

**NEGATIVE EFFECTS OF STRESS ON TEACHERS' IN  
BOTSHABELO CLUSTER  
IN  
THE MAFIKENG DISTRICT OF THE NORTH-WEST  
PROVINCE  
OF  
SOUTH AFRICA.**

**Mini-Dissertation in partial fulfilment of the requirements for the  
Master Degree in Educational Psychology, Faculty of Education,  
North-West University, Mafikeng Campus.**

**By**



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**2011**



## **DECLARATION**

I, Tshadi Reginah Molete hereby declare that this mini dissertation: EFFECTS OF STRESS ON TEACHERS IN BOTSHABELO CLUSTER SCHOOLS presented for the Master's Degree in Education with the North West University, Mafikeng Campus, South Africa is my own work in design and execution and that all research materials utilised from the various academic sources have been acknowledged to the best of my ability and that this dissertation was not previously submitted by me or anybody for a degree at other institution.

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## ABSTRACT

The study explored the causes and effects of stress on teachers from the Botshabelo Cluster schools in the North West Province. In this study, stress was conceptualized as the impact on the individual by stressors that involve negative stressful emotions.

The methodology adopted was quantitative and a sample of 120 teachers from primary, middle and high schools was selected.

The study found among others that stress in schools is caused by poor management, add-on new teaching requirements, poor teacher remunerations and uncooperative learners.

It then recommended that:

- Schools must organize bosberaad whereby multidisciplinary committees will be invited eg EAP, social workers, psychologists, police, parents, etc to discuss and advice on what teachers should do in their work environment to overcome stress.
- School principal should regularly conduct surveys in their schools in order to identify and address professional needs of teachers,.
- Promotion criteria must be based on the qualifications and hardwork, and not on nepotism.

# **CHAPTER ONE**

## **1. ORIENTATION**

### **1.1 Introduction and background of the study**

This research outlines the dynamics of work related issues of stress generally and stress in teachers' work particularly. Such stress is viewed by most of the literature as problematic. Although the literature acknowledges the possibility that stress may have positive outcomes, its orientation is primarily toward understanding the negative consequences of stress for workers and their job performance (Moore, 2005: 1).

Teaching is a stressful job (Friedman, 2003:192); a job that involves high workplace pressure where perceived effort is higher than reward (Goddard & O'Brien, 2003: 106). It is described as distinctive, debilitating and demoralizing (Galton & MacBeath, 2008: 9). This drawn the attention of many researchers to research about "teachers" stress" (Williams & Gersch, 2004: 157).

### **1.2 Background of this study**

Teacher stress is categorized as a serious working hazard which brought a crisis on the teachers (Gitundu, 2008:1). Stress has a major effect upon job performance that includes teacher absence, ill-health, death, a lowered level of job satisfaction and commitment and even an impaired quality of classroom teaching (Leithwood & Beatty, 2008: 34).

### **1.3 Theoretical framework**

The problem of stress in human beings is an old one which goes as far back as 1914 when a scholar, named Canon, first started writing about it. In that year Canon began to use the word "stress"; he noted that animals and humans had an adaptive response to stressful situations in which they choose either to fight or flight (Canon, 1929: 22).

Canon developed the Theory of the Flight or Fight Response, a wholly positive reflex contributing to the organism's health and welfare, rather than a cause of mental and physical illness. During the stress response, the body is always forced, and in a state of readiness to deal with demands that can be life threatening: Physical, emotional pleasant or unpleasant. Carbohydrates are burned up in order to release lots of energy; if the energy is not utilized, then stress is the consequence (Landy & Conte, 2007: 419; Looker & Gregson, 2003: 31; Seaward, 2004: 5; Simmons, 2002:12; Wainright & Calnan, 2002:35).

Furthermore, Canon's Fight or Flight Reactions come in response to the type of stress that occurs suddenly and is likely to last only a short time, which is called episodic or acute stress, whereas the Selye General Adaptation Syndrome tracks the body's response to stress over a long period of time which is called a chronic stress (Espach, 2007: 52; Landy & Conte, 2007: 420; Van Dick & Wagner, 2001: 244).

Another scholar, Selye, who is often referred to as the "father of stress", distinguished two types of stress: Eustress and distress (Selye, 1956: 74). Eustress is defined as a good or positive stress which arises from a situation or circumstances that motivate or inspire a person, give more energy, challenges a person to improve, makes a person feel high in spirit and gives one the opportunity to grow from a professional and personal perspective (Espach, 2007: 52; Landy & Conte, 2007:420; Seaward, 2004: 7).

Distress, the opposite of the eustress from which the term "stress" is derived from, is defined as the more extreme form of bad stress leading to physical disability or even death as a result of a heart attack, depression, nervous breakdown or even cancer as postulated by certain researchers. Distress makes one feel overwhelming, out of control, leaves a person feeling depressed at times, leads to frustration and anger and makes you to feel inferior (Espach, 2007: 25; Landy & Conte, 2007: 420; Looker & Gregson, 2003: 24).

Selye (1956: 74) identified the response sequence to any disease or trauma, example poisoning, injury, psychological stress and named the condition the General Adaption Syndrome (GAS)

which is divided into three stages:- **The alarm-, resistance- and exhaustion stages** (Landy & Conte, 2007:420; Wainright & Calnan, 2002: 39).

### **1.3.1 The alarm stage**

In the alarm reaction, which is similar to Canon's original 'fight or flight' response (Canon,1929: 130), the body goes on an emergency full alert and prepares for physical activity when it is confronted by an actual life threatening situation (Looker & Gregson, 2003: 32; Vecchio, 2000: 267). This process includes the secretion of hormones from the endocrine glands, causing the increase of heart rate and pressure, muscle tension and a decrease in maintenance functions, example digestion actual responsiveness. In the case where the stressor is continuous, the resistance phase starts where the body triggers the needed bodily system to deal with the stressor; the body is alerted and activated and the stress level is at its highest during this stage (Landy & Conte, 2007:420; Seaward, 2004: 15; Sulky & Smith, 2005: 18).

