the Department itself doesn't know how to do it"]

10: NEGATIVE EXPERIENCES RELATED TO EXCESSIVE PRESSURE, INTIMIDATION AND POOR PLANNING FROM THE DEPARTMENT OF EDUCATION

MAIN CATEGORY 10	NEGATIVE EXPERIENCES RELATED TO EXCESSIVE PRESSURE, INTIMIDATION AND POOR PLANNING FROM THE DEPARTMENT OF EDUCATION	N= 29
Subcategories	Being subjected to excessive pressure	2
	Being subjected to poor planning	2
	Being threatened	2

The category *negative experiences related to excessive pressure, intimidation and poor planning from the Department of Education* was formulated based on the following verbatim quotations:

10.1 Being subjected to excessive pressure

According to two participants, the Department of Education subjects staff members to excessive pressure.

(10) *"Ek meen die oomblik as die Departement of die Direktoraat druk kry van bo af, dan druk hulle onder en dan moet hierdie ouens ook hop, hulle moet skielik produce … so*

dis, dis volgens my meer meer van heel bo af… wat dit afgedruk word en en daar sit die groot probleem, van daai kant af gedruk, ja."

["I mean the moment that the Department or the Directorate gets pressure from above, then they pressurise downwards and then these guys also jump, they must suddenly produce … so its, according to me it's more and more from the highest top downwards…. that it is pushed down and there is where the big problem lies, pressurised from that side, yes."]

(11) *"Die Departement van Onderwys … hulle bestuur ons, die Direktoraat en hulle't … daar is weinig goeie beplanning en daar word goed op jou afgedruk en wat jy binne 'n sekere tyd moet doen, wat hulle van jou vereis. Jy kry vanmiddag twee uur die faks en dan drie uur moet die goed al weer by hulle wees, inligting en goed wat hulle wil hê."*

["The Department of Education …. they manage us, the Directorate and them … there is little or no planning and there are things that are pushed upon you and that you are expected to do for them within a certain time, that they expect from you. At two o'clock this afternoon you get a fax and at three o'clock the things must be with them, information and things that they require."]

10.2 Being subjected to poor planning

According to two participants, staff members are being subjected to poor planning from the Department of Education.

(10) *"Hierdie hele effek met die NCV 2's* (National Certificate Vocational level 2) - *dis veronderstel gewees om ekstern gemerk te word want dis volgens wetgewing 'n exit level … en toe kom hulle skielik agter maar ons het nooit beplan daarvoor nie* (laughs) *soos maar alles by die Departement deesdae - ons het nie beplan nie, ons het nie begroot nie …en dit… swak beplanning, ons kan dit so noem."*

["This whole effect with the NCV 2's (National Certificate Vocational level 2) *– it was supposed to be marked externally as according to legislation it's an exit level… and then they suddenly find out that we never planned for it (laughs) just like everything at the Department these days – we did not plan, we did not budget… and its … we can call it poor planning."]*

(11) *"Die Departement van Onderwys- het ook nog hulle insae, hulle bestuur ons, die Direktoraat en hulle't byvoorbeeld uhm hulle … ek dink daar is weinig goeie beplanning."*

["The Department of Education – they have still got their input, they manage us, for example the Directorate and them uhm they … I think there is little or no planning."]

10.3 Being threatened

According to two participants the Department of Education threatens staff members.

(6) *"Sekere goed wat ek daar uitgewys het … soos onder andere my verlof wat op daai stadium nie korrek was nie uhmm die aanstellingsdatum was foutief gewees. Daar's niks aandag daaraan gegee nie, daars net vir my gesê: 'Teken dit uhm want anderste is jy nie in diens nie'."*

["Certain things that I pointed out there had …. amongst others my leave which at that stage was not correct uhm the appointment date was incorrect. No attention was paid to that, I was just told: 'Sign it uhm otherwise you don't work here anymore."]

(10) *"'Ons kan nou hire en fire … ons kan nou hire en fire soos wat ons lekker kry' so dis Departement, dis dis nie 'n Kollege nie, dis departementeel, dis Direktoraat, dit kom van daai vlak af, is dit deurgegee en ek het die idee gekry rêrig, daai ouens is aangesê, die CEO's* (Chief Executive Officers) *is aangesê om hierdie mense te druk."*

["'We can now hire and fire … we can hire and fire as we like' so it's the Department, its, it's not the College, its departmental, it's the Directorate, it comes from that level, it is communicated and I really get the idea that, those guys are told, the CEO's (Chief Executive Officers) *are told to pressurise these people."]*

11: NEGATIVE EXPERIENCES RELATED TO THE NEW CURRICULUM (NCV - NATIONAL CERTIFICATE/S VOCATIONAL)

The new curriculum, also known as the NCV (National Certificate Vocational) was introduced at all public South African FET Colleges in January 2007 and replaced all the previously offered NATED courses (N1 - N3) by public FET Colleges (FET Colleges, 2010). The NCV focuses on industry related training on NQF levels 2 to 4 and gives Grade 9 learners a vocational alternative to an academic Grade 10 to 12 (College of Cape Town, 2010). The duration of each level is a year and students are issued with a certificate on completion of each level. To obtain a certificate, a student has to take seven subjects, inclusive of three fundamental subjects and four vocational subjects (FET Colleges, 2010).

Participants found certain aspects regarding the new curriculum problematic as derived from the quotations underneath the subcategories contained in main category 11.

MAIN CATEGORY 11	NEGATIVE EXPERIENCES RELATED TO THE NEW CURRICULUM (NCV) - NATIONAL CERTIFICATE VOCATIONAL)	N= 29
Subcategories	Having to teach students who do not have the ability to meet the demands of the new curriculum	7
	Handling of students' portfolios of evidence causes unmanageable workload	6
	Being subjected to an increased and excessive administration load	4
	Having to teach increased numbers of NCV students in one class	4
	Being disrespectfully forced to implement the new curriculum	3

The category *negative experiences related to the new curriculum (NCV) – National Certificate Vocational* was formulated based on the following verbatim quotations:

11.1 Having to teach students who do not have the ability to meet the demands of the new curriculum

According to seven participants they have to teach students who do not have the ability to meet the demands of the new curriculum.

(1) "*We are forced to take students from special schools that could not cope in an ordinary school system. And if you see what the content of the syllabi involves … we work with the type of students that do not have the capacity (emphasised) or the ability."*

(5) *"Dit is 'n baie baie laegraad student wat jy kry, nie net ouderdomsgewys nie maar ook wat verstand betref omdat dit vir hulle basies die laaste uitweg is. So jy kry outjies wat nie eers 'n sin kan skryf nie, jy moet hulle alles leer. "*

["It is very low standard of student that you get both chronologically and cognitively because for them it's basically the last resort. So you get guys that cannot even construct a sentence, you must teach them everything."]

(10) *"Ek meen hierdie kinders kan nie twee Engelse woorde agtermekaar sê nie. Hoe moet jy hom leer? Maar hy moet sewe vakke doen en dit word in Engels aangebied."*

["I mean these children cannot put two English words together. How must one teach him? But he must take seven subjects and it is presented in English."]

(17) *"Dis 'n klomp uitvalle uit die hoofstroom uit, hulle is gladnie gemotiveerd nie."*

["It's a group of rejects form the main stream, they are definitely unmotivated."]

(18) *"Die NCV studente is basies … uitskotstudente, studente wat uit skole weggejaag word, wat nie kon verder gaan nie, wat te oud is vir die standerds, daai tipe van dinge."*

["The NCV students are basically ….throw outs, students that have been chased from schools that could not go any further, that were too old for the grades that type of thing."]

(23) *"Dis mense wat nie op skool presteer het nie, mense wat nie kan lees nie, hulle kan nie skryf nie, hulle kan nie liasseer nie - dit is nag om vir hulle klas te gee."*

["It's people who did not achieve at school, people who cannot read, they cannot write, they cannot file - it is impossible to give them tuition."]

(28) *"Op die stadium is dit outjies wat nie in die skoolsisteem regkom nie - dis jammer om dit te sê maar dis die drop-outs."*

["At this stage these guys that could not come right in the school system – it's a pity to say it but it's the dropouts."]

11.2 Handling of students' portfolios of evidence leads to unmanageable workload

According to six participants the handling of students' portfolios of evidence results in an unmanageable workload for them.

(5) *"So jy doen al daai portefeuljes uhm daar moet pre en post moderation van elke* (emphasise) *ding. Dis net die hoeveelheid werk het vermenigvuldig."*

["So you do all the portfolios uhm there must be pre and post moderation of each (emphasise) *thing. It's just the amount of work that has multiplied."]*

(10) *"En dan sit 'n ou met hierdie student portfolios, hy's eintlik self verantwoordelik daarvoor maar jy word verantwoordelik gehou uit die aard van die saak."*

["And then one sits with these student portfolios, he is actually responsible for them but as a matter of fact you are held responsible for it."]

(19) *"Students fail to do their portfolio of evidence but at the end of the day it becomes the duty of me as the lecturer to see that they have done all those things. If they don't do those things and then the buck fall with me."*

(20) *"I couldn't really cope when coming to the portfolio's that we had to do because some of the students, they don't do their portfolio's and we are the ones who must account if*

there's no evidence in the portfolio. Then the managers would be on you head to try and get the particular evidence for the students."

(24) *"Hierdie portfolio of evidence … jy moet nou vir elke ou 'n memorandum gaan fotostateer."*

["These portfolios of evidence … for every one you must photocopy a memorandum."]

(23) *"Dis 200 studente, dis 200 portfolios wat ek moet op datum hou - daai mense ken nie van liasseer nie - ek doen die liassering, want daar word nie vir hulle gevra, word vir my gevra: 'Hoekom is hou lêers in so 'n toestand?' Jy stoei net om iets in 'n lêer the kry, iets gemerk te kry en elke portfolio, elke evidence moet gemerk word - dis pakke en pakke werk."*

["It's 200 students, it's 200 portfolios that you must keep up to date – those people do not know filing – I do the filing, because they are not asked, I am asked: 'Why are your files in this condition? You battle to get something in the file, to be marked and each portfolio, every evidence must be marked – its packs and packs of work."]

11.3 Being subjected to an increased and excessive administration load

According to four participants they are being subjected to an increased and excessive administration load as a result of the new curriculum that was implemented by the Department of Education.

(1) *"Then we come to the admin side of the NCV course - the lecturer, the educator in the classroom in other words spend more than approximately 50 % of teaching time with filing work. The filing is absolutely too much and it takes too much of the, of the lecturer's and the student's time."*

(5) *"NCV…Die papierwerk maak jou dood… Die hoeveelheid admin uhm wat gepaard gaan met een klas van NCV is klaar erg."*

["NCV … The paper work kills you… the amount of admin uhm related to one NCV class is already severe."]

(24) *"Alle fotostaatwerk, goed wat gekoppel is aan hierdie nuwe NCV, dis ongelooflik baie fotostate en jy moet al hulle, al die memorandums, alles moet jy fotostateer."*

["All photocopy work, work that is attached to this new NCV, it's unbelievable the amount of photocopies and you must do all, all the memorandums, everything must be photocopied."]

(29) *"Jy weet uhm 'n indirekte bullying wat die ouens al ervaar is hierdie nuwe kurrikulum … …hulle dra hierdie ekstra papierlas wat saam met die nuwe kurrikulum gekom het."*

["You know uhm indirect bullying that guys have experienced is this new NCV curriculum… they carry this extra paper load of work which came together with this curriculum."]

11.4 Having to teach increased numbers of NCV students in one class

According to four participants, they have to teach an increased number of NCV students in one class.

(1) *"If you look at class sizes uhm for the future you keep in mind 50 to 80 students …"*

(5) *"Die grootte van die klasse het baie daarmee te doen… maar as die outjies wat ons kry van so 'n swak gehalte is dan is dit spesiale opvoeding, dan's dit actually remedial education … en in daai omstandighede - jy kan nie 80 outjies in 'n klas remedial education gee nie, dis onmoontlik."*

["The size of the classes has a lot to do with it … but if the guys we get are of so poor quality then its special education, then it's actually remedial education … and in that case – you cannot give to a class of 80 remedial education, it's impossible."]

(10) *"Dit word nou gedruk, 25 in 'n werkswinkel. Ek meen ek sukkel om 15 gelyktydig dop te hou."*

["It is now pressurised, 25 in a workshop. I mean I battle to watch 15 simultaneously."]

(23) *"Hulle beweer die Departement vereis dat daar 80 (number of NCV students in one class) tot … eers het hulle vir ons gesê 80."*

["They allege that the Department expects that 80 (number of NCV students in one class) to … first they said to us 80."]

11.5 Being disrespectfully forced to implement the new curriculum

According to three participants they are being disrespectfully forced to implement the new curriculum.

(10) *"Die hele NCV program kom druk hulle op my af."*

["The whole NCV programme was forced onto me."]

(25) *"Ons personeel veral met die nuwe NCV wat dit in ons kele afgedruk word want ons moet teen 2016 moet ons iets soos 54 000 NCV leerders hê."*

["Our staff, especially with the new NCV that was rammed down our throats, because by 2016 we should have something like 540 000 learners".]

(28) *"Die OBE* (Outcomes Based Education) - *stelsel en die hele NCV-ding … jy weet die mense is negatief oor die manier waarop dit geimplementeer is … jy word half in hierdie NCV-ding ingedruk sonder enige … agtergrond."*

["The OBE (Outcomes Based Education) – *system and the entire NCV thing - you know the people are negative about how it is implemented … you are half forced into this NCV thing without any background."]*

C ABUSE FROM COLLEAGUES OF EQUAL STATUS

An "equal" refers to a person with the same status and rights as another (Oxford Advanced Learner's Dictionary, 2010: 492). In the context of this study, colleagues of equal status refer to colleagues with the same status in terms of post level, for example the equal of a campus manager would be another campus manager and educators on the same post level would also be considered as equals.

Apart from experiencing abuse from management and the Department of Education, participants also pointed toward colleagues of equal status as a source of abuse.

12: NEGATIVE EXPERIENCES RELATED TO COLLEAGUES' INAPPROPRIATE CONDUCT

MAIN CATEGORY 12	NEGATIVE EXPERIENCES RELATED TO COLLEAGUES' INAPPROPRIATE CONDUCT	N= 29
Subcategories	Experiencing divisions and cliques	5
	Colleagues refrain from completing tasks that affect one's own work performance	2
	Colleagues attempt to create a poor impression of one at management	2
	Colleagues denying doing or saying things	2
	Experiencing gossiping	2
	Experiencing racism	2

The category *negative experiences related to colleagues' inappropriate conduct* was formulated based on the following verbatim quotations:

12.1 Experiencing divisions and cliques

According to five participants they experience divisions and cliques from their colleagues of equal status.

(4) *"As jy in personeelkamers instap kan jy ook sien - ingenieursouens sit bymekaar, sakestudiesouens sit bymekaar, so daar is nog altyd 'n ding van ingenieurs - sakestudies."*

["If you walk into the staff room you can also see – engineering guys sit together, business studies guys sit together, so there is still this thing of engineers - business studies."]

(6) *"Ek kry half die gevoel op hierdie stadium uhmm dat daar so half toutrekkery is … rondom … administratiewe personeel aan die een kant en … rondom opvoeders aan die ander kant."*

["I get half the idea at this stage uhm that there is this pulling …. between… administrative staff on the one side and educators on the other side."]

(8) *"Die ander uhhm wat bydra is is maar die clicks wat gevorm word."*

["The other uhm thing that contributes is the clicks that are formed."]

(11) *"… as jy goeie kommunikasie het van jou twee, van Services en van uhm Akademies, ek praat nou by Corporate Centre spesifiek, dan sal daai bestuurders beter met mekaar oor die weg kom want ons het 'n probleem - die twee afdelings sukkel onder mekaar uuh."*

[“…. If you have good communication from you two, from Services and from Academic, I am referring to the Corporate Centre specifically, then managers will get on better with each other because we have a problem – the two sections battle with each other ouch.”]

(27) *“The seating arrangement in the staff room here … whites are separate on the other side and blacks are separate on the other side.”*

12.2 Colleagues refrain from completing tasks that affect one’s own work performance

According to two participants, their colleagues refrain from completing tasks that affect their own work performance.

(22) *“… toe ek gister daar kom toe sê die dame net vir my: ‘Sorry, I haven’t done it yet’. Toe sê ek: ‘Please I need it - the students are writing’…”*

[“…when I got there yesterday the lady simply said to me: ‘Sorry, I haven’t done it yet’. Then I said: ‘Please I need it – the students are writing’ …”]

(23) *“… dan kom sy met tien redenasies en sy doen nie wat jy sê nie … so dis nag vir ons om fotostate, met ander woorde ek moet iewers vir my ‘n fotostaat uitkrap as ek een wil hê.”*

[“ …Then she came with ten reasons as she doesn’t do as you say… so it’s impossible for us to photostat, in other words I must dig up a photocopy from somewhere if I want one.”]

12.3 Colleagues attempt to create a poor impression of one at management

According to two participants, their colleagues attempt to create a poor impression of them at management.

(5) *“Daar is spesifiek op my gerapporteer wanneer ek hier is en wanneer ek goeters doen en wanneer byvoorbeeld as ek siek was dan is dit onmiddelik ... deurgestuur, net gesê ek is nie hier nie.”*

[“I am specifically reported on when I am here or when I doing things and when for example if I was sick then it’s immediately …..reported… just said I am not here.”]

(22) *“Hulle neem goed op band op sodat uhh ons in ‘n slegte lig gestel kan word* (cries) *… ja, kollegas, ons swart kollegas … selfde vlak …”*

["They record things on tape so that uhh we can be placed in a bad light (cries) *… yes, colleagues, our black colleagues … same level…"]*

12.4 Colleagues denying doing or saying things

According to two participants, their colleagues deny doing or saying things.

(9) *"Sy het gesê uhm hierdie vorm moet nie nou gedoen word nie, hy word verander. Toe gaan hy na haar toe, toe ontken sy dat sy dit gesê het."*

["She said uhm this form must not be done now, it's changing. Then he went to her, and she denies having said it."]

(22) *"Toe sê sy, no that's what I gave her en dit was nie."*

["Then she said, no that's what I gave her and that was not so."]

12.5 Experiencing gossiping

According to two participants, they experience that their colleagues of equal status gossip.

(8) *"… Skinder oor voorkoms en jy weet sulke goedjies."*

["… Gossip about appearance and you know such things."]

(28) *"Uhm en ook onderlangs mekaar ek dink ook uhh daar is seker maar by alle werke skinderstories maar ons het ook agtergekom, spesifiek met ons klomp, ek dink daar's rerig 'n venyn."*

["Uhm and I also think amongst one another I also think uhh there is probably gossip at all workplaces but I noticed, especially amongst our group, I think there is really a sting to it."]

12.6 Experiencing racism

According to two participants, they experience racism at the hand of colleagues of equal status.

(22) *"Daar word duidelik vir ons vertel ons is té wit en ons klomp wit ouvrouens wil hulle tog net hier uithê, hulle sê dit. Uhm ons is té wit en hierdie klomp ouvrouens moet gaan want die jong swartmense wil hier oorneem, hulle wil die bestuur wees."*

["It is clearly said to us that we are too white and they just want us white women out here. Uhm we are too white and this group of white women must go because the young black persons wants to take over, they want to be the management."]

(27) *"I was to understand something like Apartheid; something like racism… all I could see was people who are not friendly, people who do not appreciate this other colour."*

D: ABUSE FROM STUDENTS

A "student" is defined as *"a person who is studying at a university or college"* (Oxford Advanced Learner's Dictionary, 2010:1470). Some of the participants reported that they experience abuse from the students.

MAIN CATEGORY 13: NEGATIVE EXPERIENCES RELATED TO STUDENTS' DYSFUNCTIONAL CONDUCT (cf par. 5.3.1.1.4 - dysfunctional conduct)

In the context of this study, students' dysfunctional conduct refers to the abnormal behaviour of students as experienced by participants.

MAIN CATEGORY 13	NEGATIVE EXPERIENCES RELATED TO STUDENTS' DYSFUNCTIONAL CONDUCT	N= 29
Subcategories	Students refrain from completing their portfolios of evidence	4
	Being exposed to serious behaviour problems from students	3
	Students lack commitment and discipline	3
	Students are disrespectful towards lecturers	2

The category *negative experiences related to students' dysfunctional conduct* was formulated based on the following verbatim quotations:

13.1 Students refrain from completing their portfolios of evidence

According to four participants students refrain from completing their portfolios of evidence and then academic staff members have to complete the portfolios of evidence on behalf of the students.

(5) *"Om al daai portefeuljes te bou want jy doen dit self die studente kan nie, hulle kan* (emphasised) *dit nie doen nie."*

["To build all those portfolios because one does it by oneself, the students cannot, they cannot (emphasised) *do it."]*

(19) *"It is also psychological violence on the part of the student on me, because the students are well aware that they're supposed to do those files but they don't do them. At the end of the day they … you find yourself having to make to do those files for the students."*

(20) *"When coming to the portfolio's that we had to do because some of the students, they don't do their portfolio's and we are the ones who must account if there's no evidence in the portfolio."*

(23) *"Dis 200 studente, dis 200 portfolios wat ek moet op datum hou - daai mense ken nie van liasseer nie - ek doen die liassering."*

["It's 200 students, its 200 portfolios that I must keep up to date – those people don't know about filing – I must do the filing."]

13.2 Being exposed to serious behaviour problems from students

According to three participants they are being exposed to serious behaviour problems from the students.

(3) *"Die studente se … gedrag ook, dit het my persoonlik baie geaffekteer … die studente se probleme en hulle Satanisme en goeters het my geaffekteer dat ek nie meer normaal kan funksioneer nie."*

["Also the students …. behaviour, it affected me personally... the students' problems and their Satanism and things affected me so that I cannot function normally anymore."]

(17) *"Hulle kom word hier pregnant, dis al wat gebeur, hulle kom hê hier orgies en seksvideos wat hulle opneem en hulle laai dit op elke computer - ons het dit ook al gesien."*

["They come here get pregnant, that is all that happens, they come here hold orgies and sex videos that they record and they load it onto each computer – we have even seen it."]

(18) *"Hulle is hier om basies tyd te verwyl, dis waarom daar so baie swangerskappe ook is. So dit het ook 'n impak op 'n ou se emosies, op jou psigologiese welstand en daai tipe van dinge."*

["They are here basically to pass time that is why there are so many pregnancies. So it also has an impact on one's emotions, on your psychological wellbeing and that type of stuff."]

13.3 Students lack commitment and discipline

According to three participants the students lack commitment and discipline.

(19) *"Our students are not really committed to their work, they lack discipline, they lack the drive to succeed, you see, but you know we have to operate within that environment where we're expected to make them achieve when they don't want to achieve."*

(23) *"Hierdie kinders is nie gedissiplineerd nie. As jy nie gedurig dissipline toepas nie, is dit chaos in jou klas."*

["These children are not disciplined. If you do not maintain discipline continually its chaos in your class."]

(24) *"Wat my frustreer is - ek het hierdie werk wat ek wil doen, ek is so excited om vir hulle die goed te verduidelik en dan kom hulle laat en dis nogal frustrerend."*

["What frustrates me is – I have this work that I must do, I am excited about explaining it and then they come late and that is actually frustrating."]

13.4 Students are disrespectful towards lecturers

According to two participants, the students are disrespectful towards the lecturers (academic staff members.)

(6) *"Dan stap jy in die personeelkamer in wat veronderstel is om jou plek te wees, dan sit 'n student met sy voete op die tafel en dan word jy dan half aangekyk - ja maar hoe kan jy nou die een wees wat hier instap."*

["Then you walk into the staff room which is suppose to be your place, then a student sits there with his feet on the table and you are half looked at – as if why could you walk in here now."]

(18) *"Studente wat uhm wat jou aanvat en jou uitdaag in'n klaskamer en en dit vir jou moeilik maak … Jy kry van hulle wat daarop uit is om om jou te toets, elke dag, wat kyk hoe ver kan hulle jou dryf."*

["Students that uhm that confront and challenge you in the classroom and make it difficult for you …. You get some of them that are out to test you, every day that want to see how far they can drive you."]

E: ABUSE FROM SUBORDINATES

According to the Oxford Advanced Learner's Dictionary (2010:1475) a "subordinate" is defined as *"a person who has a position with less authority and power than somebody"*. Thus, a subordinate is someone who is appointed in a position lower position than his/her manager. Participants reported that management staff members experience abuse from their subordinates.

14: NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT (cf par. 5.3.1.1.5 - disengage)

It emerged that subordinates abuse managers through disengagement by keeping back or withholding expected behaviours.

MAIN CATEGORY 14	NEGATIVE EXPERIENCES RELATED TO DISENGAGEMENT	N= 29
Subcategories	Subordinates do not follow communication channels	2
	Subordinates refrain from obeying and are ignoring instructions	2

The category *negative experiences related to disengagement* was formulated based on the following verbatim quotations:

14.1 Subordinates do not follow communication channels

According to two participants, subordinates do not follow the communication channels.

(16) *"Most of the time the Campus Manager do not know what happens because people jumps the channels and go straight to … to Corporate Centre."*

(29) *"Die ander ding wat gebeur is veral - veral van onder af - as jy nou nie die regte ding gesê het nie, dan word daar sommer oor jou kop gespring - gaan dan na jou hoofde toe en dan krý* (emphasised) *jy dit van bo af."*

["The other thing that happens – from below – if you now did not say the right thing, then they jump over your head – and then go to the Heads and then you get (emphasised) *it from above."]*

14.2 Subordinates refrain from obeying and are ignoring instructions:

According to two participants, subordinates do not obey and they also ignore instructions.

(17) *"Die werk wat hy moet inhandig, vir sy, ons noem dit nou maar merkwerk byvoorbeeld - hier's 'n paar wat nou nog nie hulle vraestelle gemerk het nie … hulle sleep hulle voete."*

["The work that he must submit, for him, for example we call it marking – here are a few who still have not marked their scripts … they drag their feet."]

(18) *"Ignoreer wat jy sê en ignoreer afsnydatums, daai dinge… kry jy nogsteeds die wat uhh net doodeenvoudig voete sleep en dit nie doen nie"*

["Ignore what you say and ignore due dates, those things … you still get those that uhm simply drag their feet and do not do it."]

6: HARMFUL IMPACT RELATED TO PRIMARY VIOLENCE

This section deals with the impact of psychological violence as personally experienced by participants or victims. The harmful impact related to primary psychological violence is discussed from a holistic perspective inclusive of the different contexts of an individual's life (cf. Chapter 3).

15: EXPERIENCING NEGATIVE PSYCHOLOGICAL HEALTH EFFECTS

According to the Oxford Advanced Learner's Dictionary (2010:1172) the word psychological is described as *"connected to with a person's mind and the way in which it works".* In the context of this study, "psychological" refers to the psychological context of health (cf. par. 3.3; par. 3.4.1).

MAIN CATEGORY 15	EXPERIENCING NEGATIVE PSYCHOLOGICAL HEALTH EFFECTS	N= 29
Subcategories	Experiencing distress	21
	Experiencing recurring thought patterns	11
	Feeling frustrated	11
	Experiencing anger	10
	Experiencing personality changes, acting contrary to personality and becoming a 'changed' person	7
	Crying	6
	Experiencing depression	6
	Experiencing concentration problems	4
	Experiencing fear and anxiety	4
	Experiencing forgetfulness	4
	Feeling irritated	4
	Having suicidal thoughts	4
	Consuming more alcohol	3
	Experiencing feelings of inferiority and damaged self-esteem	3
	Experiencing lethargy	3
	Experiencing numbed emotions (anhedonia)	3
	Experiencing thoughts of violence	3
	Feeling very emotional	3
	Feeling worried	3
	Having to violate own moral values and ethical conduct	3
	Repressing thoughts about negative experiences	3
	Wanting to retaliate (retribution)	3
	Becoming aggressive	2
	Smoking more	2

The category *experiencing negative psychological health effects* was formulated based on the following verbatim quotations:

15.1 Experiencing distress

According to twenty one participants, they (staff members) experience distress as a result of their negative experiences.

(2) *"Stress, it was very stressful…"*

(3) *"Binne die eerste week vandat ek begin werk het, was ek by die dokter wat sy my afgeboek het vir stress …"*

["Within the first week of commencing work, I was at the doctor who booked me off for stress."]

(4) *"Ek glo stress is daar…"*

["I believe stress is there…."]

(5) *"Die hoofdeel van my stress is werkgeoriënteerd."*

["The main portion of my stress is work related."]

(7) *"Those people who are on capacity leave, the majority of them have come from … stress. "*

(8) *"Ek het geweldig hoë stressvlakke."*

["I have extremely high stress levels."]

(10) *"Ek kom laas jaar by een van hierdie ouens, sit die masjien op my: 'Jy hardloop al vir te lank op adrenalien…' Maar ja, soos ek sê my spanning …"*

["I went last year to one of these guys, who placed a machine on me" 'You have been running too long on adrenalin…' But yes, like I say my tension …"]

(11) *"Jy kry vanmiddag twee uur die faks en dan drie uur moet die goed al weer by hulle wees, inligting en goed wat hulle wil hê. Nou uit daai tipe goed nê, dit, dit veroorsaak ongelooflike stress."*

["You receive a fax at two o clock and then by three the things must be with them, information and things that they want. Now from that type of thing, it, it causes unbelievable stress."]

(12) *"Uhm … en dit veroorsaak 'n klomp stressors …"*

["Uhm … and it causes a number of stressors."]

(14) *"Yes it affects my health because I always go to the doctor because of stress."*

(15) *"… taking out the stress home."*

(16) *"Because once you have a stress and you are a lecturer you must stand ehh before the students, in front of the students."*

(17) *"… en baie stress …"*

["…and lots of stress."]

(18) *"Dis dinge wat uhm wat stress opbou."*

["Its factors that uhm that build up stress."]

(19) *"You really get stressed."*

(20) *"… it's just the stress that one gets."*

(21) *"So that causes stress … to me."*

(22) *"… ek het spanning …"*

(22) *["…I have tension …"]*

(24) *"En uhm toe't die bloedtoetse byvoorbeeld gewys dat my B12 wat die stresshantering kan … hanteer, daai vitamins, daar is nie meer reserwes nie."*

["And uhm when for example the blood tests indicated that my B12 that regulates stress that vitamin that is what I do not have in reserve."]

(25) *"Ek sit my spanning binnetoe … in die loop van 'n jaar tot nou toe sewe of agt mense al moes konfronteer namens iemand anders, dan sit dit stress op my."*

["I direct my tension internally …. In the past year till now seven or eight people I had to confront on behalf of someone else and that places stress on me."]

(28) *"… spanning …"*

["…tension…"]

15.2 Experiencing recurring thought patterns

According to eleven participants they experience recurring thought patterns as a result of negative experiences.

(1) *"I … during the night, I…I…I think about these things and it cause me to uhm …to to brood over these things and uhm and it …concerns me."*

(3) *"…dis asof ek nie my gedagtes kon beheer nie, dis asof … sulke gedagtes net in my kop opkom."*

["It is as if I cannot control my thoughts, it's as if … such thoughts just emerge in my head.]"

(4) *"Dis of jou brein nie afskakel nie, jys die heeltyd besig om te dink. …wat ou die heeltyd dink uhh hoe gaan jy optree en watse optredes* (sighs hard)*. Baie kere kry ek voorgevoele... verstaan jy uhm, wat het genuine gebeur - kry ek voorgevoel ek en ek en X* (name of manager omitted) *gaan miskien in 'n konfliksituasie in … en dan hoe gaan ek dit hanteer … laat ek daai stap voor haar is …"*

["It's like your brain doesn't switch off, you are busy thinking the whole time … what you think the whole time uhh how you going to act and what actions (sighs hard)*. Very often I get premonitions … you understand uhm which really happens – I get premonitions that I and X* (name of manager omitted) *are going to get into a conflict situation… and then how am I going to handle it … let me go that route first."]*

(5) *"Dit … my brein bly besig - ek moet dit doen, ek moet dit doen, en dat. Daai ou gaan dit doen. Dit bly net aanmekaar."*

["It's … my brain remains active – I must do this, I must do this, and that. That guy is going to do this. It just stays continually."]

(7) *"… obviously self talk - there's a lot of dialogue going on ….uhm the dialogue that's going on is - who's lying - is it X* (name of senior manager omitted) *or is it him uhm*

there's calculations going in terms of … what strategy is next, what is the thing that I should do next, should I go back, shouldn't I go back, should I approach this person, shouldn't I approach that personn … uhm .. So you find you're your thought pattern is, is very uhm … random because you're trying to find answers that's shooting all over the place …"

(12) *"Uhm in plaas van om af te sluit en tyd met hulle spandeer is my gedagtes anders, op ander plekke."*

["Uhm instead of switching off and spending time with them my thoughts are in other places."]

(14) *"… sometimes I just try to forget but you know how … there are people who said you must forgot everything but …the mind … You think of that things … they just come."*

(20) *"It impacts a lot because when you sleep you only think about it. When you wake up, you only think about it and you don't get enough rest."*

(21) *"I continue to think and think and think and try to find out what are the problems and so on."*

(27) *"And then another thing you feel like … bents all over your body … because you think a lot …"*

(28) *"Dit het rêrig 'n groot invloed, nie net op die tye wat jy daar werk nie maar na-ure want jy kan nie net afskakel nie."*

["It has really has a big influence not just on the time you are at work but after hours you just cannot switch off."]

15.3 Feeling frustrated

According to eleven participants they feel frustrated as a result of negative experiences.

(3) *"Goed wat mens ook frustreer…"*

["Things that also frustrate people …."]

(6) *"… jy kan party dae voel jy's … gefrustreed."*

["… on some days you can feel you're…. frustrated."]

(8) *"… jy weet dit dit … maak mens nog net meer gefrustreerd"*

["….you know that it … just makes one even more frustrated."]

(11) *"… jy't 'n mate van frustrasie jy weet so jy jy jy't 'n defnitiewe frustrasievlak…"*

["… you have a level of frustration so you you you have a definite frustration level …"]

(12) *"Uhm … en dit veroorsaak … klomp frustrasie."*

["Uhm … and that causes …. a lot of frustration."]

(14) *"Im so frustrated…"*

(15) *"This frustration. I'm frustrated."*

(17) *"Die 'hulle' wat my frustreer is werklikwaar die bestuurskorps daarbo … Die manier wat hulle jou frustreer … is eintlik dit - hulle neem jou nie ernstig op nie, hulle dink hulle werk met 'n aap, hulle dink … jy werklik nie intellektueel in staat tot gedagtes van jou eie nie."*

["Its them that frustrate me truly, the management corps/ team above … The manner in which they frustrate you ….is actually this - they do not take you seriously, they think they are working with an ape, they think ...you are truly not intellectually capable of your own thoughts."]

(18) *"Dis dinge wat frustrasies opbou…"*

["It's things that build up frustration…"]

(24) *"… dis nogal frustrerend"*

["…it's kind of frustrating."]

(25) *"Vir my is dit verskriklik frustrerend."*

["For me it's extremely frustrating."]

15.4 Experiencing anger

According to ten participants they experience anger as a result of negative experiences.

(2) *"I just didn't want to fight I want to make sure … one of us is going to the mortuary… but I wanted to make a serious thing that day, I was, I was very angry … I was very angry."*

(4) *"Partykeer woede ervaar…"*

["Occasionally experience anger…"]

(5) "*Uhh ek was kwaad, dit het my verskriklik kwaad… so dit het my baie keer kwaad gemaak."*

["Uhh I was angry, it made me extremely angry … so it made me angry on many occasion."]

(13) *"In a way you'd feel angry … you just like, go trembling"*

(15) *"Sometimes I, I feel angry … because of lot work."*

(17) *"Ek is altyd die donner in, ek is altyd woedend…"*

["I am always the hell in, I am always furious…"]

(24) *"En dan word mens sommer gefrustreerd en kwaad ook …"*

["And then one becomes frustrated and also cross …"]

(26) *"Ek was kwaad vir die hele wereld."*

["I was cross with the entire world."]

(23) *"Ek is baie kwaad dat dit waarvoor ek so lank gewerk het van my weggevat word sonder dat dit iemand pla."*

["I am very cross that that I worked so long for has been taken away without it worrying anyone."]

(29) *"… ek is sommer befoeterd…"*

[" …. I am infuriated."]

15.5 Experiencing personality changes, acting contrary to personality and becoming a 'changed' person

According to seven participants they experience personality changes, acting contrary to their own personality and becoming a 'changed' person as a result of negative experiences.

(2*)* *"So it makes you even in a sense change …"*

(5) *"Ja, baie gegil… Jy weet ek is nie 'n kwaai mens nie … Ek is nie kwaai nie, ek gil nie, ek skree nie, ek vloek nie, ek skel nie."*

["Yes screech a lot… You know I am not an angry person… I am not angry, I don't screech, I don't scream, I don't swear, I don't shout."]

(16) *"Sometimes someone can get fed up with other people but I'm trying by my own means because I'm not, I'm not a person who used to be cross to other people."*

(18) *"Ja uhh hanteer dinge heeltemal anders as wat teen my natuur is - ek vlieg op my perdjie en ek sê goed wat ek nie moet sê nie …"*

["Yes uhh handle things very contrary to my nature – I fly off on my horse and I say things that I should not say…"]

(26) *"Ek het 'n hele totale persoonlikheidsverandering ondergaan."*

["I have undergone an entire personality change."]

(27) *"… react really in a way that under normal circumstances you won't. You become too … sensitive even even with issues that are nothing, really. You will feel provoked even by things you shouldn't be provoked of …"*

(28) *"My man het nou die dag reguit vir my gesê ek is nie meer dieselfde mens vandat ek daar werk nie."*

["My husband the other day said directly to me that I am not the same person since I worked there."]

15.6 Crying

According to six participants they and/ or other staff members cry as a result of negative experiences.