### **1.3.2 The resistance stage**

In this stage the body tries to revert back to a state of physiological calmness or homeostasis, by resisting the alarm. If the stressors continue, the body will persevere in defending itself (Seaward, 2004: 15).

### **1.3.3 The exhaustion stage**

Exhaustion occurs when one or more of the organs, example the heart, is targeted by specific metabolic processes and can no longer meet the demand that is placed upon it and fails to function properly in which death can be the results (Willis, 2005: 26).

**FIGURE 1.1** An overview of Selye's General Adaptation Syndrome (GAS).



Source: Willis, 2005: 26

#### **1.4 The study area**

This study was conducted in the Botshabelo Cluster, a rural area, in the Mafikeng Area in the primary, middle and high schools where there is enormous stress among teachers. This is causing some to leave the teaching profession due to stress related situations and others even commit suicide.

#### **1.5 The statement of the problem**

Much research has been done about the effects of teacher related stress. However, in South Africa this research has been largely confined to urban schools. Very little or no research on this problem has been carried out in the rural schools. This is one of the reasons that this study was designed.

In Botshabelo cluster schools which are in the rural areas together with many other rural schools the problem of teachers stress exist and yet little or no study on the effects of stress have been

done. Teachers continue to stress up at their work despite the Department of Education's efforts to make their work place very conducive.

- Why has there been no study into effects of teachers' stress in rural schools?
- Why should teachers continue to stress despite improved conditions of service?

These are the problems this study set out to unravel and provoke further questions for the study. .

## **1.6 Research questions**

1.6.1 What negative effects of stress are there in rural schools such as Botshabelo Cluster?

1.6.2 What are causes of stress among teachers in rural schools especially among the Botshabelo Cluster?

1.6.3 What have prolonged the continued stress of teachers?

1.6.4 What measures has the Department of Education taken to alleviate stress on teachers?

## **1.7 Aims and objectives of the study**

The main aim of this study was to investigate the causes and effects of stress on teachers at schools in the Botshabelo Cluster.

### **1.7.1 Specific objectives.**

**The specific objectives of the study were to:**

- Find the impact of stress upon the physical, psychological and emotional well-being and productivity of individual teacher in the cluster.
- Offer recommendations on what was to be done to help teachers to deal with work-related stress.
- To find out why teachers continue to stress at both work places.
- Analyse and determine whether support systems that Department of Education has to put in place to alleviate stress are effective.

## **1.8 Hypotheses**

- There is a significant relationship between learner ill-behaviour and teachers' stress levels.
- There is a significant relationship between young and old teachers' stress levels.
- There is a significant relationship between high, middle and primary school teachers' as far as stress levels are concerned.
- Teachers who get support from the School Management Team are less stressed than those who do not get any support.

## **1.9 Rationale/Significance of the study**

Education is a critical necessity to the socio-economic development of South Africa. Therefore, it is important that drivers of the process of education, i.e. the teachers who operate optimally at all times are free of hindrances such as stress. If obstacles such as stress are in their way, teaching is affected negatively. It is therefore necessary that the problem is identified and dealt with effectively. Overall, education is slowed down by stress related illnesses. This study is therefore intended to be a modest, but sustainable contribution towards more effective learning and teaching by identifying the causes and results of stress in the school environment and suggesting possible ways of dealing with the problem. It is hoped that this contribution will help towards reducing stress if teachers and the authorities become exposed to the findings.

This study will also make the results of this investigation known to schools through the Department of Education (DoE). Hopefully it will enable teachers to identify factors which are potential contributors to stress for them in their specific context. They could then take steps, first of all to deal with the stress and, secondly, to avoid stressful situations, reduce or eliminate risks when they occur and develop a wide range of stress-reducing mechanisms to help them in their work.

The findings could also help school managers to develop strategies to prevent teacher stress, manage it effectively and also deal with burn-out through staff development activities and the

general management of the school, example, to make sure that staff have the necessary tools to implement new initiatives, and consult with staff on changes taking place in the school.

Education authorities will, hopefully, become aware of teacher stress in order for them to play a role in reducing or eliminating it. It will help authorities to acknowledge that teachers' suffering from burn-out, are going through an intense negative experience and are not effective in their job. This is not only detrimental to them but also to the learners, other members of staff and to the educational system generally.

Furthermore, this study would also help people involved with initial and in-service courses for teachers to play a more positive role in eliminating or reducing stress and burn-out, especially by being able to recognize the problems and causes of stress as well as burn-out among teachers.

## **1.10 Preliminary literature review**

The researcher will review past scholarships involving the causes and effects of stress on teachers in order to find out what has already been covered on the topic and related topics. The aim of this review is to benefit from previous work, and also to compare and contrast any new research findings with what has already been done by previous researchers.

The review will identify weaknesses and gaps in the work of previous scholars on the topic in order to try and address such shortcomings. Furthermore, in reviewing the related literature, the researcher has noted that similar studies of closely related problems have been investigated by other researchers.

### **1.10.1 The situation in the UK**

Research conducted in the United Kingdom (UK) assessing the stress levels of various jobs by the Health and Safety Executive, teaching came out top (Moore, 2005: 1). The scale of Occupational Stress, further analyses the impact of demographic factors and type of job, published in 2002, found that 41, 5% of teachers reported themselves as "highly stressed" while 58, 5% came into a

“low stress” category. This was confirmed by the National Union of Teachers (NUT) (Moore, 2005: 1).

Furthermore, in 1999 it was found that 36% of teachers felt the effects of stress all or most of the time (Moore, 2005:1). In the same year a secondary school teacher won a landmark case when she won \$4700 in compensation for stress. Since then, the National Teachers Union (NUT) backed more than 90% cases where teachers won compensation for stress (Moore, 2005: 1).

Another research, conducted by the Manchester’s Institute of Science and Technology (MIST), found that teaching is not intrinsically stressful in the same way as the job of a bomb disposal officer, but that teaching in the UK still can be very stressful (Moore, 2005: 1).