(3) *"… was ek elke dag in trane by die huis wat ek … dit nie meer kon hanteer nie … het ek elke dag gehuil as ek moet opstaan as ek moet werk toe gaan."*

["…. I was in tears every day at home … I couldn't handle it … every day cried when I got up when I must go to work."]

(2) *"I cried and I cried and I took my bag, I left."*

(7) *"She was in tears over what had taken place on campus."*

(5) *"…cries …."* This participant cried a lot while being interviewed. She also cried when she returned the quantitative instrument to the researcher.

(14) *"No the family I cry, sometimes to the children…"*

(22) *"Ek tjank oor alles … ek kan nie meer nie … ek huil oor alles …"* (participant cried during interview and couldn't talk at times due to crying).

["I sob about everything … I cannot anymore … I cry about everything."] (participant cried during the interview and couldn't talk at times due to crying).

15.7 Experiencing depression

According to six participants they experience depression as a result of negative experiences.

(3) *"Dis dalk waar die deppressie ook vandaan gekom het want ek voel daar's nie hoop nie, ek het nie krag om enige … hoe klein ookal die probleem is aan te pak en dit uit te sorteer nie, ek het, ek kan dit nie doen nie."*

["Its probably where the depression also originated because I feel there is no hope, I do not have strength to anything … irrespective of how small the problem is to confront and sort out, I have, I cannot do it."]

(5) *"Uhh ek was kwaad, dit het my verskriklik kwaad en deppressief op dieselfde tyd."*

["Uhh I was cross, it made me very angry and depressed at the same time."]

(11) *"Partykeer voel jy deppressief oor wat jy sien wat gebeur."*

["Sometimes you feel depressed about what you see happening."]

(17) *"… wat veroorsaak dat daar 'n mate van deppressie is in die sin van - jy sit soms hier en jy kan nie aan die gang kom nie - dit was nog nooit so nie."*

["… what causes that there is a degree of depression is in the sense that – you sometimes sit here and you cannot get going – it was never like that."]

(22) *"Uhm ek voel bietjie deppressief…"*

["Uhm I feel a little depressive…"]

(27) *"… you're so down."*

15.8 Experiencing concentration problems

According to four participants, they experience concentration problems as a result of negative experiences.

(3) *"… wat ek sit by die werk en ek weet ek het goed om te doen maar dis asof ek blank is, ek kan nie konsentreer op iets nie omdat ek te … uitgestress is, te moeg is …"*

[" …. that I sit at work and I know I have stuff to do but it's as if I am blank, I cannot concentrate on something because I am too … stressed too tired ."]

(7) *"But to actually concentrate and physically get on and do work, that that's an impossibility."*

(20) *"And concentration - one looses concentration, you see …"*

(24) *"Maar ek het ook begin agterkom maar ek kan nie lekker konsentreer nie."*

["But I also began to realise that I cannot concentrate very well."]

15.9 Experiencing fear and anxiety

According to four participants they experience fear and anxiety as a result of negative experiences.

(5) *"En as ek … dink ek moet begin werk toe kom, dan begin ek klaar angstig raak."*

["And if I … think I must start to go to work, then I already become anxious.]"

(9) *"Wat ek wel kan noem - ek is bang dat so iets weer kan gebeur … my in so 'n situasie te dompel."*

["What I can say – I am worried that something like that can happen again … plunge me in such a situation."]

(28) *"… en jy leef in vrees. Ek, ek het dit al van die begin van die jaar af gesê, ietsie, my stemmetjie hier binne sê my dae is getel, ek moet dit weet."*

["… and you live in fear. I, I have said it from the beginning of the year, something, my little voice inside said my days are numbered, I must know it."]

(29) *"Ek … ek's veskriklik bang gewees om in te loop in die gebou in want ek weet nie wat wag vir my nie want daar's weer 'n nuwe ding wat iemand uitgedink het of 'n nuwe slaanstok wat wat uitgekom het …"*

["I … I am extremely scared to walk into the buildings because I do not know what is waiting for me because there is something new again that someone has thought up or a whipping stick that has emerged…."]

15.10 Experiencing forgetfulness

According to four participants they experience forgetfulness as a result of negative experiences.

(5) *"Dat ek voor 'n klas sal staan en skielik vergeet, 'n vak wat ek vir al sewe jaar aanbied, wat ek vergeet wat staan in die boek …"*

["That I stand before a class and suddenly forget a subject that I have offered for seven years, that I forget what is written in the book …"]

(10) *"Ek sit skielik met hierdie goed wat net weggaan… gedagtes wat net weggaan… Ek ondervind nou die laaste … vier , vyf … weke …laat ek in die klas sal staan en 'n ding verduidelik en dan kom ek by 'n naam … wat ek vantevore sjoe okay, jy sal ook weet, so drie keer moes omrol en dan kry ek die ding, kry ek hom deesdae net nie - hys weg."*

["I am suddenly sitting with these things that just disappear… thoughts that just disappear… I find recently … four, five… weeks … I stand in front of the class explaining and I come to a name … that I previously would okay, you will know, about three times must repeat and then I get the name, but I don't get it nowadays, it's just gone."]

(16) *"I'm not a person who used to forget … but there is a times, there are sometimes that I forget what I must do and I knew that I know those things but they came out of my mind because of this work situation."*

(29) *"Want daar is 'n stadium toe … op 'n stadium … dan … slaan ek 'n blank."*

["There is a stage… at a stage … that …. I have a blank."]

15.11 Feeling irritated

According to four participants they feel irritated as a result of negative experiences.

(6) *"Jy kan party dae voel jy's geïrriteerd."*

["You can feel some days that you are irritated."]

(17) *"Ek kan nie 'n dag in die oë kyk nie want daar's altyd 'n ding wat … irriteer."*

["I cannot face a day because there is always a thing that … irritates."]

(18) *"Uhm as ek baiekeer, as ek so geïrriteerd hier weggaan, dan vat dit my ten minste drie, vier ure by die huis om eers weer myself te word."*

["Uhm if I many times, if I leave here so irritated, then it takes me at least three, four hours at home to just become myself again."]

(19) *"You get irritated sometimes."*

15.12 Having suicidal thoughts

According to four participants they are having suicidal thoughts as a result of negative experiences.

(3) *"Ek het vreeslik baie selfmoordgedagtes begin kry … dinge kom by my op wat ek sal sit en dink …nee, ek sal nie myself skiet nie want dit maak te veel van 'n gemors vir die mense wat agterbly."*

["I have started to get extremely many suicidal thoughts… things come to mind that I will sit and think … no, I won't shoot myself because it make too much of a mess for those left behind."]

(4) *"Ag jy weet dan dink jy partykeer sal ek, sal ek sê, ek sal nie jok as ek nie sê nie dat ek al aan selfmoord gedink het nie …"*

["Ag you know then sometimes you think, shall I say, I won't be lying if I say I have thought of suicide …"]

(5) *"Ek was … ek was heeltemal uhm suicidal ...* (cries)*."*

["I was … I was totally suicidal … (cries.)*"]*

(26) *"Wat ek wel vir jou kan sê is dat ek baie dikwels gedink het aan selfmoord … uhm … veral op die stadium toe dit so sleg gegaan het met my gesin* (cries) *want ek het gevoel ek het alles verloor … ek het my posisie en my beroep verloor, ek is besig om my man te verloor, ek is besig om my kinders te verloor… so wat maak sin?"*

["What I can say to you is that very often I thought of suicide … uhm … especially at that stage when things really were bad with my family (cries) *because I felt that I lost everything …. I lost my position and my career. I am busy losing my husband, I am busy losing my children … so what's the use?"]*

15.13 Consuming more alcohol

According to three participants they consume more alcohol as a result of negative experiences.

(2) *"I'm not a great drinker but I ended up every day I sit down and I drink one cup of wine."*

(8) "*In my eerste jaar wat ek daar was, het ek gereeld genoeg wyne gedrink net om te ontsnap van die realiteit."*

["In my first year that I was there, I regularly had enough wine to drink just to escape from the reality."]

(11) *"… ek drink die laaste jaar, jaar en 'n half meer wyn drink ek meer wyn as wat,* (laughs) *as wat ek in die verlede gedrink het en jy kan seker maar sê ek drink meer."*

["…the past year, year and a half I drank more wine than (laughs*) than what I drank in the past and you can surely say I drink more."]*

15.14 Experiencing feelings of inferiority and damaged self- esteem

According to three participants they experience feelings of inferiority and damaged self esteem as a result of negative experiences.

(22) *"Uhmm ag dit laat my minderaardig voel … my selfbeeld lei defnitief daaronder* (cries)*."*

["Uhmm agh it makes me feel inferior … my self image definitely suffers as a result (cries)*".]*

(5) *"Ek het net gevoel ek is nie werd nie* (cries) *ek … kan nie my werk ordentlik doen nie - dit is die idee wat ek gekry het."*

["I just felt I do not have worth (cries) *I … cannot do my work properly – it's the idea that I got."]*

(26) *"Weet jy dit laat 'n mens minderaardig voel… uhm ek het 'n geweldige selfbeeld probleem ontwikkel."*

["You know it leaves a person feeling inferior …. uhm I have developed a huge self image problem."]

15.15 Experiencing lethargy

According to three participants they experience lethargy as a result of negative experiences.

(10) *"Ek is lam ek is tam ek is nie lus nie ….lusteloosheid … uhm."*

["I am lame I am tired I don't want to … listless …uhm."]

(17) *"Maar ek kan die taak vir baie lank so kyk … en besluit ja, ek sal nog aan dit aandag gee … en ek wil nie, ek wil regtig nie dit doen nie."*

["But I can look at the task for ages….and decides yes, I will attend to it but I do not want to, I really don't want to do it."]

(27) *"You don't want to do anything whatsoever …"*

15.16 Experiencing numbed emotions (anhedonia)

According to three participants they experience numbed emotions (anhedonia) as a result of negative experiences.

(3) *"… tot die dokter my op anti-deppressante en kalmeermiddels en goed gesit het … wat ook sleg is want dan het jy net hierdie … gevoelloosheid."*

[" … until the doctor placed me on anti depressants and tranquilizers and stuff… what's also bad is that you then only have this ….. indifference."]

(4) *"Dit voel net vir my ek het nie meer emosie nie. Ek is al op al daai vlak wat ek nie eers meer emosie toon nie."*

["It just feels for me that I don't have any emotions. I am at that level that I do not even show any emotions."]

17) *"Jy raak afgestomp en dis waar ek nou is - ek is afgestomp.'*

["You get blunted and that is where I am now – I am blunted."]

15.17 Experiencing thoughts of violence

According to three participants they experience thoughts of violence as a result of negative experiences.

(2) *"This thing- I don't want to find myself one day I wake up then I've got a gun in my hand, then I shoot all the white people because it will affect, you know this thing can the impact that it can have it can result in … shooting, even innocent people they die, it can cause too much violence unnecessary. I'm directing my anger, you know I'm getting angry with the wrong people and one day I'll say let me just do something because nobody wants to listen to me, nobody wants to …"*

(7) *"I think when it's happening, you want to beat the person up, that's how you feel, you want, be … because you have that immediate thing 'this guy is so aggressive that the only thing that's going to shut him up is a good klap* (slap) *across the ear."*

(10) *"Ek uh kom op die punt wat ek wil op daai punt kom … en ek sal wraggies … sekere dae voel dit asof ek myself net nie kan beheer nie … maar ek sal fisies tot geweld oorgaan … ek ek het al lus gehad om hier in te stap met 'n pistool en te begin student… man ja dis baie moeilik soos ek sê - ou sal moet heel boontoe beweeg … en dis nou ongelukkig ouens wat in 'n posisie is waar hulle onaanraakbaar is 'untouchables."*

["I uh get to the point where I ….and I will really …. on certain days I feel that I cannot control myself… but I will get physically violent…. I, I felt like like walking in here with a pistol and begin student … man yes it's very difficult like I say – one must move upwards … and now unfortunately its guys that are in a position where they are untouchable – untouchables."]

15.18 Feeling very emotional

According to three participants they feel very emotional as a result of negative experiences.

(2) *"I'm very much emotional … I cannot work like that, so I left and reported that…"*

(3) *"en …baie emosioneel …"*

["and … very emotional…"]

(27) *"Yea you too become very emotionally."*

15.19 Feeling worried

According to three participants they feel worried as a result of negative experiences.

(1) *"I'm concerned and I'm a worried man because uhm because that is my short future that still lies ahead is is in the hands of the NCV NCV programme …"*

(11) *"Wat my partykeer baie pla is die tipe besluite wat die ouens neem …maar ek's bekommerd as daardie persone soos ons al gesien het wat die diens verlaat nê, daar is nie 'n tweede, 'n goeie tweede, derde …vlak persone wat kan op in die levels kom nie so en wat waar lê ons toekoms dan?"*

["What worries me immensely is the type of decisions that guys take … but I am worried if those persons like we have all seen leaves the service, there is not a second, a good second or third …. level persons that can come up to that level so where does our future lie?"]

(25) *"Sielkundig, soos ek vir jou sê - ek worry daaroor."*

["Psychologically, like I said to you – I worry about that."]

15.20 Having to violate own moral values and ethical conduct

According to three participants they have to violate their own moral values and ethical conduct as a result of negative experiences.

(22) *"Ek het 'n klas met net Afrikaanse studente maar ek is verplig om vir hulle Engelse notas te gee terwyl Afrikaanses beskikbaar is en ek is verplig om vir hulle in Engels klas te gee terwyl alles is Afrikaans, ek stel self die vraestel op. So hoe, ek moet hierdie kinders moet ek benadeel omdat die policy vir my bind …."*

["I have a class with just Afrikaans students but I am forced to give them English notes while Afrikaans notes are available and I am forced to lecture to them in English while everything is Afrikaans, I compile the question paper. So how, I must disadvantage these children because the policy binds me…"]

(11) *"Jy weet jy word half verwag om … uhm dinge bloot te stel maar maar meer die … goeie dinge, nie die goedjies wat nou werklik … krapperig is nie. Dan moet jy maar eerder vir jou eie beswil maar eerder dit so half bietjie, hoe kan ek sê … onder die mat invee…. ag*

ek weet nie. Ek het al met met sekere uhh gevalle gesien dat - as jy baie uitesproke is dan op die ou einde van die dag en bestuur hou nie daarvan nie. Ek praat nou van - topbestuur - hulle hou nie daarvan nie dan uhh dan uhm ek weet nie, dan's dit nadelig vir jou, vir jou beroep jy weet vir bevordering whatever dit het gebeur met persone wat wat uhh nie bevordering gekry het nie as gevolg van dat hulle uitgesproke is."

["You know you are half expected to …. umh to expose things but, but more the … good things, not the things that are actually …irksome. Then you must rather for your own sake it, how can I say… sweep it under the carpet … ag I don't know. I have already in certain uhh instances seen that if you are too outspoken then in the end the management doesn't like it. I am speaking about – top management – they do not like it uhh then uhh I don't know, then it's detrimental for you, for your career your promotion whatever. It has happened with people that that uhh didn't get promotion as a result of their outspokenness."]

(21) *"It forces me sometimes to say - why should I deal with this disciplinary issue? I know that - say a staff member did not come to work, but I know that at some point he or she was abused uhh he or she did not come to work because uhh uhh he was depressed … due to some of our seniors, you see. So sometimes it forces me really to uhmm to do things that as a manager I'm not supposed to be doing … and as that to avoid my, my responsibilities."*

15.21 Repressing thoughts about negative experiences

According to three participants they repress their thoughts about negative experiences.

(3) *"Dis dinge wat mens half, jy wil nie daaraan dink nie, jy probeer dit onderdruk."*

["its things that one half, you do not want to think about, you try to suppress it.]"

(8) *"Oor die algemeen het my gesondheid agteruitgegaan omdat ek, sê maar die hoofoorsaak is maar stres … en repressie jy weet, jy praat nie, jy bottel alles op, dis nou maar dit."*

["Generally my health has deteriorated because I, you can say, the main cause is stress … and … and repression you know, you don't talk, you bottle everything up, and that's it."]

(17) *"Ongelukkig omdat jy mos nou hier … jou moet gedra volgens 'n sekere kode kan jy nie die mense wat jou frustreer aanval en sê soos wat jy graag wil nie, jy dra maar daai wrokkigheid en daai frustrasies maar met jou saam."*

["Unfortunately because you now here… you must behave according to a certain code you cannot take on those that frustrate you and say what you want to, you carry those grudge and frustrations with you."]

15.22 Wanting to retaliate (retribution)

According to three participants they want to retaliate as a result of negative experiences.

(21) *"Sometimes my seniors cause emotional stress, sometimes I do cause it to them* (laughs) *in many different ways, ja, they can tell you, in many different ways and I do it deliberately because I'm just giving them a taste of of of treating people in an unacceptable way ... I retaliate on this on on uhh some of the things they did do. In most cases uhh I retaliate but in a way that they … they will think about it at a later stage, ja, because I don't want to allow myself to be … treated in a bad way and somebody does not, is not, doesn't realise that they treated me in a bad way, so I sometimes re … retaliate, ja."*

(7) *"Apart from the fact that you just don't want to do work, jy raak gatvol* (you get fed up)*, I'm not going to … leave it there…"*

(24) *"Weet jy wat as jy nie … so met my maak, ek kon daai Saterdag gegaan het maar ek het besluit aspris ek sal nie gaan nie … Dan voel ek mens werk nie so met mense nie, mens werk met ander mense se lewens, wees konsidererend."*

["Do you know that if you don't ….treat I like, I could have gone on that Saturday but I had decided on purpose I won't go… Then one feels people don't work like that with others, like that with people, one works with other peoples'' lives, be considerate."]

15.23 Becoming aggressive

According to two participants they become aggressive as a result of negative experiences.

(4) *"… aggressief geraak…"*

["… Became aggressive..."]

(18) *"… baie aggressie … uhhmm aggressie wat opbou, dit is nou maar, dit dit soek 'n uitlaatklep en dit bars oop en dit borrel uit."*

["Lots of aggression… uhhmm aggression that builds up, that is so, it it looks for a release valve and it explodes and pours out."]

15.24 Smoking more

According to two participants they smoke more as a result of negative experiences.

(8) *"Uhmm ag oor die algemeen is dit maar jy weet selfvernietigende gedrag wat ek toon … ek rook… baie wat ek nooit voorheen so erg gedoen het nie maar dis nou erger."*

["Uhmm agh generally it is but you know self-destructive behaviour that I display … I smoke … lots that I didn't do so much previously but it is now worse."]

(10) *"Hoekom rook ek? Oor die stress… want hoe … erger die stress raak, hoe meer begin jy rook."*

["Why do I smoke? Due to stress … because how … more intense the stress becomes the more one begins to smoke."]

16: EXPERIENCING NEGATIVE BIOPHYSICAL HEALTH EFFECTS

Biophysical refers to the biophysical context of health (cf par. 3.3; par. 3.4.2).

MAIN CATEGORY 16	EXPERIENCING NEGATIVE BIOPHYSICAL HEALTH EFFECTS	N= 29
Subcategories	Experiencing tiredness and exhaustion	12
	Suffering from headaches	12
	Experiencing insomnia	11
	Having to use medication and food supplements	9
	Experiencing bodily pains	5
	Experiencing painful and tensed shoulders	5
	Worsening of existing diseases and new medical conditions appearing	5
	Experiencing heart palpitations	4
	Experiencing stomach aches and cramps, stomach sensitivity, diarrhoea, chronic stomach ulcer and spastic colon	4
	Experiencing high blood pressure (hypertension)	3
	Experiencing overeating, weight gain and a lack of appetite	3
	Teeth grinding (teeth gnashing)	3
	Experiencing heart cramps and heart disease	2
	Experiencing migraine headaches	2
	Experiencing nausea and vomiting	2
	Sleeping excessively	2

The category *experiencing negative biophysical health effects* was formulated based on the following verbatim quotations:

16.1 Experiencing tiredness and exhaustion

According to twelve participants they experience tiredness and exhaustion as a result of negative experiences.

(3) "*En dit het my ook … op 'n stadium gevoel … eers… raak ek uitgeput, wat ek moeg is…"*

["And it also felt … at a stage… first … I get exhausted, that I'm tired …"]

(4) "*Want ek is…ek is…moeg, ek is op…Uhm."*

["Because I am … I am … tired, I'm finished …Uhm."]

(10) *"Ek is moeg … soos ek nou voel …"*

["I am tired … the way I feel now…"]

(11) *"'n Ou voel net moeg, jy voel net psigologies, jy voel kapot …"*

["A person feels tired, you feel just physically, you feel exhausted…"]

(13) *"You just want to … okay I feel tired I have to go and sleep."*

(15) *"… when I have to come to work in the morning - I'm tired already."*

(20) *"In fact the work never get finished, ja, that's the thing and one grows very tired."*

(21) *"Tiredness … you know if there is one thing I become tired and I cannot sleep."*

(22) *"… ek voel net dat uhhm dit maak my moeg. Ek is moeg, moeg, moeg, jy weet."*

["…I feel just that uhhm it makes me tired. I am tired, tired, tired, you know."]

(24) *"Ek is tot die dood toe net moeg, die heel dag net moeg."*

["I am tired to death, the whole day just tired."]

(27) *"Physically I would say you feel, you feel tired at all times …"*

(29) *"Ek meen ek het in die oggende, ek het in die aand in die bed geklim dan word ek die volgende more wakker dan voel ek of ek nou net in die bed geklim het. Dit voel net nie of jy geslaap het nie … Jy weet, fisies is jy doodmoeg."*

["I mean in the morning I , I climbed into bed at night and then the following morning when I wake up then I feel like I have just climbed into bed, It feels just as of you hadn't slept…. You know, physically you are dead tired."]

16.2 Experiencing headaches

According to twelve participants they experience headaches as a result of negative experiences.

(2) *"Physically … I get headaches …"*

(10) *"Ek kry skielik weer hoofpyne."*

["I suddenly get headaches again.]"

(5) *"En dit was in daai stadium so erg dat ek elke week, as daar 'n week verbygegaan het* (cries) *dat ek nie dokter toe moes gaan vir hoofpyn, erge hoofpyn-inspuitings in my skedel."*

["And at that stage it was so severe that every week, there was not a week that went by (cries) *that I didn't have to go to the doctor for headaches, severe headaches – injections in my skull."]*

(3) *"Hoofpyne … ek het omtrent konstante hoofpyne."*

["Headaches … I have just about constant headaches."]

(13) *"You have like a headache, continuous headache …"*

(14) *"…painful headache …"*

(15) *"And sometimes I've got headache … Terrible headache. I'm always going to the doctor because of that."*

(16) *"They have influence in my health because sometimes I can have a headache… I have a terrible headache; I'm living with pain tablets every day"*

(22) *"Uhm* (cries) *ek het chronies hoofpyn …"*

["Uhm (cries) *I have chronic headaches…"]*

(26) *"… Wat wel met my gebeur het, ek dink as gevolg van al die ingehoue emosie … uhm ek het ontsettend baie hoofpyn gekry in daai tyd toe ek so verwerp gevoel het."*

["… What has happened to me, I think as a result of all the pent-up emotions … uhm I got an awful lot of headaches at that time when I felt so rejected."]

(27) *"…A lot of pains all over, headaches …"*

(29) *"Uhm kopsere …"*

["Uhm sore head …"]

16.3 Experiencing insomnia

According to eleven participants they experience insomnia as a result of negative experiences.

(3) *"Baie sleg slaap. Ek…slaap nog altyd baie goed maar ek het begin dat ek nie in die aande kon slaap nie."*

["Sleep very badly. I … usually sleep very well but I have begun not to sleep at night."]

(4) *"n Ou kan agterkom dat jou slaapgewoontes, jy weet 'n ou sal … in die middel van die nag wakker word en… so defnitief het dit 'n impak op 'n ou se slaap."*

["One can recognize that your sleeping patterns, you know a person will… wake up in the middle of the night and … so definitely it has made an impact upon one's sleep."]

(5) *"So ek bly die heelnag wakker, ek slaap nie, ek ly aan slaaploosheid en al het hulle my met ernstige slaapmedisyne gedokter, kon ek nie slaap nie."*

["So I remain awake the whole night, I do not sleep, I suffer from insomnia and even if they have treated me with severe medication for sleeping, I cannot sleep."]

(8) *"uhm slaaploosheid erg gehad op 'n stadium."*

["uhm I had severe sleeplessness at a stage."]

(10) *"Ek kan nie slaap nie … uhm 'n ding wat my pla die laaste tyd - ek kan nie slaap nie uhm dan raak ek weg, dan ruk ek myself wakker en dan's ek wakker hoor."*

["I cannot sleep … uhm a thing that worries me lately – I cannot sleep uhm then I drift off then jerk myself awake and then I am awake."]

(11) "*Uhm… wel 'n ou slaap sleg."*

["Uhm … well one sleeps badly.]"

(14) "*Sometimes they affect me because during the night I woke up, I think about the workplace I can't sleep during the night. If it's serious, I don't sleep at all … I sleep a while - during the am's I woke up then the following day I don't feel like sleeping."*

(20) *"It impacts a lot because when you sleep you only think about it … and you don't get enough rest."*

(21) *"Sometimes I spend, sometimes I cannot even uhh when I have to sleep, I cannot sleep, I continue to think and think and think and try to find out what are the problems and so on."*

(25) *"Dan begin ek al dink, dan lê ek nagte wakker. Nou ek is nie 'n uhh uhh jy weet ek slaap nie baie nie maar dan slaap ek niks want ek bekommer my rerig daaroor …"*

["Then I begin to think then I lie awake at nights. Now I am not uhh uhh you know I don't sleep a lot but then I just don't sleep at all because I am really worried about it …"]

(27) *"… most of the times you spend sleepless nights…"*

16.4 Having to use medication and food supplements

According to nine participants they have to use medication and food supplements as a result of negative experiences.

(3) *"Wat ek … dit nie meer kon hanteer nie … as ek moet opstaan as ek moet werk toe gaan dat ek, ek kon nie tot die dokter my op anti-deppressante en kalmeermiddels en goed gesit het."*

["What I …. could not handle anymore … if I must get up when I have to go to work that I, I couldn't until the doctor put me on anti – depressants and tranquilizers and stuff."]

(5) *"Hulle het vir my Dormicum en Tripilene voorgeskryf en die twee saam laat my nie slaap nie."*

["They prescribed Dormicum and Tripilene and the two together don't let me sleep."]

(8) *"Gebruik slaappille van tyd tot tyd … ag ek het uhh ons gesels van tyd tot tyd met ander mense en 95 % van die, van die ... personeel is op een of ander tipe anti-deppressant of kalmeermiddel."*

["Use sleeping tablets from time to time… ag I had uhh we talk from time to time with others and 95% of the, of the ….staff is on one or other type of anti depressant or tranquilizer."]

(10) *"Daai permanente, ek weet nie of jy weet hoe voel dit as as 'n spier seergemaak is … Ja dan drink ek nou maar spierverslappers."*

["That permanent, I do not know if you know how it feels if a muscle was hurt … Yes then I drink muscle relaxants."]

(16) *"I'm living with pain tablets everyday - I, I am addicted to that ... really, I drink them every day."*

(22) *"Ek moet homopatiese medisyne gebruik omdat ek allergies is vir sekere goed … en uhm dan moet ek na 'n homopaat toe gaan en ek moet gereeld gaan … net te kan bo bly, net te kan aangaan…"*

["I must take homeopathic medicine because I am allergic to certain things … and uhm then I must go to a homeopath and I must go regularly …. Just to stay on top, just to continue…"]

(24) *"So op die stadium is dit nou al my derde reeks, ek kan, ysteraanvullings wat ek drink en foliensuur uhm aanvulling wat hy nou vir my bygegee het. En ek moes vir ses weke moes ek vir 'n ... vitamiene B12 inspuiting het ek gegaan."*

["So at this stage it's now my third series, I can, iron supplements that I drink and folic acid uhm supplements that he has in addition given to me. For six weeks I should go for a vitamin B12 injection."]

(26) *"Uhh ek het ontsettend baie hoofpynpille gedrink … partykeer het ek die hoofpynpil gedrink nog voordat ek die hoofpyn gehad het want ek het geweet hy gaan kom."*

["Uhh I have drunk huge amounts of headache tablets … sometimes I have drunk the headache tablet before I had the headache because I know it is going to come."]

(28) *"… ek is op anti-depressante …"*

[“….I am on anti-depressants…”]

16.5 Experiencing bodily pains

According to five participants they experience bodily pains as a result of negative experiences.

(10) *“Ek het pyne uhm … ook hierdie spierpyne in my rug, hierdie blaaie van my … ek het op ‘n stadium diafragmapyn gehad… uhm wat nogal erg was … oorpyne”*

[“I have pains uhm …. also these muscle pains in my back, these shoulder blades of mine…. at a stage I had diaphragm pain … uhm what was quite bad was earaches.”]

13) *“…uhh you have back pains, if you’re sitting down, you have back pains.”*

(16) *“They have influence in my health because sometimes … or a back pain and I realise that whilst I have feet pains, back pains they’re working together with my heart … and my mind also.”*

(27) *“On my back and in between my breasts here - there will be a very very serious pain, a pain which which I don’t know how to describe it…it’s so painful even when at times when you try and breathe, you feel that there’s is something pricking you, you know, like a needle is been … you know, you are pricked with something.”*

(5) *“Spierspasmas in die nek …”*

[“Muscle spasms in the neck…”]

16.6 Experiencing painful and tensed shoulders

According to five participants they experience painful and tensed shoulders as a result of negative experiences.

(7) *“Sometimes I get stiffness between the shoulder blades like I’ve been typing too much at the computer but I haven’t typed …I get this stiffness across the shoulder blades.”*

(14) *“Painful shoulders and … the neck stiff.”*

(15) *“… and then the pains, on the shoulders.”*

(20) *“I mean you could feel it here on your shoulders, it’s if you’ve carried something very heavy on your shoulders.”*

(27) *"Your shoulders, you feel them, they'll be tensed."*

16.7 Worsening of existing diseases and new medical conditions appearing

According to five participants they experience a worsening of existing diseases and new medical conditions appearing as a result of negative experiences.

(5) *"En toe het dit net aanhou basies opbou en opbou en toe het ek in in die jaar daarna baie siek geword as gevolg van outo-immuun siekte … ek het dit bespreek met die dokter toe sê sy dis as gevolg van die buite stress, laat die siekte ook nie in remissie wil gaan nie."*

["And then it just continued to build up and build up and then in the following year I got very sick as a result of auto- immune disease… I discussed this with the doctor and she said it is a result of external stress that the illness doesn't want to go into remission."]

(8) *"Oor die algemeen het uhm suiker, cholesterol, jy weet alles is net hoër omdat die stresslakke so hoog is … my voete het op begin pak want dis maar stress en en suiker goed, korroleerde goeters."*

["Generally I have uhm sugar, cholesterol, you know, everything is just higher because the stress levels are so high …. my feet have begun to pack up because it's stress and and sugar and all that is associated with it."]

(12) *"My asma het versleg behalwe dat ek my medikasie reg gebruik en so aan, is my asma nie onder beheer nie."*

["My asthma has deteriorated even though I use my medication correctly and so on, my asthma is not under control.]

(22) *"En uhhm dit affekteer wel my gesondheid uhm ek het allerhande probleme soos arthritis."*

["And uhhm it actually affects my health uhm I have got a lot of different problems like arthritis."]

(29) *"Ek het siektetoestande gehad hierdie jaar wat ek in my lewe nog nooit gehad het nie … uhm kopsere uhm infeksies, wat ek in my lewe nog nie gehad het nie."*

["I had situations of sickness this year that I never have had in my life… uhm headaches uhm infections, that I never had in my life."]

16.8 Experiencing heart palpitations

According to four participants they experience heart palpitations as a result of negative experiences.

(13) *"… your heart would pouncing like pouncing."*

(16) *"My heart … sometimes, sometimes if I'm not satisfied, when I sleep it just make like this for the whole night (demonstrates) … it pounds."*

(25) *"Ek kry partykeer sulke hartkloppings …"*

["I sometimes get such heart palpatations."]

(23) *"Jis en met tye dan kry ek so hartkloppings dat ek kan dood gaan …"*

["Yes and at certain times I get heart palpitations that I could die …."]

16.9 Experiencing stomach aches, stomach cramps, stomach sensitivity, diarrhoea, chronic stomach ulcer and spastic colon

According to four participants they experience stomach aches, stomach cramps, stomach sensitivity, diarrhoea, chronic stomach ulcer and spastic colon as a result of negative experiences.

(3) *"Ek het op 'n stadium gedink ek het dalk 'n maagseer ook … wat … die dokter het ook net vir my medikasie gegee …Vreeslike maagpyn …uh so aan, spastiese kolon …"*

["I had thought at a stage that I had also had a stomach ulcer …. because… the doctor has also just gave me medication … Extreme stomach pain … uh so on, spastic colon…"]

(11) *"Uhhm uhh … as ek nie pasop hoe ek eet en goed nie, dan sal 'n ou met 'n maagseerprobleem sit, jy verstaan want ... jy moet, as ek nie my, as ek nie gereeld eet op sekere intervalle nie dan kry jy daai gevoel van hier's ietsie aan die broei."*

["Uhhm uhh … If I do not watch how I eat and things, then one will sit with a stomach ulcer, you understand because… you must, if I do not, if I do not regularly eat at certain intervals then I get that feeling that something is brewing."]

(23) *"Ek het 'n maagseer wat net nooit gesond word nie."*

["I had a stomach ulcer that has just never healed."]

(10) *"Ja maagkrampe, ag permanent … my maag het sensitief geraak uhm hy wil net nie herstel nie … ek het krampe, ek het permanent ongesteldheid, as dit nie hardlywigheid is nie is dit diarree, so ek spring die heeltyd rond hier tussen die twee van hulle."*

["Yes stomach cramps, agh permanently… my stomach has become sensitive uhm it just won't heal… I have cramps; I have permanent upsets, if it's not constipation then its diarrhoea so I jump around the whole time between the two."]

16.10 Experiencing high blood pressure (hypertension)

According to three participants they experience high blood pressure (hypertension) as a result of negative experiences.

(12) *"… al daai goed uhm … ek het die laaste, ek het verhoogde bloeddruk begin ontwikkel."*

["… all those things uhm ….I lately, I started developing high blood pressure."]

(17) *"Ek het, dis nou so twee jaar wat ek gediagnoseer is met hoë bloeddruk. Ek het in my lewe lank nog nooit gesondheidsprobleme gehad nie, ek het dit nie gehad nie, maar hier het ek hoë bloeddruk want ek is altyd die donner in, ek is altyd woedend, ek is altyd gefrustreerd, ek kan nie 'n dag in die oë kyk nie want daar's altyd 'n ding wat my hoogs frustreer en irriteer en ja - dit het sy tol geëis - ek het nou hoë bloeddruk daarvan oorgehou."*

["I have its two years since I was diagnosed with high blood pressure. All my life long I have never had health problems, I never had it, but here I have high blood pressure because I am always the hell in, I am always furious, I am always frustrated, I cannot go through a day without feeling frustrated and irritated and yes – it takes its toll – I have now got high blood pressure from it."]

(23) *"Ek het hoë bloeddruk …"*

["I have high blood pressure …."]

16.11 Experiencing overeating, weight gain and a lack of appetite

According to three participants they experience overeating, weight gain and a lack of appetite as a result of negative experiences.

(12) *"En ja dan is ek oorgewig … so dit het maar, dit het maar 'n sekondêre implikasie."*

["And yes then I am overweight … so it has, it has a secondary implication."]

(21) *"When I'm really affected emotionally, most specifically at these management issues uhh you find that uhh I lose appetite."*

(27) *"I'll want to eat everything that I come across, everything that I come across I want to eat and as much as I eat it wouldn't curb my appetitive … I'll be gaining just a lot of weight."*

16.12 Grinding teeth (teeth gnashing)

According to three participants they experience that they grind their teeth (teeth gnashing) as a result of negative experiences.

(4) *"Wat, wat ek werklik kan agterkom is ek kners baie op my tande en ek het nou gesien ek is nou byvoorbeeld 'n week by die huis gewees niks, niks niks. Toe ek daai dag werk toe gaan toe begin ek weer op my tande kners."*

["That, that I truly can recognize is that I grind on my teeth and I have seen that I am for example a week at home nothing, nothing nothing. That day that I went to work I started grinding my teeth again."]

(10) *"Nou, ek weet nie of dit dalk is vanweë kners deur die nag nie … ek weet nie of my tande se probleme ook dalk kners deur die nag is nie."*

["Now, I don't know if it as a result of grinding during the night ... I don't know if my teeth problems are also possibly the night grinding."]

(11) *"Ek het vir my uh uhm wat noem jy dit… een van hierdie … bytplaatjies gekry want jy kners op jou tande in die nag wat ek, wat 'n ou nooit gehad het nie."*

["I got for myself uh uhm what do you call it … one of those …bite plates because you grind on your teeth in the night, that I, that one never had before."]

16.13 Experiencing heart cramps and heart disease

According to two participants they experience heart cramps and heart disease as a result of negative experiences.

(5) *"… soveel so dat ek beginne hartkrampe kry … van, van die verskriklike angs."*

["…so much that I began getting heart cramps… from, from the extreme anxiety."]

(18) *"Ek het in hierdie tyd wat verby is uhm hartprobleme opgetel wat ek nooit voorheen gehad het nie en ek moes gaan vir uhm harttoetse en dinge en daar's twee are wat toe is wat moontlik in die toekoms omlyn moet word."*

["I have in this past time uhm picked up on heart problems that I never had previously and I had to go for heart tests and things and there are two arteries that are closed that in the future may have to have bypasses."]

16.14 Experiencing migraine headaches

According to two participants they experience migraine headaches as a result of negative experiences.

(18) *"Uhm migraines ongelooflik baie, wat 'n ou se werk affekteer ..."*

["Uhm migraines unbelievably many, that affects one's work ..."]