Again, other data in the UK obtained from an inventory of teacher stress, called “The Teacher Stress Inventory”, indicated that professional investment, which refers to a number of specific stressors, including lack of opportunities for promotion, lack of control over job-related decisions, and lack of emotional and intellectual stimulation, is a particularly salient issue for teachers (Sulky & Smith, 2005: 87).

## **1.10.2 South African situation**

### **1.10.2.1 Unruly behaviour of learners, dismal working conditions, workloads and lack of support from parents.**

In South Africa teachers are faced with a workplace that is inundated by a myriad of factors that impinge on their effectiveness within the classroom. The reality of the education system has led to the attrition of teachers due to resignation and premature retirement due to stress (Fitzpatric, 2006: 20).

The report of the research conducted by the reporters of one of the major news papers, namely the “Sunday Times”, shows that large numbers of teachers in schools across the country “are under siege; thousands are being treated for stress and depression because they can no longer cope in classrooms”. The report also reveals that teachers generally experience a whole range of

problems, such as “unruly and violent learners, dismal working conditions, massive workloads and a lack of support (Davids & Makwabe, 2007: 1). After being physically assaulted or threatened by learners in school, some of the teachers consequently became ill, with many even going on “stress leave....”(Fitzpatric, 2006: 19; Malindi, 2009: 6). This view is supported by other researchers. In schools on the Cape Flats, Gauteng and the Eastern Cape, the situation was the same: Teachers affected by stress, feared violence. Sometimes teachers were even murdered (Davids & Makwabe, 2007: 4). In one Kwazulu-Natal school, for example, a learner pleaded guilty of murdering his teacher. In Cape Town, another teacher was suing the provincial department after she was bludgeoned with a hammer by a 13-year-old learner (Davids & Makwabe, 2007: 9).

At the Woodlands High School with 1000 learners in Mitchells Plain on the Cape Flats severe depression, anxiety and stress are common problems among teachers; so much that a quarter of teachers in the school went on leave for stress or experienced depression and burnout. This kind of events led to a shortage of teachers and a battle to obtaining substitute teachers (Davids & Makwabe, 2007: 9). These reports may not be scholarly in their nature but, nevertheless, they are very revealing about the seriousness and prevalence of teacher-stress.

Furthermore, research conducted by the Human Rights Commission’s (HRC), report that the South African educational system is in a transitional stage. Therefore, lack of discipline in schools, abolition of corporal punishment, unmotivated learners, redeployment, retrenchments and retirement packages for teachers, large learner-teacher ratios and a new curriculum approach, all contribute to raising the stress levels of teachers (Fitzpatric, 2006: 19).

The new education approach of outcomes-based education, the management style of principals, new governing bodies for schools, the coping with current political change, the introduction of certain policies, corruption in state departments and redeployment, are also causing stress to teachers (Fitzpatric, 2006: 18).

### **1.10.2.2 The special care of inclusive education**

Over the past fourteen years educational reform in a democratic South Africa has stimulated a commitment to the development of a single, inclusive system of education which has the capacity to provide for appropriate ways and means to facilitate learning and meet the needs of all learners, including those with disabilities in mainstream classrooms. The increasing demand to educate learners with disabilities in mainstream classrooms has received little consideration. The lack of teachers to provide quality inclusive teaching to these learners and the limitation of existing support structures both impact on inclusion. The education of learners with and without disabilities relies on the commitment and effective support of teachers. The result has been that in response, mainstream teachers see inclusive education as being foisted upon them and they have raised many concerns regarding the implementation of inclusive education. This also adds enormous stress upon teachers (Engelbrecht *et al.*, 2000: 1).

Even though teaching is reported to be a very stressful occupation, it is also important to consider that the roles and responsibilities of teachers are changing even more as schools attempt to create inclusive school communities (Younghusband, 2006: 9).

Many mainstream education teachers feel unprepared and fearful of work with learners with disabilities in mainstream classes (Younghusband, 2006: 9). General education teachers do not always feel confident in their ability to fulfill the tasks that are needed to support inclusive education (Engelbrecht *et al.*, 2000: 1).

## **1.11 Research design**

### **1.11.1 Methodology**

There are many research methodologies available for this study, such as qualitative, participatory and quantitative. In this study a quantitative empirical investigation was preferred above qualitative.

Quantitative research approach is a methodology in which data is collected and analyzed in numeric forms, to emphasize relatively-large scale to represent sets of data and to provide more precision (Cramer, 2003: 2).

Quantitative method quantified and does not need to go beyond the use of descriptive statistics and the exploration of the interrelationships between pairs of variables. The respondents answered given questions and the answer given to particular questions appear to be related. Such analysis will make wide use of proportions and percentage and of the various measures of central tendency (average) and of dispersion (ranges) (Cramer, 2003: 5). The aim of using quantitative methodology was to solve a stated problem by analyzing and interpreting data statistically (Cramer, 2003: 5).

### **1.11.2 Sampling**

Stratified random sampling was adopted seeing that the main objective was to divide the population into different groups, called strata, to enable the researcher to have a guarantee of equal representation of each of the identified data and also to secure a more reliable sample. Within each stratus, the simple random sampling method was performed (Bless, Higson-Smith & Kagee, 2006: 103).

The researcher asked permission from the Circuit Manager (CM) of the Botshabelo Cluster which has 514 teachers and 32 schools: 21 primary schools, 4 middle schools, 9 high schools and 2 combined schools. They cater for Grades 1 to 12 which are Golfview and Onkgopotse Tiro. The teachers were selected and separated into primary, middle and high schools so that they can match the rest of the Botshabelo Cluster. The same method was applied to Mafikeng and Sol Plaatjie as their primary schools have Grades 1 to 7 and high schools have Grades 8 to 12.

- Fifteen out of 32 schools were targeted as samples: 5 schools from primary, 5 from middle and 5 from high schools were selected through random sampling to get the 15 targeted schools. The researcher wrote letters to the principals of these 15 selected samples to seek permission to conduct the research in their schools.