(28) *"Ek sukkel met migraines ek is gehospitaliseer vir 'n week weens migraine."*

["I battle with migraines I have been hospitalized for a week due to migraines."]

16.15 Experiencing nausea and vomiting

According to two participants they experience nausea and vomiting as a result of negative experiences.

(5) *"Dat jy in die oggend opstaan en begin bewe en opgooi … net omdat jy dink* (emphasised)*, jy moet werk toe kom."*

["That you get up in the morning and begin to shake and vomit … just because you think (emphasised)*, you must go to work.]"*

(3) *"… konstant, wat ek naar was …"*

["….constantly, I was bilious…."]

16.16 Sleeping excessively

According to two participants they sleep excessively as a result of negative experiences.

(4) *"So ek, ek het defnitief op 'n stadium slaapversteurings gehad … dan kom 'n ou op 'n dag, wat jy nou, jys nou op dan dan slaap jy. Is nou, ek was nou twee dae by die huis, ek het gister byvoorbeeld heeldag net geslaap."*

["So I, I definitely had sleep disturbances at a stage … then one comes to a day that one now, now you are finished then then you sleep. Its now, I was now two days at home, yesterday for example I just slept for the whole day."]

(10) *"Ek … clutch uit vir twee, drie dae partykeer wat ek … wil slaap, ek slaap. Ek staan op om te eet, ek staan op om toilet toe te gaan maar ek slaap vir drie dae."*

["I … disengage for two, three days sometimes that I … want to sleep, I sleep. I get up eat, I get up to go to the toilet but I sleep for three days."]

17: EXPERIENCING NEGATIVE SPIRITUAL HEALTH EFFECTS

In the context of this study "spiritual refers" to the spiritual context of health (cf. par. 3.4.3).

MAIN CATEGORY 17	EXPERIENCING NEGATIVE SPIRITUAL HEALTH EFFECTS	N= 29
Subcategories	Feeling that everything has become too much to handle and that one cannot cope anymore	9
	Having a negative outlook on life	6
	Negative personal views held by non-management employees regarding their realities	5
	Having no positive expectations about the future	4
	Perceptions that management cannot be trusted	4
	Questioning role of God in bad experiences	3
	Affecting relationship with God negatively	2
	Experiencing bitterness and resentment	2
	Experiencing dejection and desperation	2
	Experiencing lack of control over own situation	2
	Experiencing unfairness	2

The category *experiencing negative spiritual health effects* was formulated based on the following direct verbatim quotations:

17.1 Feeling that everything has become too much to handle and that one cannot cope anymore

According to nine participants they feel that everything has become too much to handle and that they cannot cope anymore as a result of negative experiences.

(2) *"Sometimes it become very difficult on me … I'm going under a lot of stress - I'm at work - I'm under a lot of harassment and everything, so sometimes it become very too much for me to handle all these … these experiences they have, you know I'm certain they've fragmented my soul."*

(3) "*En dan voel 'n mens op 'n stadium heeltemal moedeloos, dat jy nie meer kans sien vir … jy kan net nie meer aangaan nie, jy kan nie meer dit hanteer …"*

["And then I feel at a stage a person is totally dejected , that you cannot see your way … you just cannot continue anymore , you cannot handle it anymore…"]

(5) *"… en dat en regtig 'n gevoel van ek wil nie asemhaal nie, dis te erg en ek kan nie wag dat die dag verbykom nie …"*

["…and that I really feel I cannot breath, it's too bad and I cannot wait for the day to come to pass…"]

(10) *"Ek is net te moeg om aan te gaan, ek wil omval en oorgee … met hierdie konstante druk, konstante pressure, konstante … ag ek weet nie, ek kan nie, ek kan nie meer cope nie …"*

[" I am just too tired to go on, I want to collapse and give up … with this constant pressure, constant pressure, constant … agh I don't know, I cannot, I cannot cope anymore…"]

(15) *"I'm not coping. As long as the sun is rising and ... the following day ..."*

(16) *"If you can only ask these people to take me to the workshop before I could stand in front of the student next year. I don't think that, even during Christmas, I don't think that I will cope because of this really."*

(18) *"Tot jy op 'n stadium kom wat jy, wat jy knak dan besef jy maar dit kan nie langer so aangaan nie."*

["Until you come to a stage that you crack then you realise that you just cannot continue like this."]

(22) *"Ek kan nie meer nie* (cries) *en ek bedoel ek moet werk, waarvan moet ek leef? … dit maak dit net vir mens onaangenaam."*

["I just cannot anymore (cries) *and I mean I must work, how must I live? .. it makes it just unpleasant for a person."]*

(27) *"… but under such conditions … it's its really bad. You want to sleep and never wake up to face the day again …"*

17.2 Having a negative outlook on life

According to six participants they have a negative outlook on life as a result of negative experiences.

(2) *" …all of my life, 75 % of my life, I spend at workplace, it has affected me so much that I can't see the world in a better way."*

(26) *"Dit het my verskriklik, verskriklik negatief beinvloed … ek het net almal, almal kwalik geneem… So, jy weet - finansieel, emosioneel dit het net 'n totale … 'n heeltemal totale negatiewe … effek op 'n ou se hele lewensvisie."*

["It influenced me extremely, extremely negatively… I just blamed everyone, everyone… So you know – financially, emotionally it had a total … an entire totally negative … effect on one's entire outlook on life.]"

(4) *"En weet wat sleg is … as 'n ou...uh...in so 'n toestand is uhmm … voel jy nie positief oor …oor baie goed nie."*

["And you know what is bad …. If a person … uh … in such a predicament… you don't feel positive about … about many things."]

(11) *"Jy voel negatief…"*

["You feel negative…"]

(16) *"You feel negative or you have a negative attitude…"*

(29) *"… dat teen die tyd wat ons daar uitgeloop het die aand né, toe's ons* (names omitted to ensure anonimity) *negatief …"*

["… that by the time that we walk out that evening, then we (names omitted to ensure anonymity) *are negative …."]*

17.3 Negative personal views held by non-management employees regarding their realities

Nine non-management participants have negative personal views regarding their realities as a result of negative experiences.

(5) *"Die een spesifieke dokter* (name of doctor omitted) *het vir my gesê hy't al vyf mense behandel wat hier werk en dit wat hy… kan aflei is … dat dit 'n uiters toksiese omgewing is."*

["The one specific doctor (name of doctor omitted) *said to me he had already treated five people that works here and that that which he can deduce … that it is an extremely toxic environment."]*

(18) *"Van kampuskant uhmm nie so erg nie … maar Korporatiewe* (Corporate Centre) *psigologiese geweld, verseker."*

["From the campus side uhmm not so bad … but Corporate (Corporate Centre) *psychological violence, for sure."]*

(22) *"Ek voel die bestuur het nie 'n saak met ons nie. Hulle is so feitegerig en ons is net die klomp idiote wat vir hulle uhm die Kollege se beeld moet uitdra, terwyl die Kollege se beeld is nie vir my goed nie … want hulle dra dit self nie uit nie…"*

["I feel the management doesn't care about us. They are so factually orientated and we are just a group of idiots that for them uhm should carry the College image, while the College's image is not according to me good… because they themselves do not carry it out…"]

(24) *"Ek dink al die personeel, eerste wat hulle almal, eerste waarnatoe hulle verwys is die, die Corporate Centre. Uhm dit voel vir ons dat hulle is absoluut gevoelloos, emosieloos uhm en dit voel vir ons as ons klagtes deur die kanale kanaliseer na hulle toe of, ons het 'n vraelys inge, moes invul ook oor hoe ons voel of wat en toe het ons ook uitgevind dat uhh* (name of senior manager omitted) *wou nie eintlik gehad het die mense moes dit doen nie maar as gevolg van die QMS* (Quality Management System) *wat dit vereis het, moes ons dit invul en almal was baie, ongelooflik negatief…"*

["I think all the staff, firstly that they all, that they firstly refer to is the, the Corporate Centre. Uhm it feels to us like they are absolutely without feelings, without emotions uhm and that feels to us like if when channel our complaints through the channels to

them, we gave in a questionnaire we had to complete on how we felt or what and then we also found out that uhm (name of senior manager omitted) *didn't actually want that people must do it but as a result of the QMS* (Quality Management System) *that demands it, we had to complete it and everyone was very, unbelievably negative…"]*

(25) *"Nou kom ek na die HR* (Human Resources) *afdeling want daai persoon moet in HR werk maar iewers along the line het mense verleer hoe om met ander mense te werk, hoe om ander mense gelukkig te hou, jou werknemers gelukkig te hou."*

["Now I get to the HR (Human Resources) *division because that person has to work in HR but somewhere along the line people forget how to work with other people, how to keep other people happy, to keep your workforce happy."]*

17.4 Having no positive expectations about the future

Four participants have no positive expectations about the future as a result of negative experiences.

(1) *"… I'm convinced that it cannot work in the long term."*

(3) *"… wanhopig… ek voel daar's nie hoop nie…"*

["….hopeless … I feel there is no hope…"]

(18) *"Daar's geen vooruitsigte vir jou nie."*

["There are no prospects for you….."]

(17) *"Dit is nie deel van wat ek gesien het wat ek met my talente moet doen nie… so ek weet nie wat my pad vorentoe is eintlik nie hoor. Ek voel totaal geblok …"*

["It is not part of what I saw, that I can do with my talent …. So I don't know what lies for me in the future. I feel totally blocked…"]

17.5 Perceptions that management cannot be trusted

Four participants have perceptions that management cannot be trusted as a result of negative experiences.

(2) *"I do not trust management at all."*

(4) *"Ek het nie vertroue in my kampushoof nie en … ek het ook nie die gevoel gekry dat ek my base, grootbase kan vertrou nie … en daar's vir my baie goed wat nie in plek is nie en daai ouens moet my salaries betaal en ek het nie vertroue in dit wat hulle doen nie en die manier hoe hulle geld … spandeer nie."*

["I do not trust my campus manager and … I have not got the feeling that I can trust my boss, my big bosses …. and there are many things that are not in place and those guys must pay my salaries and I have not got faith in that which they do and the way they … spend money."]

(5) *"Daar was 'n hele tyd dat alles wat hier gebeur het, dis Corporate … en uiteindelik dan vind jy uit maar alles was nie Corporate Centre nie, baie van dit was hierso. En dan begin jy uhm … vertroue verloor in die mense wat hierso is."*

["There was an entire period when what happened here , was Corporate … and eventually you discover that everything is not the Corporate Centre, much of it was also here … And you uhm … lose faith in the people that are here."]

(25) *"So ek kan nooit … en ek is nooit seker dat wat ek sê gaan daar bly nie want omdat dit al gebeur het dat ek iets van iemand vertroulik gesê het en ons sal daarna moet kyk en dat ek later sien die persoon gee jou 'n koue skouer - so dis oorgedra, verstaan jy wat ek bedoel?"*

["So I can never … and I am never sure that what I say is going to stay there because it has happened that I have said something about someone in confidence and we must do something about it and then later the person gives you the cold shoulder – so its repeated, do you understand what I mean?]

17.6 Questioning role of God in bad experiences

Three participants question the role of God in bad experiences as a result of negative experiences.

(2) *"I believe that God know yes, if I pray he answers prayer … sometimes I think He's not listening … Spiritually, yeah I felt that I've lost touch with God and maybe I was punished for - why? Why?"*

(10) *"En soos ek se geestelik moeg, moeg, dit moet nou einde kry, ek wil opgee … ek is … oor die muur, ek kan nie meer nie. Ek weet ek moet nog, ek moet nog staan maar ja … dis deel van daai, seker maar van die toetsproses?"*

["And like I say I'm spiritually tired, tired, it must now come to an end, I want to give up … I am … over the wall, I cannot any more. I know I must, I must continue to stand, but you … its part of that, surely part of the testing?"]

(26) *"Ek baklei baie met God baie nogsteeds want ek verstaan nogsteeds nie hierdie goed wat gebeur nie want dit gebeur nogsteeds, dit het nou weer gebeur."*

["I fight often with God, often still because I still don't understand these things which happen because it still happens, it has just happened."]

17.7 Affecting relationship with God negatively

According to two participants, negative experiences affect their relationship with God negatively.

(24) *"Op mens se geestelike vlak dink ek mens het tog maar bietjie 'n knou gekry … ek dink tog daai deel het ook maar uhm bietjie vir 'n 'loop' gegaan … jou geloof - dit voel nie meer so verskriklik sterk nie, dit voel jy's te … jy's te uitgeput in die aande en om enigsens nog, as jy bid dan raak jy aan die slaap, nê."*

["On a person's spiritual level I think people suffer a bit of a blow… I think that part has also uhm gone for a bit of a loop… your faith – it doesn't feel so extremely strong, it feels like you … you are too exhausted in the evening and anything in addition, if you pray then you fall asleep , yes."]

(26) *"Dit laat jou twyfel aan jou God …"*

["It makes you doubt your God…"]

17.8 Experiencing bitterness and resentment

Two participants experience bitterness and resentment as a result of negative experiences.

(17) *"Jy dra maar daai wrokkigheid … maar met jou saam."*

["You carry that that grudge … with you."]

(26) *"Dit het my rêrig baie verbitterd gemaak."*

["It has really made me very bitter."]

17.9 Experiencing dejection and desperation

Two participants experience dejection and separation as a result of negative experiences.

(3) "*En dan voel 'n mens op 'n stadium heeltemal moedeloos…"*

["And then at a stage a person feels totally hopeless (*dejected*)*…"]*

(16) *"If you can ask them because I've also talked to* (name of senior manager omitted)*. He promised me that he's going to organize training for me …. but all in vain, really …"*

17.10 Experiencing lack of control over own situation

Two participants experience a lack of control over their own situation as a result of negative experiences.

(11) *"… jy't 'n defnitiewe frustrasievlak want obviously frustrasies kom daarvan as jy, as jy nie werklik beheer oor iets het nie en dit gebeur met jou en dit het 'n invloed op jou."*

["…. You have a definite frustration level because obviously frustrations arise, if you truly do not have control over things and it happens to you and it has an influence on you."]

(17) *"Nee, my hele wese kom in opstand daarteen maar ek het nie'n alternatief nou op hierdie stadium nie."*

["No, my whole being reacts against it but I do not have an alternative now at this stage."]

17.11 Experiencing unfairness

Two participants experience unfairness as a result of negative experiences.

(26) *"Die persoon wat departementshoof is is nogsteeds laer gekwalifiseerd as ek … dis nie haar skuld dat daar so 'n onregverdige aanstelling gemaak is nie maar ek voel net dis onregverdig … Ek sal dit nooit aanvaar nie, ek sal nooit die onregverdigheid wat met my gebeur het aanvaar nie. Ek .. ek … ek kan dit nie aanvaar nie … die effek daarvan is te wyd, dit dit kring te wyd uit. Mens vernietig mense se lewens as jy so onregverdig is … uhm want jy pleeg eintlik moord, jy jy pleeg sielkundige moord, vir my was dit 'n sielkundige moord."*

["The person who is the Head of Department is still lower qualified as me…. It's not her fault that such an unfair appointment was made but I feel it's just unfair…. I will never

accept it I will never accept the unfairness that has happened to me. I …I …I can't accept it… the effect is too broad. A Person destroys people's lives if you are so unfair… uhm because you actually commit murder, you commit psychological murder, for me it was psychological murder."]

(22) *"En dan gebeur daar goed, soos nie met my spesifiek nie dat uhm met inspeksie en met eksterne moderering - dan's ons klomp witvrouens goed genoeg om die swart dame se lêers vir haar te maak uhm die goed word vir haar geprint, gemaak, gevoer met 'n lepeltjie ter wille van die Kollege se beeld en dan is daar bevordering is, dan's sy die dame wat oulik is maar die klomp dom witvrouens, klomp dom ou witvrouens wat die werk gedoen het maak maar nie saak nie en sulke goed maak my rêrig ontevrede."*

["And then things happen, like not specifically with me that uhm with inspection and with external moderation – then we white women are good enough to make the black ladies files uhm the things are printed for her, made, fed with a tea spoon for the College's image and then when there is promotion, then she is the lady that is precocious but the group of stupid white women, group of white women that did the works, doesn't matter and that type of thing makes me really disgruntled."]

18: EXPERIENCING NEGATIVE SOCIAL HEALTH EFFECTS

It emerged that negative experiences at work do not only harm participants' psychological, biophysical and spiritual health, but also impact negatively on their relationships with other people, including their families, colleagues and students (also cf. par. 3.4.4; par. 3.4.4.2).

MAIN CATEGORY 18	EXPERIENCING NEGATIVE SOCIAL HEALTH EFFECTS	N= 29
Subcategories	Affecting relationships with family negatively	19
	Withdrawing from other people	6
	Affecting relationships with students and quality of instruction negatively	5
	Affecting social relationships with colleagues and others negatively	5
	Having no time for social life due to work overload	3
	Losing trust in other people	3

The category *experiencing negative social health effects* was formulated based on the following verbatim quotations:

18.1 Affecting relationships with family negatively

According to 19 participants their relationships with their families are affected negatively as a result of negative experiences.

(2) *"When I knock off and I go home, all that I do I cry, I can't be loving."*

(3) *"As ek dan so moeg is dat ek by die huis kom en ek's moedeloos en dit voel vir my asof… enige probleem by die huis ook dan nou… oorweldigend ... Ek kan dit nie hanteer nie, ek bars in trane uit oor die geringste probleempie …"*

[If I am so tried when I get home and I am disheartened and it feels as if … any problem at home also …is overwhelming. I can't handle it I burst into tears over any insignificant small problem."]

(5) *"Dat jy jou kinders afjak, jou sekslewe, is non existant want jyt net te veel stress."*

["That you snap at your children, your sex life, is nonexistent because you just have too much stress."]

(6) *"Jy kan party dae voel jy's geïrriteerd en gefrustreed. Dit het … dit lei daartoe dat jou … gesin en jou mense wat na aan jou is by die huis soms daaronder ly."*

["On some days you can feel that you are irritated and frustrated. It has … it leads to that … your family and people at home who are close to you sometimes suffer."]

(10) *"Ek meen selfs, selfs met mense … wat ek normaalweg...familie, ek wil nie eers by hulle wees nie."*

["I mean even, with people … who I nomally… family… I do not even want to be near them."]

(12) *"… omdat die werkslading net doodeenvoudig te veel word. Dan vat ek dit huistoe en lei my kinders en my familie daaronder. Dit veroorsaak seker nou probleme by my familie en my gesin … jy uhm haal jy jou frustrasie op jou gesin uit en op jou kinders …"*

[“….due to the work overload becoming simply too much. Then I take it home and my children and family suffer. It results in certain problems for my family and my closest…. you uhm take your frustrations out on your family and children…”]

(11) *“En jy voel frustreerd by die huis, jy’s kortaf met jou familie, met jou kinders, jy’s moeg”*

[“And you feel frustrated at home, you are impatient with your family, with your children, you are tired.”]