- From a population of 514 teachers, 120 teachers were selected: 40 teachers from primary, 40 teachers from middle and 40 teachers from high schools. For an identification framework, these samples group were described as sampling frames A-primary schools, sampling frames B-middle schools and sampling frames C-high schools.
- The selected names were given the numbers from 1 to 40 in sampling frame a primary schools, 41 to 80 in sampling frame B middle schools, and 81 to 120 in sampling frame C high schools. The 120 questionnaires were assigned the Identity (ID) of 1 to 120. The numbers were written on the cover of each questionnaire at the top on the right hand side. Then the questionnaires were distributed to the respondents.

### 1.11.3 Data collection

#### 1.11.3.1 Primary sources

Primary sources are raw materials such as original materials. The researcher visited schools which constitute the primary sources of this research and perused through the various documents available which were necessary and relevant to the objectives of the research. Information obtained, both oral and written, were documented (Bless et al., 2006: 111).

#### ➤ Likert-Scale

A rating scale, called the Linkert-scale, which is made into a 4-point scale, was used to answer questions by choosing the answers from some number alternatively supplied: **Agree, strongly agree, disagree and strongly disagree** (Leedy & Ormrod, 2005: 185; Goodwin, 2005: 215). At the beginning of each sub-section the researcher used sub-headings to orient the respondent (Johnson & Christensen, 2008: 185).

➤ **Principles the researcher followed when developing the questionnaires**

**The principles were used to:**

- Make sure that questionnaire items match the research objectives;
- understand the participants and their cultural characteristics;
- make sure that questions are clear, precise and relatively short;
- use familiar language; and
- to ensure that questions were not long and boring.

➤ **The main reasons for choosing the questionnaires were as follows**

- They are easy to administer.
- They are relatively economical.
- They have the same questions for all the subjects.
- They can ensure anonymity.

➤ **Teacher Stress Questionnaire**

Nature of composition

**SECTION A** of the Teacher Stress Questionnaire (TSQ) requested demographic information. This section required the respondent to provide personal information such as age, gender, marital status, teaching experience, levels taught, qualification, post level at present and employment position.

**SECTION B** aimed to illicit information about the school. The respondents were required to list information such as the number of learners at the school where they currently teaching, the language of instruction and the location of the school.

**SECTION C** mainly focused on obtaining information through structured questions whereby different answers were given in which the respondents have to choose the answer they feel is correct.

➤ **Pilot-Testing**

Pilot-testing was done by giving 20 teachers questionnaires to answer the questions (Goodwin, 2005: 344; Leedy & Ormrod, 2005: 192).

➤ **The main purpose for Pilot-testing was to check whether:**

- All the words were understood.
- All the questions were interpreted similarly by every respondent.
- All questions had answers that can be marked by every respondent.
- Each respondent was likely to read and answer each question.

After the initial pilot-testing and rectifying of questions, the questionnaires were distributed to the selected respondents. However, written covering letters accompanied the questionnaires, explaining the nature and the importance of the survey. The letters also indicated that the respondents should be trustworthy when answering the questions and that the researcher offered reassurance that their responses will be anonymous and kept confidential.

### **1.11.3.2 Secondary sources**

Secondary sources are comments on/or interpretations of/or discussions about primary sources (Bless *et al.*, 2006: 112). Information was gathered from secondary sources. Previous reports and documents about teachers' stress were requested from different organizations, i.e. Department of Education (DoE), National Professional Teachers Organization of South Africa (NAPTOSA), South African Democratic Teachers Union (SADTU), Federation of Governing Bodies of South African Schools (FEDSAS) and Human Resource Council (HRC). Also, different journals, magazines, newspapers and the web side consulted.

### **1.12 Ethical consideration**

Confidentiality is an ethical requirement in all human research. Information provided by participation, particularly sensitive and personal information will be protected and made unavailable to anyone other than the researcher. Data collected from participants were at all times kept under secure conditions (Bless *et al.*, 2006: 143; Leedy & Ormrod, 2005: 101). The researcher adhered to all these requirements.

The respondent's' rights to privacy were always respected and assured that their responses will be treated as confidential in the sense that only the researcher will have access to them.

### **1.13 Delimitation of the study**

Delimitation refers to ways in which the researcher specifies boundaries in his or her research (Maree & Van Der Westhuizen, 2009: 38). In this study delimitation was used as an additional measurement of validity. The researcher focused strictly on teacher stress in the Botshabelo Cluster schools and as stated in 1.10.2 Samplings: 120 teachers from primary, middle and high schools were selected as strata.

### **1.14 Limitations of the study**

Some respondents may avoid answering certain questions in the questionnaires which they might consider too sensitive or embarrassing. To avoid such situations, the researcher wrote letters that accompanied the questionnaires to assure the respondents that the questions will be treated confidentially. Respondents should simply answer them as truthfully and as best as they can. They were also assured that their responses will only be known by the researcher and anonymity and confidentiality will be kept. Furthermore, time was limited and financial resources were a major problem as the researcher had to travel to distribute questionnaire to different areas in the Botshabelo schools as thus are in remote areas.

## **1.15 Data analysis**

Data analysis was done once data collection and checking were completed. The analysis was conducted to enable the researcher to detect consistent patterns within the data, such as the consistent co-variance of two or more variables. For example, if it was found that there were higher scores on one variable, then it could be concluded that those two variables were in some way related (Bless et al., 2006: 163).

Furthermore, the data analysis process allowed the researcher to generalize the findings from the sample used in the research to the larger population from which it was sampled and in which the researcher was interested. A range of descriptive and inferential statistical procedures was adopted. The data was presented and summarized in the form of pie charts, graphs and frequency tables.

## **1.16 Interpreting the findings**

The findings as well as the procedures leading to the findings were thoroughly and critically reviewed to detect any errors of measurement, bias and mistakes that could distort the description of the aspect of social reality under study (Bless et al., 2006: 164).

## **1.17 Testing the validity and the reliability of the measuring instruments**

Any measuring instrument must meet two standard technical requirements, which are reliability and validity (Foxcroft & Roodt, 2005: 38).

### **1.17.1 Reliability**

Reliability relates to the method of data collection and the concern that they should be consistent and not distort the findings. Generally it entails evaluation of methods and techniques used to collect the data (Denscombe, 2002: 100; Goodwin, 2005: 114; Johnson & Christensen, 2008: 144).

Reliability also refers to the ability of a research process to provide results that do not vary from one situation to the next and that do not vary according to the particular persons undertaking the research (Denscombe, 2002: 100). The importance of such reliability is fairly obvious. Researchers need to feel confident that the results they obtain are not being affected by a research instrument that indicates different results each time it is used (Bless *et al.*, 2006:150). Researchers want reassurance that their results reflect differences in the variable being measured, not vagaries of the research process for this reason, needs to be assessed for consistency.

To gauge this, the researcher applied the logic that (Denscombe, 2002: 101):

- If other factors are not interfering;
- if nothing has changed; and
- then the research should yield the same results.

Methods can be seen as 'reliable' when, all things being equal, they produce very similar findings when used (Denscombe, 2002: 101):

- In different settings, or
- by different researchers, or
- with the same people at different times, or
- with separate groups of similar people at the same time.

### **1.17.2 Validity**

Validity take into account the accuracy of the questions asked, the data collected and the explanations offered. Generally it relates to the data and the analysis used in the research (Denscombe, 2002: 100; Leedy & Ormrod, 2005: 28). There are many types of validity which are: Content validity, criterion-validity, construct validity and face validity (Bless *et al.*, 2006: 156; Denscombe, 2002:100; Goodwin, 2005: 116).

Criterion-validity was preferred in this study to allow the researcher to check whether the results of the respondents correlated to each other by comparing them (Goodwin, 2005:116; Spector, 2008: 39).

## **1.18 Conclusion**

In this chapter the study is contextualized with specific reference to the current dilemma faced by teachers and how stress factors impact on their optimal functioning. The main aim of this study was to delineate the source of stress, including the identification of different stressors found in the environment and the effects of stress among teachers.

This study was also intended to be a modest but sustainable contribution towards more effective learning and teaching by identifying the causes and results of stress in the school environment and suggests possible ways of dealing with the problem. It is hoped that this contribution will help in reducing stress if teachers become exposed to the findings.

## **1.19 Definitions of Concepts**

### **1.19.1 Stressors**

Stressors are the causes or stimuli for stress reactions and can arise from a single biological, socio-cultural or external factor, or combinations of these. They can be classified in various ways. Stressors are well-known approach to studying. Assessing chronic stress the so-called “hassles-and-uplifts approach” can be used to differentiate between people and situations (Bergh, 2006b: 411).

A stressor can be defined as “an external or internal event, condition, situation, and cue that has the potential to bring about, or actually activates significant physical or psycho-social reactions” (Rice, 2000:98).

Internal and external stressors can be classified into three sources (Bergh, 2006b: 412):

- **Frustration:** Frustration arises when people are prevented in some way or other from attaining their objectives. According to the frustration-aggression hypothesis frustration will mostly cause aggression and anger. The type of reaction will be determined by the importance of the objectives, the strength of the needs to be satisfied and the duration of frustration. More important, however, is the individual's tolerance of frustration. Tolerance of frustration is apart from biological determination, largely a function of the individual's learning behaviour, in other words, how people have learned to satisfy their needs.
- **Conflict:** Conflict arises when people want to satisfy several needs at the same time. The problem arises as they experience choice anxiety, especially if they have strong negative and positive feelings about an objective (approach-avoidance conflict), have to choose between equally attractive objectives (double-approach conflict) or have to choose between equally unattractive objectives (double-avoidance conflict).
- **Pressure:** Pressure or expectations to perform or conform in various life-roles, such as in studying, marriage, sport and a career, might create too much stress for some to handle. Burnout refers to people being emotionally exhausted due to the physical, cognitive, psychological and behavioural overload of relationships or work. Eating disorders in children, such as anorexia and bulimia are sometimes related to social expectations in families and societies

### 1.19.2 Burnout

Burnout comes from the psychiatric concept of patients who were burned out physically, emotionally, spiritually, interpersonally and behaviourally to the point of exhaustion (Densten, 2001: 834). Being burned-out means that the total psychic energy of the person has been consumed in trying to fuel the fires of existence (Schaufelli, 2003: 3); burnout in the work and life situation is a reaction to job-related stress that varies in nature with the intensity and duration of

stress itself, resulting in workers being emotionally detached from their jobs (James & Grilliland, 2005: 480).

Burnout can also be defined as a work-related syndrome that most often occurs in those who are working face to face with service recipients in need of assistance; it is typically marked by emotional exhaustion withdrawal from a cynicism towards clients, and a sense of an accomplishment (Friedman, 2000: 595).

Burnout is one of the contributing factors that enables teachers' to be insensitive towards learners, to have lower tolerance for disruption in the classroom, not to prepare adequately for classes, and also that they are no longer able to help learners to learn (Riggio, 2003: 264).

### **1.19.3 Coping**

Coping mechanism are reactions, behaviours or environmental resources the respondent might use to help him/her get through the crisis (James & Gilliland, 2005: 21). Coping involves "managing" the stressful situation but not necessarily "mastering" it (Rice, 2000: 11). Managing may include efforts to minimize, avoid, tolerate, change or accept a stressful situation as a person to master or to handle his or her environment (Rice, 2000: 11).

Coping strategies are typically divided into problem- and emotion focused strategies (Landy & Conte, 2007: 421). Problem-focused strategies are directed to manage or change the stressor, to define the problem, to generate alternative solutions, to weigh the costs and benefits of various actions and to take actions to change what is changeable (Bergh, 2006b: 414). Emotion-focused strategies are used to manage the emotions generated by the stressor by distancing, avoiding, selective attention, and blaming, minimizing, wishful thinking, venting emotions, seeking social support, exercising and meditating (Rice, 2000: 272).