(14) *“No the family I cry, sometimes to the children …”*

(15) *“Yes, because when I’m angry, I get home, I had to be alone in my bedroom… taking out the stress home … if, the little thing that a child or somebody’s doing … I ‘m…. hush on them or as they innocent - maybe they’re asking me like, I don’t even listen to that - ‘Don’t disturb me, don’t do this, don’t do this’ even if they are doing right, they asking the right question.”*

(17) *“Ongelukkig spoel al hierdie negatiwiteit, want dis die grootste deel van my dag wat ek hier deurbring, spoel dit deur na my persoonlike, huislike lewe ook, as ek by my huis kom en daar’s ‘n klein dingetjie negatief, dan ontplof ek … Ek het genoeg hier, ek wil dit nie by my huis ook hê nie ...”*

[“Unfortunately all this negativity spills over, because it is the biggest part of my day that I pass the time with, it spills over into my personal and also home life, when I return home and there are just a small negative thing, then I explode …I have enough here, I do not want it at my home also.”]

(18) *“Jy vat tog dit wat by die werk gebeur, vat jy tog huistoe … jou verhouding met jou huismense, jou man, jou kinders … uhm as ek baiekeer, as ek so geïrriteerd hier weggaan, dan vat dit my ten minste drie, vier ure by die huis om eers weer myself te word, dat ek almal se kop wil afbyt en niemand weet wat met my aangaan nie, daai tipe van ding.”*

[“You take what happens at work, you take it home…. your relationship with those at home, your husband, your children … uhm often, when I am so irritated when I leave here, then I it takes me at least three, four hours at home to become myself again, that I want to bite every ones head off and no one knows what’s happening to me, that type of thing.”]

(19) *"You get at home and you can hardly play with your kids because you are thinking about that stressful uhm … situation …"*

(20) *"Meanwhile when you get home okay, you need to play with your kids, you very tired …"*

(22) *"Dit maak tog nogal dat ek en my man krapperig is vir mekaar, jy weet, want uhm hy kan nie verstaan hoekom is ek geïrriteerd en hy kry 'n hap wat hy nie verdien nie, jy weet."*

["It causes friction between me and my husband, you know, because uhm he cannot understand why I am so irritable and he undeservedly gets snapped at, you know."]

(24) *"Dan dra 'n ou dit na jou huis toe … en die arme twee dogtertjies by die huis tjop af …* (cries) *So hulle voel ook die, die druk …* (cries)*. Ek het net begin voel ek het nie meer enige krag nie, ek het nie meer enige krag om saam met die kinders om die blok te gaan stap nie. As ek by die huis kom dan wil ek net lê en slaap."*

["Then you take it home … and the two poor daughters at home suffer… (cries)*. So they also feel it, the pressure…* (cries)*. I just started to feel that I do not have any more strength I do not have any more strength to walk around the block with the children. When I come home then I just want to sleep."]*

(26) *"… dat daar baie konflik in die gesin ontstaan ... dit het verskriklik baie huwelikskonflik veroorsaak … Dit het ook verskriklike negatiewe invloed gehad op my kinders … ons was op die punt van 'n egskeiding."*

["…. that there is a lot of conflict that originates in the family … it caused extreme marriage conflict …It also had an extreme negative influence on my children … we were on the brink of divorce."]

(27) *"And it does affect kids, just the influence, not by even talking or what, just the influence around, the atmosphere - it does affect the kids because you don't even get to enjoy their company."*

(28) *"Dit het rêrig emosioneel en sielkundig het dit 'n groot impak op 'n mens se lewe en ook huislik … en ek skree so bietjie op my man."*

["It had real emotional and psychologically it had a big impact upon a person's life and also on the home … and I scream a little at my husband."]

(29) *"… net weer daai familieband op te bou en daar is so min tyd ... dit het 'n hengse impak, die werkslas."*

[… Just to build up that family tie and there is so little time… it has a huge impact, the workload."]

18.2 Withdrawing from other people

According to six participants they withdraw from other people as a result of negative experiences.

(5) "*Ek het heeltemal onttrek."*

["I withdrew entirely."]

(10) *"Ek wil alleen wees, ek wil alleen gelos word."*

["I want to be alone I want to be left alone."]

(11) *"Baiekeer is jy eers nie lus om te gaan sosialiseer nie. Jy wil net by die huis sit, jy wil net, jy weet uhm … jou eie ding doen."*

["Many times you are not keen to socialize. You just want to sit at home, you just want to, you know uhm … do your own thing."]

(13) *"You don't want to see anybody, you just like … I just go away and stay in my class, or into my car and just sit. I don't want to be inbetween peo ..."*

(26) *"Ek wou net wegkruip … omdat ek my onttrek het van hulle uhm in daai stadium … ek wou nie met hulle meng nie."*

["I wanted to hide… because I withdrew myself from them uhm at that stage … I did not want to mingle with them."]

(27) *"You'll all be there alone, you want to be all alone and you know, shut yourself away …"*

18.3 Affecting relationships with students and quality of instruction negatively

According to five participants their relationships with students and their quality of instruction are affected negatively as a result of negative experiences.

(2) *"One day I came to work and the students they got in class… I just got down and I cried and I cried, that whole morning I cried … there was nothing I could do and then they just had to stand up and do the rest."*

(3) *"Jy wil graag jou werk doen en jy wil dit graag goed doen … maar jy kan nie, jy kom nie by die kern van jou werk uit wat … wat veronderstel is, wat jy moet doen nie - klasgee."*

["You really want to do your work and you want to do it well … but you cannot, you do not get to the kernel of your work… which is supposed to be , what you must do – lecture."]

(16) *"You are also going to put that stress to to the students and you will see that in the workplace all of us maybe we are distressed."*

(26) *"Dit het ook veroorsaak dat ek negatief was in die klas. Uhm ek kon nie fokus nie, ek kon nie regtig kwaliteit onderrig gee nie."*

["It also resulted in me being negative in class. Uhm I could not focus, I could not give real quality tuition."]

(27) *"It does affect the way you deliver, the way you will relate with your students, the connection that you might have with them … When you're happy you'll come up with very nice examples, relevant examples but if you're not in the mood you don't even think of giving examples. If they don't understand, they don't understand, so what …"*

18.4 Affecting social relationships with colleagues and others negatively

According to five participants their social relationships with colleagues and others are affected negatively as a result of negative experiences.

(2) *"In the office I'm very much unpopular"*

(15) *"Then I cough it to somebody which is not …"*

(16) *"Uhm sometimes someone can get fed up with other people…"*

(25) *"Ja kom ek vir jou sê sosiaal want jy sit 'n wag voor jou mond. Jy kan nie rêrig spontaan wees nie want jy weet nie hoe gaan die, veral as die, die spesifieke HOD* (Head of Division) *betrokke is, as sy daar is, jy weet nie hoe neem sy op wat jy sê nie."*

["Yes let me tell you, socially because you must guard your mouth. You cannot really be spontaneous because you do not know how it will be, especially if the specific HOD (Head of Division) *is involved, if she is there, you don't know how it will be accepted, what you say, by the specific HOD, if she is there"].*

(26) *"Ek het ook nie goeie veroudings met my kollegas gehad by die Kollege op daai stadium nie."*

["At that stage I also did not have good relationships with my colleagues at College."]

18.5 Having no time for social life due to work overload

According to three participants they have no time for social life due to work overload.

(8) *"Daar is nie 'n tipe van 'n sosiale … lewe nie omdat ek … die werk so baie is."*

["There is not a type of social … life because I … the work is so much."]

(23) *"Daar's nie tyd vir sosiale lewe eers nie want ek kry nie eers gecope met dit wat ek moet doen nie, nê, die basiese goed wat jy moet doen en dan naweke moet jy probeer inhaal."*

["There is not even time for a social life because I do not even cope with the work that I must do, no, the basic things that you must do and then you must try and catch-up on weekends."]

(29) *"In terme van my werkslas en dit en met deeltydse klasse ek meen my sosiale lewe - daar is omtrent nie een nie."*

["I mean my social life in terms of my work load and that with my part-time classes – there is almost nothing."]

18.6 Losing trust in other people

According to three participants they lose trust in other people as a result of negative experiences.

(4) *"'n Ou verloor vertroue in mense."*

["One looses trust in people."]

(10) "*Wantrou almal, jammer. Ek het nou net so geraak. As jy dit nie doen nie … word jy geboor, jy word geskop jy word geslaan… uhm vertrap. Ek wantrou almal ..."*

["Distrust everyone, sorry. I have just become that way. If you do not do it … you are screwed. You are kicked you are hit … uhm stamped on. I distrust everyone ..."]

(6) *"Maar jy vertrou niemand nie … want jy het nie daai … wil sê … vrymoedigheid … vandag sê jy dalk iets vir iemand maar jy weet nie wat … hy of sy more van jou gaan sê of wat hulle van jou gaan dink of gaan vertel nie."*

["But you trust no one…. because you do not have that … I want to say ….freedom …. today you may say something to a person and you do not know … what tomorrow he or she will say about you or think about you or what they may divulge."]

19: EXPERIENCING NEGATIVE ECONOMICAL HEALTH EFFECTS

Except for the negative health effects on the social health of participants, it also emerged from the related experiences of participants that psychological violence impacts negatively on participants' economic health which is (like social health) is also an element of the ecological health context (cf. par 3.3; par. 3.4.4.1).

MAIN CATEGORY 19	EXPERIENCING NEGATIVE ECONOMICAL HEALTH EFFECTS	N= 29
Subcategories	Dreading coming to work	11
	Experiencing demoralisation and lack of motivation	10
	Having no job security and experiencing feelings of uncertainty	9
	Seeking other employment and resigning (High staff turnover)	9
	Experiencing diminished creativity and initiative	4
	Being less productive	3
	Taking more sick leave and experiencing increased absenteeism	3
	Experiencing no job satisfaction	2

The category *experiencing negative economical health effects* was formulated based on the following verbatim quotations:

19.1 Dreading coming to work

According to eleven participants they dread coming to work as a result of negative experiences.

(2) *"I don't look forward of coming here …"*

(5) *"As ek in die oggend wakker word is ek so bly en ek's … totdat ek besef ek moet vandag werk. Dat ek begin leef het vir 'n Saterdag en 'n Sondag."*

["When I wake up in the morning I am so happy and I … until I realise that I must work today. That I start to live for a Saturday and a Sunday."]

(13) *"Again you feel like … I can just stay at home and do something it's and but you really have to go to work."*

(14) *"When I'm thinking of coming to work … during the weekend on Friday when I knock off but Sunday, sunset, I become sad when I'm thinking of coming back."*

(15) *"There's nothing that resurrect me to come to work ... I'm reluctant when I have to come to work in the morning, I'm tired already. Let me say it - I'm tired already, to come to work."*

(17) *"Nou hang my lip net so lank op die grond* (laughs) *as ek in die môre opstaan en ek moet hiernatoe kom en dit was nooit so nie."*

["Now my lip hangs on the floor (laughs) *if I get up in the morning and I must come to this place and it was never like this previously."]*

(18) *"Ek wil nie in die oggend werk toe kom nie, dis nie vir my lekker nie. Dis nie meer vir my lekker om op te staan."*

["I do not want to come to work in the morning; it's not nice for me. It's no longer nice to get up."]

(22) *"Ek voel soos 'n kind wat nie wil skool toe gaan nie. Dit voel vir my - ag ek moet maar eerder by die huis in die bed bly, dit sal vir my beter wees …"*

["I feel like a child that doesn't want to go to school. It feels to me – I must rather stay at home in bed that will be better for me."]

(24) *"Dis vir my, dis nie meer altyd baie lekker om werk toe te kom nie."*

["For me it's, it is often no longer very nice to come to work."]

(27) *"And even though you have to come to work and you think of such, you don't even feel like going there, you know ... You spend the day looking forward to going back and everything that you touch, you really do it because you have to."*

(29) *"Ek meen dit was op 'n stadium nou so gewees die laaste paar maande dat ek as ek in die môre opstaan en ek ry oor by daai hek in by die Kollege, dan is my … my hele gemoed sommer anderste uhm ek is sommer befoeterd, ek wil nie daar wees nie."*

["I mean at a stage over the past few months that if I get up in the mooring and drive to the College and when I get to the gate then my my whole mood is different uhm I am just angry, I do not want to be there."]

19.2 Experiencing demoralisation and lack of motivation

According to ten participants they experience demoralisation and lack of motivation as a result of negative experiences.

(7) *"I felt … sluggish … demotivated … uhm."*

(11) *"…in 'n sekere sin is dit bietjie demotiverend…"*

["…in a certain sense it is a bit demotivated…."]

(13) *"People are demoralised; people are … I'm also including myself."*

(15) *"Nothing that is pushing me though … now* (name of participant omitted) *is excited, now he can come to this, I'm going to do this and this, do you understand? I'm tired of working at this College. I'm only working because I had to work … There's nothing that is pushing me."*

(17) *"Ek is gedemotiveerd, ek is gedemoraliseerd. Ek het nét negatiewe gedagtes rondom my werksituasie."*

["I am de-motivated, I am demoralised. I have only negative thoughts concerning my work situation."]

(21) *"Sometimes it forces me to say - ag it's the same, why, who bothers? Why should I do it - who bothers? Anyway it doesn't make any difference."*

(22) *"En dit voel net vir my - ag nee wat, uhm ek hoef ook nie eers meer my werk te doen nie want hoekom sal ek so hard werk? - niemand anders werk so hard nie … laat ons maar handdoek ingooi en dit los, wat maak dit tog nou saak?"*

["And it feels to me – agh no what, uhm I don't even need to do my work anymore because why should I work so hard? – no one else works so hard … lets through in the towel and leave it, what does it matter anyway?"]

(23) *"Dis nie meer 'n uitdaging nie, dis nie meer, jy raak nie meer opgewonde nie."*

["It's no longer a challenge, it's no more, you don't get excited anymore."]

(27) *"The passion that should be there and the enthusiasm and all that, it it fades away…"*

(29) *"… dit breek 'n ou se spoed. Die Engelse woord is demoralizing."*

[“….It hinders your pace. The English word is demoralizing.”]

19.3 Having no job security and experiencing feelings of uncertainty

According to nine participants they have no job security and they experience feelings of uncertainty as a result of negative experiences.

(4) *“Ja, jy weet dit gaan ook nou oor ons is oor van die Departement oor na die FET Act toe waar waar ons Kollege ons gaan betaal. Hulle kan net ons goed gewaarborg het vir ‘n jaar. Waar jy in die Departement van Onderwys gesit het was jy verseker van jou werk tensy jy … drooggemaak het en jy’s op ‘n tugverhoor en hulle gesê het vir jou: ‘Gaan’. …Jy weet daai ouens werk nou met my geld. Goeters is nie vir my in plek nie. Studente betaal nie klasgelde. Nou as studente nie klasgelde betaal nie, hoe gaan hulle dan my salaries op die ou einde van die dag? So ek het nie vertroue in die stelsel huidiglik nie”*

[“Yes you know it concerns the transfer from the Department to the FET Act where the College is going to pay us. They can only guarantee our things for a year. When you were in the Department of Education you were assured of your work unless … you made trouble and you on a hearing and they say to you: ‘Go’…. You know those guys work now with money. Things are not in place. Students do not pay class fees. Now if students do not pay class fees, how are they going to pay my salary at the end of the day? So I do not trust the present system”]

(6) *“My vraag is net wat gaan gebeur as ons ten volle in diens is van die Kollege - hoe gaan die geld bestuur word? Uhmm ons weet nie wat gaan gebeur nie…”*

[“My question is what is going to happen if we fully employed by the College – how is the money going to be managed? Uhm we do not know what is going to happen…”]

(8) *“Dit dra by tot hierdie hele onsekerheid van - wat gaan nou rêrig gebeur as die Departement nou nie meer die oë en die ore is nie - gaan ons ooit salarisse kry? Hoe gaan hulle dan aan ons werk werkslading en werksure verander?”*

[“It concerns this entire uncertainty about – what really is going to happen if the Department is no longer the eyes and ears – are we ever going to get salaries? How are they going to change our workload and working hours?”]

(10) *“… ek meen dit druk jou ook aan die een kant tot ‘n sekere mate uhm wat Council employees is, wat nie seker is van hulle werk nie.”*

["… I mean it pressurises you on the one hand and on the other side to a certain degree uhm for those who are council appointees that are uncertain about their work."]

(17) *"Ons sit met kontrakte. Ek het daai ding nie eers geteken want ek ag hom nie werd die papier waarop hy geskryf is nie … dit is wat ek daarvan dink want dit gee vir my geen sekuriteit nie. Daar's loopholes in daai ding … So ek weet nie wat my pad vorentoe is eintlik nie hoor."*

["We have contracts. I have not even signed because I don't see its worth on the paper it is written… that is what I think of it because it doesn't give me any security. There are loopholes in that thing … So I do not know what my actual future is."]

(18) *"Jy weet dis uh, dis wanneer jou sekuriteit aangetas word. Dis wanneer jy daai gevoel kry van - ek het nie 'n toekoms rêrig nie, ek moet so op my tone wees en daar's niks wat my rêrig beskerm as hy die ou is wat kan hire en fire nie."*

["You know it's, uh when your security is affected. It's when you get that feeling of – I have no future really, I must be on my toes and there is nothing that really protects me if he is the guy who can hire and fire."]

(23) *"So die besluit wat geneem word weet niemand rêrig hoe erg is dit nie en hoe waar is dit nie … dit gee my sekuriteit as ek weet waarheen ek op pad is en ek weet nie waarheen ek op pad is nie …"*

["So the decision that is taken no one knows really how bad it is and how true it is … it gives me security if I know where we are going and I don't know where I am going…"]

(27) *"If you are employed by the College Council you only get a six month contract of which it gets renewed every six months. And you know that thing is really affecting a lot of educators who are employed by the College Council because they don't have job security I would say."*

(29) *"Vanoggend moet ons nou sê, vir die personeel sê daar's nou sewe ouens wat by die Departement gaan bly en hulle gaan nie in die klas wees nie en dis vir dié rede, jy weet, hoekom hulle nie in klasse gaan wees nie omdat daar moontlike kontrakte beëindig moet word aan die einde van Februari'e."*

["This morning we had to say to the staff there are now seven people who are going to stay with the Department and that they are removed from class for the reason, you

know, why they won't be in classes is the possibility of contracts that must end at the end of February."]

19.4 Seeking other employment and resigning (High staff turnover)

According to nine participants staff members seek other employment and resign (High staff turnover) as a result of negative experiences.

(1) *"All employees currently working at this College are looking for other work and that they will resign or leave within the next five years …"*

(3) *"Ek kan hul so opnoem , die mense in die rye, dan bedank hulle op die ou einde want hulle voel dis nie die moeite werd om hulle lewens om te krap om terug te veg of iets nie, so hulle vat hulle goed en hulle loop op die ou einde."*

["I can mention them, the people in the line, who resign in the end because they feel it's not worth upsetting their lives to fight back or something, so they take their things and they go at the end."]

(5) *"Ek gaan weg omdat ek dink dit sal beter wees vir my gesondheid … ek sien hoe die mense bedank en loop. Mense wat jare al hier werk wat skielik net nie meer dit nie kan hanteer nie."*

["I am going away because I think that it will be better for my health … I see how people resign and go. People who worked here for years who suddenly just can't take it anymore."]