## **1.20 Abbreviations:**

<b>AEP</b>	Assistance Employee Programme
<b>APO</b>	Area Project Office
<b>CM</b>	Circuit Manager
<b>D o E</b>	Department of Education
<b>EAP</b>	Employee Assistance Programme
<b>FEDSAS</b>	Federation of Governing Bodies of South African Schools
<b>HSRC</b>	Human Science Research Council
<b>ISSA</b>	International School of South Africa
<b>NAPTOSA</b>	National Professional Teachers Organization of South Africa
<b>NCS</b>	National Curriculum Statement
<b>OBE</b>	Outcomes- Based Education
<b>SADTU</b>	South African Democratic Teachers Union
<b>TU</b>	Teacher Unions

## **1.21 Chapter outline:**

Chapter One	: Orientation
Chapter Two	: Literature Review
Chapter Three	: Research Design and Methodology
Chapter Four	: Data analysis and interpretation
Chapter Five	: Findings, Recommendations and conclusions

## **CHAPTER TWO**

### **2. LITERATURE REVIEW: CONCEPTUALIZING STRESS**

#### **2.1 Introduction**

In this chapter the researcher reviewed the literature that has been conducted by other researchers about teacher stress. The following were probed: What teacher stress is; the sources of stress; the symptoms and effects of stress. The concepts of coping, managing of stress and how it impacts on an individual and institutions, will be explored.

Stress generally is unavoidable and part of life. Some occupations are inherently more stressful than the others (Statt, 2000: 92). Teaching, not only in South Africa, but worldwide is regarded as a highly stressful profession (The Teacher, 2010: 18).

#### **2.2 Definitions of stress**

According to some scientists stress is difficult to define as it is a subjective sensation associated with varied symptoms that differ from one person to another (Harris, 2009: 1; Muchinsky, 2004: 345). Other researchers approach this phenomenon in a more specific behavioural manner and define stress as a function of stressors or the impact upon the individual by stressors (Sulky & Smith, 2005: 7).

Stress also impacts upon a person's cognitive appraisal of a given situation and whether potential stressors invoke negative stressful emotions. This impact varies according to a person's beliefs. Stress is an ongoing process in which individuals make an appraisal of the environment and attempt to cope with the stressors that arise (Landy & Conte, 2007: 420).

According to the Person- Environment- Fit- Model, stress is the result on the one side, of a lack of fitness between environmental demands and personal abilities versus on the other side, a lack of fitness between environmental demands and dearth of environmental supply (Friedman, 2000: 59).

## **2.3 Sources of teachers' stress**

The frustrations and pressure which teachers experience in their social, personal and work life can cause stress (The Teacher, 2010: 18). Teacher stress can vary, not only in an individual, but also from one situation to another (Kyriacou, 1998: 7). Two distinct types of stressors have been identified: The within- and without- stressors. Within-stressors include individuals' personal values, attitudes and self concepts, whereas without-stressors include environmental and organizational influences (Kelly, 2004: 184; Landy & Conte, 2007: 422).

### **2.3.1 Individual factors**

#### **2.3.1.1 Self-esteem**

Self-esteem is an internal characteristic that has been linked to teacher stress (Bergh, 2006a: 361); it acts as a moderator or regulator in the stress-strain relationship (Cooper & Cartwright, 2001: 236). Teachers who have a low self-esteem tend to be more susceptible to stress than those having a high self-esteem. On the other hand, teachers with a high self-esteem tend to handle stressors in a more productive manner as they have the ability to manage how they act, feel and think about themselves (Bloisi, Cook & Hunsaker, 2007: 321; Landy & Conte, 2007: 438).

#### **2.3.1.2 Type A-Behavioural style**

The Type A- behavioural pattern, also known as the coronary-prone personality, is more likely to create strain for themselves by increasing their workload and often appraise events to be more stressful than of their Type- B counterparts. The B-group are more relaxed, less concerned about deadlines and seldom feels the pressure or perhaps the excitement of challenges (Landy & Conte, 2007: 67). Type-A individuals are impatient, hard-driving, ambitious, competitive and hostile (Bergh, 2006c: 344).

Furthermore, the Type-A thrives in an environment of tight deadlines, devote long hours to accomplish volumes of work and often achieve rapid promotion through the middle level of management (Bloisi *et al.*, 2007: 314). They do not slow down to make thoughtful analyses of

complex issues (Bloisi *et al.*, 2007: 314). In addition, their impatience and hostility produce stress and discomfort among those with whom they work (Bloisi *et al.*, 2007: 314). Most of these individuals refuse to acknowledge their problem or their need to change when compared to the Type- B group (Bloisi *et al.*, 2007: 314).

### **2.3.1.3 Self-efficacy**

Self-efficacy is the belief that a person can achieve what he or she set out to do (Reece & Brandt, 2008: 86). People vary in their self-efficacy across different tasks (Spector, 2008: 208). These teachers with low self-efficacy tend to react more to external events because they experience more uncertainty about the correctness of their perceptions and emotional reactions (Zunker, 2002: 990). They also often seek social approval by conformity with others' expectations and tend to allow negative feedback in one area of their behaviour to generalize to other dimensions of their self-concept (May, 2006: 398; Spector, 2008: 208). Within this contrast, people who have a strong sense of efficacy tend to exert greater effort to master the challenges (Wagner & Hollenbeck, 2005: 118).

### **2.3.1.4 Locus of control**

Locus of control is the extent to which an individual believe that he or she has control over his or her life (Vecchio, 2000: 43). Locus of control is a characteristic that bears strong correlation with teacher stress where individuals believe they can exert control over specific aspects of their job, such as the pace of work, procedures for task completion, scheduling of tasks and decision latitude (May, 2006: 399). Individuals with an internal locus of control believe that outcomes are a result of their own personal effort and ability (Vecchio, 2000: 43), whereas persons with an external locus of control believe that outcomes are determined largely by other people, luck or fate (Landy & Conte, 2007: 437; Vecchio, 2000: 42).

### **2.3.1.5 Mobbing and bullying colleagues**

The results of research conducted in Britain indicated that bullying and mobbing are also major sources of stress (Hayward, 2009: 9). In South Africa similar research was conducted and the

results were the same (Hayward, 2009: 9). There is also another form of bullying, the so-called “regulation bullying”, in which bullies make others comply blindly with rules and regulations, even when there are better ways of doing things. Such bullies go a step further if their instructions are not carried out and they then resort to “legal bullying”. Threats of legal action are made such as laying charges, requesting a commission of inquiry to investigate the “problem” or a warning (Hayward, 2009: 9).

## **2.3.2 Organizational factors**

### **2.3.2.1 School management stress**

School-based management can be viewed as stressful if teachers cannot participate in school-based management. Every school should be responsible for planning and structuring the school’s teaching system (Vecchio, 2000: 260). The culture and management style of an organization can be the source of teacher stress. Workers’ well-being can be affected by the way in which the organization treats its members (Vecchio, 2000: 260).

### **2.3.2.2 Ill-discipline and study-shy learners who do not show interest in their work**

Several researchers found that teachers identify misbehaviour, disciplining problems, unsatisfactory achievement and absenteeism of learners as the major sources of stress as there is no clear consistent action or system to handle different types of student misbehaviour (Friedman, 2001: 282; Galton & MacBeath 2008: 47; Hastings & Bham, 2003: 115).

Furthermore, dealing with learners who frequently challenge teacher’s authority, distract the pace of teaching. Learners talking at the same time and induce much noise which blocks other learners to acquire knowledge in the classroom while the teacher has to practice normal teaching, is a major cause of stress (Pearson & Moomaw, 2005: 37).

The research conducted in South Africa indicated that the rights of children and changed discipline approaches have major impact on teachers’ stress. It is also deduced that children found guilty of

serious misconduct, such as the rape on other learners and assault of teachers, were often not expelled (Davids & Makwabe, 2007: 1).

To add on, this gang violence has turned many schools into war zones. Gangsters are active in schools and recruit members in primary and high schools; this results that war breaks out on school grounds which affect teachers' productivity at the end (Fitzpatric, 2006: 19).

### **2.3.2.3 Techno-stress**

Techno-stress is a new development in the American vernacular which means to cope or not to cope with the rapid pace of technology (Reece & Brandt, 2008: 332; Seaward, 2004: 16). Rapid changes in the world of technology have caused teachers to feel incompetent and they experience stress due to their inability remain up-to-date in their areas of expertise (Scales, 2008: 217). For example, in South Africa the Department of Education (DoE) intends to provide all teachers with laptops to make their work simpler, forgetting that most teachers are computer illiterate and they will need time and money to learn or to train them to handle this technology. This will lead to stress related problems (Mohlala, 2010: 5; Seattle, 2009: 13; Worst, 2010: 2).

### **2.3.2.4 Overtime**

Various researchers have indicated that although school working days may be shorter than most office working days, teachers put in many more hours in the evening and during weekends preparing lessons, marking and organizing extra curricular events. This resulted in "stretched" school working days, much longer than the official office working days (Moore, 2005: 2).

Regarding above mentioned, the following emerged:

Research conducted in the East Midlands, UK, in primary schools indicated that the bulk of medium-term planning, particularly for literacy, tended to be done during the holidays so that there was less to do at the beginning of the term (Galton & MacBeath, 2008: 33). Report writing towards the end of term could take up four hours in an evening and ten hours at weekends. Further, given that most of the teachers were in school by 8:30 a.m. and didn't leave until around

5.30 p.m. (excluded that they usually did not work on Friday evenings), added up to a 75-hour week at certain times of the year. For teachers with responsibilities, such as drawing up policy documents or bidding for Health School Awards or Creative Partnerships, this often required additional out-of-school time (Galton & MacBeath, 2008: 33).

### 2.3.2.5 Role conflict and role ambiguity

Role conflict and role ambiguity are often referred as role stressors (Van Dick & Wagner, 2001: 245). Role conflict occurs when there is incompatibility demand at work (Spector, 2008:294). Role ambiguity is the extent to which employees are unclear about what their job functions and responsibilities are supposed to be (Spector, 2008: 294; Sulky & Smith, 2005: 115).

#### ➤ Role Conflict

Role conflict includes four different forms: intra-sender, inter-sender, inter-role and person-role (Spector, 2008: 294). **Intra-sender conflict** occurs when one role sender communicated conflicting or incongruent message to the local person, example a department manager asks his subordinates to increase productivity but cut overtime. **Inter-sender conflict** arises when two or more role senders send conflicting or incongruent messages to the focal person (Bloisi *et al.*, 2007: 496). This type of role conflicting is commonly found in organization where a worker has two or more supervisors; often satisfying one supervisor and neglects the demands of the other. **Inter-role conflict** occurs when two or more roles conflict. (Spector, 2008: 294). A common example is the conflict that frequently occurs when a working woman juggles the different roles of work and family. **Person-role** conflict arises from incongruities between the needs and values of the focal person and the expectations of role sender. This type of conflict can occur when role requirements violate the focal person's moral values; example his/her superiors may expect an executive to pad the expenses billed to a client although such practices violate the executive's personal code of ethics (Spector, 2008: 294; Sulky & Smith, 2005: 114).

### ➤ **Role ambiguity**

Role ambiguity can be defined as task or socio-emotional ambiguity. Task ambiguity results when inadequate or confusing information exists on how to perform certain tasks related to the focal person's role and it also covers three specific forms: Ambiguity regarding the scope of one's work-role responsibilities, how these responsibilities should be fulfilled, and which role senders must be appeased. These three forms translate into the questions: 1) What should be done? 2) How should it be done? 3) Who cares whether it is done? (Spector, 2008: 294; Sulky & Smith, 2005: 115).