(8) *"Mense bedank verskriklik by die Kollege, dis dis regtigwaar nie die lekkerste werksomstandighede nie …"*

["People resign continuously at the College it truly is not the nicest work circumstances."]

(10) *"Die lektore loop, jou bevoegde bekwame mense loop."*

["The lecturers resign, your competent and experienced people go."]

(11) *"Dit maak vir my dat ek voel ek het 'n behoefte om na ander werk te soek waar mense meer professioneel en meer jy weet … op 'n ander vlak funksioneer … wat ons baie kan sien wat met baie van ons kollegas gebeur - baie van hulle verlaat jy weet, soos in Potch is daar baie wat Universiteit toe gaan en dan ook … oral waar mense privaatsektor toe gaan. So ek weet nie of dit dalk uh basies 'n rede vir dit is nie, maar ek dink uhhm*

mense voel hulle kan doodeenvouding net nie met die druk en die kultuur in die organisasie meer uithou nie en dink ek dan gaan soek jy iets anders."

["It causes me to feel that I do have the desire to look for other work where people are more professional and you know more… function at another level… what we can see happen with a lot of our colleagues – many of them leave you know like at Potch many have gone to the University and then also … many go to the private sector. So I don't know if it's a basic reason, but I think uhhm people feel they can simply no longer take the pressure and the culture in this organisation and I think I should go and seek something else."]

(21) *"I was in the situation to feel that I want to resign today as soon as today, I was in that situation …"*

(28) *"Soek ander werk, as daar is …"*

["Seek other work, if there is …."]

(29) *"As gevolg van die werksituasie en die salarispakket en dit is daar kwaliteit-ouens wat geloop het, wat vir ander werk aansoek gedoen het … Die nuwe kurrikulum het baie ouens laat loop hoor, baie."*

["As a result of the work situation and the salary packet quality people have left, who have sought other work … As a result of the new curriculum many people went."]

19.5 Experiencing diminished creativity and initiative

According to four participants they experience diminished creativity and initiative as a result of negative experiences.

(11) *"… jou kreatiwiteit word onderdruk …"*

["….your creativity is suppressed …"]

(17) *"Daar word van jou geen kreatiewe denke verwag nie, daar word van jou nie inisiatiewe verwag nie. Jy gaan net so voort op 'n spoor wat hulle vir jou lê."*

["There is no creative thinking expected of you, there is no initiative expected from you. You go on a path that is laid out for you."]

(21) *"It forces me not to be innovative and uhh creative, you see. I said - no in any case somebody is thinking for me, I must just do what sombody say."*

(23) *"So jy, jy kan nie meer vir jouself dink nie, jy kan nie meer jou eie besluite neem nie, jy kan nie meer inisiatief gebruik nie - dit sal vir jou gedoen word …"*

["So you, you cannot think for yourself, you cannot make your own decisions, you cannot take initiative – it will be done for you…."]

19.6 Being less productive

According to three participants they are less productive as a result of negative experiences.

(7) *"But nevertheless it still … hits you because you feel it in your body, in terms of the output that you're doing within the next 24 hours."*

(21) *"And at some point you find that when you are tired unaware, you become drowsy and you cannot perform the way you are suppose to perform. Sometimes uh uhm it it forces me to to to to relax whilst I'm suppose to perform some other duties."*

(27) *"It does affect even the productivity, even when you to stand in front of the students …"*

19.7 Taking more sick leave and increased absenteeism

According to three participants, staff members taking more sick leave and increased absenteeism can be attributed to negative experiences.

(7) *"I think if you take the number of absenteeism that we've got - extremely high uhm in three month period we've had R170 odd thousand rand … loss to a company in three months is high although some of those are people who are… basically on incapacity leave. Those people who are on capacity leave, the majority of them have come from … stress. They're booked off by their psychologists their psychiatrists' uhmm … one woman has cracked completely - she will never return to work uhmm because of, I believe of bullying tactics …"*

(18) *"… Wat 'n ou se werk affekteer, wat jou, wat jou ... teenwoordigheid by die werk affekteer, al daai dinge - fisiologies."*

["... What affects ones work, what you, what you … your presence at work affects, all those – physiological."]

(29) *"Op my gesondheid het dit ernstig geimpak, 'n ernstige impak gehad. Uhm in 15 jaar was ek een dag afsiek gewees. Hierdie jaar het ek in drie weke, ses dae afsiek gewees."*

["It impacted seriously on my health, a serious impact. Uhm in fifteen years I was only absent once. This year I have been off sick six days, in three weeks."]

19.8 Experiencing no job satisfaction

According to two participants they experience no job satisfaction as a result of negative experiences.

(8) *"Ag dis net jy't nie baie werksbevrediging nie."*

["Agh it's just that you don't have much job satisfaction."]

(17) *"My hele situasie hier het begin so uhm afraak, ek kry geen werksbevrediging meer nie … ek het geen bevrediging in wat ek meer doen nie, geen."*

["My whole situation here began to uhm declined, I do not get any job satisfaction anymore … I do not get any satisfaction in what I am doing anymore."]

20: EXPERIENCING NEGATIVE METAPHYSICAL HEALTH EFFECTS

It emerged from the related experiences of participants that psychological violence harms the metaphysical health of participants (cf par. 3.4.5).

MAIN CATEGORY 20	EXPERIENCING NEGATIVE METAPHYSICAL HEALTH EFFECTS	N= 29
Subcategories	Experiencing the implementation of Affirmative action negatively	4
	Working in an environment of 'survival of the fittest'	4
	Experiencing racism as a consequence of the new political dispensation	3
	Minority groups are being subjected to psychological violence	3
	Negative personal views held by management regarding the toxicity of the work environment	3
	Having fears of retribution if one speaks out	2

The category *experiencing negative metaphysical health effects* was formulated based on the following verbatim quotations:

20.1 Experiencing the implementation of Affirmative action negatively

According to four participants they experience the implementation of Affirmative action negatively.

(6) *"Dis bitter moeilik vir 'n blanke man … in die algemeen. Baie van die poste is regstellende aksie … uhmm oor die algemeen, ek praat nie net van nou wat ek in die Kollege is nie en… uhmm dis maar uh hoe kan ek sê?… Iets waarmee mens worstel …"*

["It is extremely difficult for a white man … in general. Many of the posts are corrective (affirmative) action …uhmm in general; I am not only talking now about me in the college and … uhm it is how can I say? … Something that one wrestles with."]

10) *"Ek voel rerig hierdie hele politieke bedeling is besig om ons te probeer druk in 'n rigting en Suid Afrika te probeer onderkry... so dis, dis volgens my meer meer van heel bo af … wat dit afgedruk word en en daar sit die groot probleem, van daai kant af gedruk, ja … Die onderwysers loop, die lektore loop, jou bevoegde bekwame mense loop. Jy bly oor met mense wat nie rêrig weet wat hulle doen nie… Hy kan nie sy werk doen nie en omdat hy nie sy werk kan doen nie en jy kan word dit van jou verwag en … jy doen twee mense se werk want hy kan nie … maar op die huidige stadium van politieke vlak af , dink ek, word die geweld ondertoe gedryf."*

["I really feel that this entire political dispensation is busy trying to pressurise us in a direction and to pull South Africa down …. so it's, according to me it's from the very top…. that is pressurising and that is where the great problem exists, pressurised from that position, yes… The teachers resign, the lecturers resign, your competent and experienced people leave. You remain with people who do not really know what they are doing … He cannot do his work and because he cannot do his work it is expected from you and … You do two peoples work because he cannot … but at this present time from a political level downwards, I think, the violence is forced down."]

(22) *"Rassisme is vir my 'n aaklige werklikheid by ons hoor en op so 'n manier dat … ek voel dat ons hele Kollege ly daaronder … mense word slegs en alleen op grond van ras bevoordeel … en uhm dan cope hulle nie. Ek bedoel ons het al twee swart Campus Managers gehad wat niks gedoen het hierso nie of wat regtigwaar totaal incompetent was maar net omdat hulle swart is kry hulle die posisie."*

["Racism is an ugly reality here with us in such a way that … I feel that our whole College suffers from it…. people are only privileged on the basis of race … and uhm then they cannot cope. I mean we have already had two black Campus Managers that did nothing here or who were really totally incompetent but just because they were black they got the position."]

(26) *"Ek het 'n post graduate* degree (specific degree omitted to protect participant's identity) *… maar mense het agterna vir my gesê hulle vermoed hy het net 'n onderwys diploma* (lesser qualification)*… en trouens is daar vir my gesê ek moet nou hierdie persoon oplei. Ek moet al die werk wat ek toe op daai stadium, tot op daai stadium uitgewerk het, moes ek vir hierdie ou gee uhm … en ek moes vir hom vertel hoe om dit te doen en, en ek meen - hy't die pos gekry en ek sit sonder 'n pos, jy verstaan … want die diskriminasie teen my was op grond van ras …"]*

["I have a post graduate degree (specific degree omitted to protect participant's identity) *… but people have said to me afterwards that they believe he only has a teachers diploma* (lesser qualification) *… and as a matter of fact I have been told that I must now train this person. I must give all the work that I have done up until that stage, worked out to that stage, I must give it to this guy uhm … and I had to tell him how to to do it, and I mean – he got the post and I sit without a post, you understand… because the discrimination against me was based on race…"]*

20.2 Working in an environment of 'survival of the fittest'

Four participants experience working in an environment of 'survival of the fittest' as a result of negative experiences.

(3) *"Jy voel heeltyd jy moet veg net vir jou bestaan, net om jou werk te doen moet jy jou werk oopveg teen ander departemente wat heeltemal onnodig is …"*

["You continually feel that you must fight for your existence, just to do your work you must fight your way through and against other departments which is totally unnecessary…"]

(4) *"Ek moet maar vir my afdelingtjie baklei …"*

["I must fight for my division …."]

(8) *"Ons is soos Survivor - jy het jou alliances maar jy weet nie rêrig wie jy kan vertrou nie want op die ou eind is dit elkeen vir homself en te duiwel met die res."*

["We are like Survivor – you have your alliances but you do not really know who you can trust ultimately it is everyone for himself and to hell with the rest …"]

(28) *"Jy raak moeg baklei. Jy kan nie meer nie want jy moet vir alles baklei."*

["You get tired of fighting. You cannot anymore because you have to fight for everything.]"

20.3 Experiencing racism as a consequence of the new political dispensation

Three participants experience racism as a consequence of the new political dispensation.

(2) *"I've become racist myself … when I see a white person how can I say I, I … I don't like that person because I see my manager. Whatever happens to a white person I don't care because that's what I see also they don't care why should I care … It made me hate whites more than anything … but I will never touch anything that's white, I can't."*

(22) *"Ag weet jy wat in die eerste plek is ek heeltemal té wit om hier te wees. Daar word duidelik vir ons vertel - ons is té wit en ons klomp wit ouvrouens wil hulle tog net hier uithê - hulle sê dit. Uhm ons is té wit en hierdie klomp ouvrouens moet gaan want die jong swartmense wil hier oorneem, hulle wil die bestuur wees …"*

["Agh you know what in the first place I am totally too white to be here. It is clearly said to us that we are too white and they just want us white women out here. Uhm we are too white and this group of white women must go because the young black persons wants to take over, they want to be the management …"]

(29) *"Die geweld as sulks is nie ... 'n persoonlike aanval nie maar … in terme van my velkleur is dit 'n baie rassistiese aanval."*

["The violence as such is not … a personal attack but… in terms of my skin colour it is a very racial attack."]

20.4 Minority groups are being subjected to psychological violence

Three participants from a minority group experienced that they are being subjected to psychological violence.

(10) *"Hy kan nie sy werk doen nie en omdat hy nie sy werk kan doen nie en jy kan word dit van jou verwag en ... jy doen twee mense se werk, want hy kan nie."*

["He cannot do his work because he is not capable of doing his work and you can it is expected from you… you do two peoples work, because he cannot."]

(11) *"As jy blank is uhm is daar baie minder mate van uhm hoe kan ek sê … grasie van foute wat toegelaat word. As jy van die previous disadvantaged groep lyk dit veral asof goed baie maklik uhm oorsien word … So ek voel daar partykeer uhm dat ek dink ons Blankes beleef in 'n groter mate stress as, want jy weet jy gaan nie wegkom met dit nie, waar van ons kollegas dink ek - hulle karring maar aan … want hulle, ek dink die gevoelentyd is daar jy weet … hulle kan dalk sagter hanteer word. So dis waar ek voel jy weet waar 'n ou ook dalk in 'n mate, waar daai psigologiese geweld in die sin van - jou stresslakke is baie hoër, jou, jys bang vir die konsekwensies as jy nie jou goed regdoen nie …"*

["If you are white uhm there is a lot less of uhm how can I say … room for error allowed. If you look at the previous disadvantaged group it seem that things are very easily overlooked … So I feel on occasions uhm that I think we whites experience a greater amount of stress, because you know you are not going to get away with it, whereas our colleagues I think – they just cruise … because they, I think the feelings are there you know .. they can be handled softer. So it's there where I feel that one also in a way, where that psychological violence in the sense of – your stress levels are much higher, you, you are scared of the consequences if you do not do your things correctly…"]

(22) *"Ek het ook 'n kollega wat uhm spesifiek in my vakrigting* (name of subject area omitted to ensure anonymity) *aangestel is om my te help en dat hy in die eerste ses maande niks gedoen het nie, niks … Ek sal daai werk volgende jaar weer met daai studente moet doen - dis net nie gedoen nie. Dit gaan net af, jy weet en daar word net gesê: 'Ag, siestog hy weet nog nie hoe nie'. Maar ek bedoel na 'n jaar, na ses maande by die Kollege nadat mens vir hom weer gesê het en nog 'n keer gesê het: 'Doen nou so, maak nou so' het dit nog steeds nie gebeur nie. En dan word my werkslas maar net meer want ek moet ander mense dra."*

[" I also have a colleague that uhm specifically in my subject area (name of subject area omitted to ensure anonymity) *was appointed to help me and that he did nothing in the first six months, nothing … I will have to redo that work with those students – it's just not done. It's just going backwards you know and there is said: 'Oh, shame he still doesn't know how'. But I mean after a year, after six months at the College after one has again told him and once again told him: 'Do it like this, do it like so, it still has not been done. And then my workload just gets more because I must carry other people."]*

20.5 Negative personal views held by management regarding the toxicity of the work environment

Three management participants hold negative views regarding the toxicity of the work environment.

(7) *"I think if you have one person who's been booked off permanently, who will never return uhmm. You've got people who are constantly uhm … feeling battered uhm within my department for example, I know other departments as well, one, it's a couple of departments uhm I think that there's a fairly strong case that one could say that there is psychological violence."*

(11) *"Jy weet en as ek kyk na ons eie interne uhm survey wat ons gedoen het ... wat meer as helfte van die personeel gesê het hulle is nie gelukkig nie, so êrens moet daar, moet daar êrens iets groots fouts wees en ek voel partykeer jy weet dit gaan partykeer om 'n organisasies klinies finansieel te bestuur in sekere opsigte wat as dit nou wel, as daai goed nou wel in jou prioriteitslys is en die res … sien jy … is nie belangrik nie, jy verstaan, soos byvoorbeeld om bietjie aan jou personeel aandag te gee en bietjie byvoorbeeld aan hulle, aan hulle psigologiese gesondheid, jy verstaan want jy moet onthou ons personeel het deur die jare met die merger, is deur 'n klomp goed."*

["You know that if I look at our own internal , uhm survey that we did… more than half of our staff said they were unhappy, so serious, so somewhere there must be something so wrong and I feel sometimes to manage an organisation clinical financially in certain respects what if those things are in your priority list then the rest …. you see … are not important, you understand, for example to attend a little to your staff and for example to attend to their physiological health, you understand because you must remember that during the years with the merging our staff have gone through a lot of things."]

(21) *"In short I can say, they uhhm the staff members that we we manage are undergoing serious stress that would really need a specialist to come and assist us, otherwise we are going to lose staff members due to illness, to uhh death at some point, it can also cause death or sometimes due to resignation, just sudden resignation, you will get that, at some point …"*

20.6 Having fears of retribution if one speaks out

According to two participants they (and other staff members) have fears of retribution if they speak out.

(8) *"Hulle probeer ons ook uhm dat ons nie van die Kollege praat nie en ek dink dis een van die redes hoekom mens 'n bietjie sk … jy weet, versigtig is om aan hierdie projek deel te neem want uhm omdat jy nie weet rêrig waar, jy weet wat eintlik uit kan kom nie en hulle kan jou tog identifiseer met … met wat jy sê en hoe jy sê, so dis een van die … vrese wat 'n mens het."*

["They also try to uhm stop us from talking about the College and I think that is one of the reasons why one is a little… you know, cautious to participate in this project because uhm because you do not know really where, you don't actually know where, you know what transpires and can they identify you with … with what you say and how you say it so it's one of those fears that one has."]

(Interviewer/ Researcher): *"Daar is nou mense wat met my 'n onderhoud sou voer het wat uit die aard van die saak nie wil kom nie. Wat dink jy is die rede dat hulle nie vir hierdie onderhoud wil kom nie?"* (See the next quotation of participant number 25 who answers the interviewer.)

(25) *"Omdat die manager* (position omitted) *wat die probleme veroorsaak nou aangestel is as* (higher position omitted) *… en ek dink hulle dink, dit gaan hulle deure toestop vorentoe."*

(Interviewer/ Researcher): *["There are people would have had an interview with me but apparently they do not want to come. What do you think are the reasons that that they do not want to come for the interview?"]* (See the next quotation of participant number 25 who answers the interviewer.)

(25) *["Because the manager* (position omitted) *that caused all the problems on the campus has now been appointed as* (higher position omitted) *and I think they think it may close doors for them in future."]*

G: HARMFUL IMPACT RELATED TO SECONDARY PSYCHOLOGICAL VIOLENCE

Participants do not only experience psychological violence personally, but it also appeared that they have witnessed acts of psychological violence against other staff members. This is also referred to as secondary psychological violence (Graves cited *in* Kirsten & Matsela, 2007:8; cf

par. 2.5.2) whilst the witnesses of psychological violence acts are also referred to as secondary targets (Lutgen-Sandvik, 2006:14; cf par. 3.4.4.2).

21: NEGATIVE EXPERIENCES RELATED TO WITNESSES OF VIOLENCE

MAIN CATEGORY 21	NEGATIVE EXPERIENCES RELATED TO WITNESSES OF PSYCHOLOGICAL VIOLENCE	N= 29
Subcategories	Conforming to avoid being bullied	4
	Fear of becoming the next target	3

The category *negative experiences related to witnesses of psychological violence* was formulated based on the following verbatim quotations:

21.1 Conforming to avoid being bullied

According to four participants they conform to avoid being bullied.

(3) *"Jy's eerder skynheilig en is altyd vriendelik en probeer in haar goeie bookies bly want anderste is dit wat gebeur …"*

["You're rather a hypocrite and always friendly and try to stay in her good books or else that is what happens…"]

(11) *"Ek dink in daai mate, jy weet jy word half verwag om … uhm dinge bloot te stel maar maar meer die … goeie dinge, nie die goedjies wat nou werklik … krapperig is nie. Dan moet jy maar eerder vir jou eie beswil maar eerder dit so half bietjie, hoe kan ek sê … onder die mat invee … Ek het al met met sekere uhh gevalle gesien dat as jy baie uitesproke … Ek praat nou van - topbestuur - hulle hou nie daarvan nie dan uhh dan uhm ek weet nie, dan's dit nadelig vir jou, vir jou beroep jy weet vir bevordering whatever dit het gebeur met persone wat wat uhh nie bevordering gekry het nie as gevolg van dat hulle uitgesproke is."*

["You know you are half expected to … umh to expose things but, but more the … good things, not the things that are actually …irksome. Then you must rather for your own sake it, how can I say… sweep it under the carpet … ag I don't know. I have already in certain uhh instances seen that if you are too outspoken then in the end the management doesn't like it. I am speaking about – top management – they do not like it uhh then uhh I don't know, then it's detrimental for you, for your career your promotion whatever. It has happened with people that that uhh didn't get promotion as a result of their outspokenness."]

(27) *"So we find our self in such a situation whereby you just tell yourself that - I'll go with the flow, I will just go with the flow, anything that comes I will just go with it just because you want a job. You don't want and we've got families, we've got commitment, responsibilities you know and you cannot afford to lose a job because - you'd rather choose to not to talk, to be abused but if you get your income then you'll be fine …"*

(29) *"Jy weet as daai daai bullying pla … gebeur - daar's nie 'n repons nie … mense sit terug en hulle dis net asof hulle dit aanvaar …*

["You know when that that bullying upsets … it happens - there is no response … people sit back and it's just as if they accept it…"]

21.2 Fear of becoming the next target

According to three participants staff members fear to become the next target.

(2) *" Where I'm working … everybody's scared, you know you can't talk to everybody and most of the people on the staff they don't want to align myself, with me, because they know when you come close to me, it's trouble, I understand … they are scared"*

(3) *"Ek voel mense word geterroriseer … en vir my het dit 'n intense … vrees … vir haar veroorsaak … want ek weet sodra sy iets op my kry wat sy nou nie van hou nie, gaan ek die volgende een wees wat nie meer in haar goeie boekies is nie, wat die slegte behandeling gaan kry."*

["I feel people are terrorized … and it caused an intense…fear in me … for her … because I know that if she had something on me that she didn't like, then I would be the next in her bad books who would be at the receiving end of the mistreatment."]

(29) *"Baie van dit het gemaak dat mense sê: 'Nee nee ho ho nou, ek gaan net terugtrek, ek wil nie in die limelight wees nie, ek wil nie ook so gebully word nie …' Maar ek het nou gesien met my Afdelingshoofde en ek sien dit in Senior Lektore - die moment as daardie bullying begin dan is die mense, die mense het 'n geneigdheid om teruggetrokke te raak."*

["A lot of it caused people to say: 'No no ho ho now, I am just going to withdraw, I do not want to be in the limelight, I also don't want to be bullied like that ….' But I have seen with my Section Heads and I see it with Senior Lecturers – the moment the bullying starts then the people, the people have the tendency to withdraw."]

H: COPING STRATEGIES

The verb "cope" is defined as *"to deal successfully with something difficult"* (Oxford Advanced Learner's Dictionary, 2010:324). In the context of this study cope thus refers to how successfully staff members deal with the phenomenon of psychological violence. The concept "strategy" refers to *"a plan that is intended to achieve a particular purpose"* (Oxford Advanced Learner's Dictionary, 2010:1461). In this study, coping strategies should be understood as the different plans that staff members implement to deal with psychological violence.

It also emerged from verbatim quotations that participants have developed coping strategies in an attempt to minimize the harmful effects of their negative experiences.

22: COPING STRATEGIES TO MINIMISE THE HARMFUL EFFECT OF NEGATIVE EXPERIENCES

MAIN CATEGORY 22	COPING STRATEGIES TO MINIMISE THE HARMFUL EFFECTS OF NEGATIVE EXPERIENCES	N= 29
Subcategories	Getting involved in other activities	7
	Repressing thoughts and blocking out negative experiences	6
	Turning to God and holding on to faith	5
	Relating experiences to family members or friends	4
	Doing exercises	3
	Reframing experiences of psychological violence	3
	Catching up on sleep during holidays	2
	Having to "adapt or die" because no other alternatives	2
	Sharing experiences with and getting support from colleagues	2
	Spending time with family and not taking work home	2
	Taking medication and supplements	2
	Undergoing psychological therapy as a result of psychological violence at work	2

The category *coping strategies to minimize the harmful effect of negative experiences* is formulated based on the following verbatim quotations:

22.1 Getting involved in other activities

According to seven participants they get involved in other activities to cope with negative experiences.

(5) "*Ek het myself baie meer begin uitleef oor die naweke by kampe en waar ek betrokke, waar ek ander mense probeer geestelik help en terwyl ek dit gedoen het, het ek besef … dit help my om te cope."*

["I started to expand myself (live my life to the full) over weekends and where I have become involved in helping others spiritually and I have realised… that this helps me cope".]

(6) *"Ek het … die vermoë aangeleer om af te skakel en vir myself geleenthede vir ontspanning te skep."*

["I have … learned the ability to switch off and to create opportunities for myself for relaxing."]

(4) *"Ou probeer jou so veel as moontlik besig hou … uhm en dan dink 'n ou nie altyd aan hierdie goed nie…"*

["One tries to as much as possible to keep yourself busy… uhm and then one don't always thinks about these things…"]

(7) *"So I thought bugger it, I'm getting up and I'll walk and I walked around and I changed my body position in order to change the mind uhm thing."*

(11) *"Jy kry vir jou 'n … iets by die huis wat jou uhm heeltemal jou aandag aflei. Ek hou van Interior Decorating, jy verstaan … dan in die aande is jy besig, jy verf, jy doen dit, jy doen dat."*

["You get yourself … something at home that uhm completely distracts your attention. I enjoy Interior Decorating, you understand … and then in the evening you are busy, you paint, you do this and you do that."]

(13) *"I go to the library and read."*

(21) *"I participate in many social activities uhh different community activities, community involvement."*

22.2 Repressing thoughts and blocking out experiences

According to six participants they repress their thoughts and block out experiences in order to cope with negative experiences.

(3) *"Ek het op 'n stadium besluit as ek by die huis kom dan mag ek nie eers dink aan die werk nie … oor hoe dit my geaffekteer het, so ek sluit heeltemal af of ek probeer, maar nou droom ek elke aand daarvan so ek sluit nie rêrig af nie, maar as ek net probeer vergeet daarvan dat jy net kan cope."*

["At a stage I decided when I get home then I may not even think about work… about how it affected me, so I switch off completely or I try, but now I dream every evening about it so I don't really switch off, but I try and forget about it so that one can cope."]

(7) *"I just become very cool and close up and go on, he can talk to the world … so ja starting to project."*

(8) *"… maar soos ek sê, ek cope deur te onderdruk."*

["… but like I say, I cope by repressing it.]

(11) *"Jy blok maar die goed wat jy nie kan beheer nie, blok jy maar uit."*

["You block the stuff that you cannot control, you just block it out."]

(22) *"Uhmm … nee wat, ek probeer maar net ander pad kyk en gaan maar net aan …"*

["Uhmm … no, I try to look in a different direction and just carry on."]

(29) *"Dan sit ek my gedagtes op iets anderste want as ek dit nie doen nie ... dan sal ek mal word … Nee ek sê mos ek switch af."*

["Then I focus my thoughts on something else because if I do not do it … then I will go mad …. No I say I switch off."]

22.3 Turning to God and holding on to faith

According to five participants they turn to God and hold on to faith to cope with negative experiences.

(10) *"Geloof is my uitkoms uhm ek moet vasbyt …."*

["Faith is my release uhm I must persevere…]

(22) *"My geloof is vir my baie belangrik en dis my enigste behoud dat as ek nie my geloof gehad het nie en as ek nie in my lewe reeds so gegroei het nie op gebied van geloof nie en as ek nie so betrokke was by my kerk nie, sou ek dit nie kon hanteer nie ..."*

["My faith is very important to me and it's my only preservation that if I did not have my faith and if I didn't grow in my life with regard to faith and if I was not involved in my church I would not have been able to handle it."]

(26) *"Ek bid, ek bid, ek bid baie …"*

["I pray, I pray, I pray a lot …"]

(27) *"I'm a church-going person and I try always be encouraged to make our hopes always to the Almighty."*

(29) *"Ek dink net my geestelike lewe het oor die laaste twaalf maande so verbeter uhm as gevolg daarvan want ek moes 'n ander heimwee pluk, ander wee soek om van hierdie las ontslae te raak en ek meen daar is nie iemand in die gebou of iemand in Corporate* (Corporate Centre) *gewees wat ek kan gaan sê: 'Nou pak ek af op jou tafel en nou's ek klaar nie'."*

["I just think my spiritual life has improved so much over the past twelve months uhm as a result thereof that I had to seek another way to get rid of this burden and I mean there is no one in this building or somebody at the Corporate (Corporate Centre) *to whom I could say: 'Now I offloading this on your table and I am finished."]*

22.4 Relating experiences to family members or friends

According to four participants they relate their experiences to family members or friends to cope with negative experiences.

(2) *"The support that I got from my family, I think that has helped me … You know some people they are listening to you … uhm."*

(13) *"I talk to someone who can listen to me, mostly friends or my mother …. I talk to her like. I relate this scenario to someone else - so that how do you see this? Maybe I might be thinking I'm overreacting, in a way. Ja. But like having to relate this to someone else is something else. He, you get relieved and this is mostly how I do it."*

(22) *"Gaan kla maar by die huis en dis maar my klankbord, iewers moet mens aflaai … maar my man ondersteun my."*

["Go and complain at home and that's my sounding board, somewhere a person must offload … but my husband supports me."]

(26): *"Die feit dat ek en my man daaroor kon praat en dat ons 'n besluit daaroor kon neem en uhm dat hy met my my verbittering deel, dis vir hom net so swaar … uhm my help om daarmee te cope. Dat ek iemand het, ek het 'n klankbord … en dit help."*

["The fact that I and my husband could talk about it and that we could make decisions about it and uhm that he shares my bitterness, it's just as difficult for him…. uhm help me to cope with it. That I have someone, I have a sounding board … and that helps."]

22.5 Doing exercises

According to three participants they do exercises to cope with negative experiences.

(11) *"Ek gaan oefen meer want ek moet want kyk 'n ou weet wat's goed vir jou, ek wil nie op veertig 'n hartaanval hê nie, so, so dis maar, dis maar wat 'n ou doen, jou coping strategies."*

["I go and exercise more because I must because a person knows what's good for one, I do not want to have a heart attack at forty, so that's what, what a person does, your coping strategies.']

(19) *"I try to follow an exercise regime. I jog a lot so that releases the stress sometimes."*

(24) *"Ek en my oudste dogter doen,* (name omitted), *oefen in elk geval landloop in die middag … ons probeer om so vyf keer in 'n week elke oggend, dan staan ons nou maar bietjie vroeër op en dan gaan draf ons net so bietjie."*

["I and my eldest daughter (name omitted), *exercise by doing cross country in the afternoons… and we try to do it five times a week in the morning, then we get up a little earlier to go and jog a little."]*

22.6 Reframing experiences of psychological violence

According to three participants they reframe their experiences of psychological violence to cope with it.

(7) *"I say the person is always better than he is. Uhmm the person is only using the resources that the person does have therefore he cannot do any better. He's actually trying to be positive and that reframes everything. So I go through a reframing process."*

(8) *"Ek probeer goed in perspektief sit en nie net te oorreageer nie … So ek sal eers die situasie probeer ontleed of of rustiger daaroor dink voordat ek net sal reageer."*

["I try to place things in perspective and not just to overreact … So I will first try to analyse the problem or or to think about it peacefully before I react."]

(19) *"But mostly, the most important thing I tell myself that - I have to, I'm here for a job, maybe these people are just, you know, correcting me. That is how I manage to handle it."*

22.7 Catching up on sleep during holidays

According to two participants they catch in on sleep during holidays to cope with negative experiences.

(8) *"In vakansietye dan ... dan haal ek nou maar uit en ek slaap en ek probeer alles doen wat goed is vir my weer."*

["During the holidays …. I then take advantage (catch up) and I sleep and I try again to do everything that is good for me."]

(10) *"Ek het 'n vakansie basies elke drie maande nodig … Ek … clutch uit vir twee, drie dae partykeer wat ek…wil slaap, ek slaap … maar ek slaap vir drie dae dan staan ek daar op dan's ek reg, dan kan ek nou weer begin om myself te recharge."*

["I need basically a holiday every three months…. I … sleep ('clutch out') *for two, three days sometimes because I … want to sleep, I sleep … but I sleep for three days and then I am okay, then I can start again to recharge myself."]*

22.8 Having to "adapt or die" because no other alternatives

According to two participants they have to 'adapt or die' because there are no other alternatives.

(1) "*At this stage the only thing that I can possibly do is … adapt or die. There is no alternative, there is no other solution, there is no, there there's nothing else that I can do…"*

(20) *"Well, we just try to to to acclimatise …. And just get used to the things, you see cause there's nothing that one can do. We haven't got too much or too many alternatives to turn to and you need to just give in an extra work and then you take your job home. That's how we're trying to cope, you know."*

22.9 Sharing experiences with and getting support from colleagues

According to two participants they share their experiences with and get support from colleagues to cope with negative experiences.

(8) *"Ons het 'n goeie ondersteuningsisteme in ons departement. Dit help baie want ons kan ten minste sê as jy daar uit 'n vergadering uitstap of wat ookal: 'Dit het nou weer gebeur, ek is so gefrustreerd, dit is nou weer'."*

["We have a good support system in our department. It helps a lot because we can at least say if you walk out of a meeting or whatever: 'It has just happened again, I am so frustrated, there it is again'."]

(26) *"… en dan natuurlik ook het ek in die laaste tyd goeie verhoudinge opgebou met my kollegas, dit help my ook om te cope … Uhm hulle verstaan … en ek het met hulle beginne gesels en ek het agtergekom daar's baie van hulle wat voel soos wat ek voel … dit help my ook om te cope uhm die feit dat ek voel ek is nie alleen nie."*

["… and then of course in the recent past I built up good relationships with my colleagues, it also helps me to cope… Uhm they understand …. and I began speaking with them and I discovered there is a lot of them that feel like I feel… it helps me also to cope uhm the fact that I feel I am not alone."]

22.10 Spending time with family and not taking work home

According to two participants they spend time with their family and do not take work home to cope with negative experiences.

(5) *"Ten minste op 'n Vrydag - dan maak ek die deur toe en ek maak hom Maandag oop. Die res van die week werk ek dag en nag … maar oor 'n naweek - dis ons 'sacred time', dis ons gesinstyd, dis die Here se tyd … Ek vat niks meer saam huis toe nie want ek weier dat dit by my huis nog uh uh 'n invloed het, want dit het 'n verskriklike invloed gehad."*

["At least on a Friday – I close the door and I open it on Monday. The rest of the week I work day and night… but over weekends - that's our 'sacred times', that our family time, it's the Lord's time … I do not take work home because I refuse to allow it to also influence my home ugh a influence, because it had a terrible influence."]

(6) *"So ek skakel, skakel af maar … Ek het die, op hierdie stadium die uitgangspunt - ek neem nie werk saam huis toe nie."*

["So I switch, switch off but …. At this stage I have the point of departure – I do not take work home."]

22.11 Taking medication and supplements

According to two participants they take medication and supplements to cope with negative experiences.

(5) "*Ek het medikasie gekry wat my uhm, wat my liggaam opbou obviously. Maar dan't ek ook, het hulle vir my 'n middel gegee om my te probeer te help slaap sodat my brein kan afsluit."*

["I got medication that uhm, obviously builds up my body. But then I, they also gave me a remedy to try to help me to sleep so that my brain can switch off."]

(24) "*Ek drink nou maar die ysterpilletjies en so aan …"*

["I now drink iron tablets and so on …."]

22.12 Undergoing psychological therapy as a result of psychological violence at work

According to two participants they have to undergo psychological therapy as a result of psychological violence at work to cope with it.

(5) *"Ek was vir uhh geestelike berading en ek was vir uhm sielkundige berading …."*

["I went for uhh spiritual counselling and I was for uhm psychological counselling …"]

(28) *"Ek sien 'n sielkundige en uhmm dit het rêrig emosioneel en sielkundig het dit 'n groot impak op 'n mens se lewe en ook huislik."*

["I see a psychologist and uhmm it has really has a big emotional and psychological impact upon a person's life and family."]

ANNEXURE G: ETHICAL CLEARANCE

NORTH-WEST UNIVERSITY
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12 Junie 2009

Beste Marietjie

ETIEKAANSOEK: NWU-00097-08-S2 (STUDENT: ME HELEN MEYER)

Projektitel: The nature and impact of psychological violence on staff members' health in FET

Die Etiekkomitee (Fakulteit Opvoedingswetenskappe) het die bogenoemde etiekaansoek elektronies hanteer en versoek dat daar aan enkele sake aandag gegee word. Dit is gedoen en daar kan volle magtiging aan die projek verleen word.

Die etieknommer kan dus verander na **NWU-00097-08-A2**

Vriendelike groete

JLdeK Monteith
Voorsitter Etiekkomitee Fakulteit Opvoedingswetenskappe

ANNEXURE H: STATISTICAL CONSULTATION LETTER

NORTH-WEST UNIVERSITY
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POTCHEFSTROOMKAMPUS

Privatebag X6001 Potchefstroom 2520
Tel (018) 299 1111 Fax (018) 299 2799
http://www.puk.ac.za

Statistical Consultation Services
Tel: (018) 299 2016

Faxs: (018) 299 2557

17 November 2010

To whom it may concern

Re: Thesis Ms. H.W. Meyer, student number: 22155538

We hereby confirm that the Statistical Consultation Service of the North-West University has analysed the data and assisted with the interpretation of the results.

Kind regards

DR. S M ELLIS (Pr. Sci. Nat)

Head: Statistical Consultation Service

ANNEXURE I: LANGUAGE EDITORS' LETTERS

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24 April 2011

VERKLARING VAN TAALSORG

Hiermee verklaar ek, Cliff Smuts, dat ek die tesis van Helena Willme Meyer ter verkryging van die graad PhD aan die Noordwes-Universiteit taalkundig versorg het.

Die taalsorg sluit al die hoofstukke van die verhandeling, en alle bylaes en briewe in.

Baie dankie.

Cliff Smuts

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30 March 2012

DECLARATION OF LANGUAGE EDITING

I, Paulette Henrey, hereby declare that I edited the PhD thesis of Helena Willme Meyer of the University of the North West.

The editing included all chapters of the thesis and relevant documents.

Yours faithfully

P. Henrey

Paulette Henrey