Socio-emotional ambiguity refers to ambiguity regarding the consequences of the focal person's work role behaviours. This type of ambiguity considers the uncertainty about how one's behaviour affects other. For example, a manager may be uncertain if his/her employee development plan will reflect well on him in his next performance review, if his/her subordinates will perceive the plan positively and if the plan is consistent with the long- term goals of the organization (Sulky & Smith, 2005: 116).

Furthermore, research evidence on role ambiguity and role conflict have been associated with tension and fatigue, intention to quit or actually leave the job, high levels of anxiety, physical and physiological strain and absenteeism. Stress arising from unclear objectives or goals can lead to job dissatisfaction, a lack of self confidence, lowered sense of self esteem, depression and low work motivation, increased blood pressure and pulse rate, and intention to leave the job (Spector, 2008: 294).

#### **2.3.2.6 Changes in the Department of Education**

A study conducted by the University of Manchester Institute of Science and Technology found that teaching is stressful. It is compared to a "political football" as it changes all the time: The combination of continual change with frequent new government demands make a stressful recipe (Moore, 2005: 1).

Schools attempt to create inclusive school communities which cause an undesirable stress in teachers (Galton & MacBeath, 2008:71). Many mainstream education teachers feel unprepared and fear to work with learners with disabilities in mainstream classes. General education teachers do not support inclusive education as it adds to their workload for which they are not trained (Younghusband, 2006: 9).

Dealing with curriculum changes is also a major source of stress on teachers (Galton & MacBeath, 2008: 47). In South Africa, since 1994, frequent curriculum changes have occurred at short notice and were not linked with adequate programmes of in-service training. For example, the initial Outcome Base Education (OBE) syllabus, Curriculum 2005, was replaced by Revised National Curriculum Statement (RNCS) and then by the Revised National Curriculum (RNC) (Fitzpatric, 2006: 19). The Minister is again intending to review this curriculum in 2011 (Seattle, 2009: 4; Whittle, 2010: 6).

Reorganization of schools, which is based on the Post Provisioning Model (PPM), is another change that contributes to stress on teachers (South Africa, 1998). Learners are flocking to urban areas to attend the former model C schools. The operational requirement linked to rationalization to affect equity in staff provisioning has the affect that teachers have to be redeployed and transferred to other schools. This led to major reorganization of schools which include changing the composition of the type of learners who will be attending the schools which often results in the closure, relocation and amalgamation of many of the schools (Fitzpatric, 2006: 20).

### **2.3.2.7 Understaffing**

According to the National Professional Teachers' Organisation (NAPTOSA) attrition is a problem in South Africa (Fitzpatric, 2006: 20). Between 20, 000 and 35, 000 teachers leave the profession every year and fewer learners are going into education (Fitzpatric, 2006: 20). In Tanzania the number of new teachers' learners is estimated at 3 per cent (Chediell & Sewaya, 2009: 4) and in Lesotho it is estimated at 17 per cent (Jopo, 2009: 5).

Furthermore, in South Africa the government closed almost all teachers colleges and made education training the responsibility of universities. As the number of teachers dwindles, class sizes are growing year by year and numbers are exacerbated and also cause enormous stress to teachers (Fitzpatric, 2006: 20).

Understaffing can also be caused by illnesses and diseases. A survey conducted by Chediell and Sawaya (2009: 4) in Tanzania reported that in 2005 so much as 21,000 (7 per cent) of civil servants, including teachers, were infected with HIV and AIDS. This led to long periods of illness and work absence. The same research was conducted in Lesotho by Jopo (2009: 5) in which the Teaching Service Commission (TSC) reported that death from HIV and AIDS among teachers was estimated between 3, 400 and 4,100 by 2010.

In South Africa 13 per cent of teachers or one out of eight, are HIV positive and between 10, 000 and 20, 000 need immediate anti-retroviral treatment (Fitzpatric, 2006: 21). This report shows that South Africa is not the only country affected by understaffing which suffers from the same cause when comparing with other countries.

### **2.3.2.8 Workload**

A large number of studies indicate that teachers are exposed to heavy workloads, resulting particularly in stress and strain (Van Dick & Wagner, 2001: 244). Workload can be of two types: Quantitative and qualitative (Blois et al., 2007: 318; Spector, 2008: 295).

**Quantitative workload** is the amount of work that a person has (Spector, 2008: 295). The quantity of workload can also be heavy and gives person too much to do (Blois et al., 2007: 318; Spector, 2008: 295). Examples are: Teaching, marking, writing reports, meeting parents and administration work, excessive paper work, dealing with over-sized classes filled with learners of different academic abilities and the need for teachers to complete tasks beyond their knowledge (Salinas, 2004: 7).

Another study conducted in England and Wales in 100 schools found that the majority of teachers burned out due to too heavy workload. These teachers' duties included teaching, administration and clerical work, extra activities and guidance work (Moore, 2005: 5).

Quantitative workload in the form of employees working extended hours is often associated with an increase in cigarette smoking and increased alcohol consumption. A result is that the immune system weakens and insomnia and other stress symptoms occur (Friedman, 2000: 596; Spector, 2008: 295; Wainright & Calnan, 2002: 101).

Furthermore, marking, writing reports, meeting parents and administration work, excessive paper work, dealing with oversized classes is a major source of stress (Younghusband, 2006: 9). In South Africa, teachers are given extra work by the Department of Education (DoE), by putting them in charge of feeding schemes: To buy food, to check on a daily basis whether food is well-cooked and that learners are fed (Seattle, 2009: 13).

On the other hand, a **Qualitative workload** can be an over-load or an under-load (Vecchio, 2000: 261). Qualitative workload is also the difficulty of work relative to a person's capabilities. An employee is thus not capable to do the job because it is too difficult for him or her (Spector, 2008: 295). A heavy qualitative workload is linked to low levels of self-esteem in individuals who lack the necessary skills to perform a new job (Bloisi *et al.*, 2007:318; Wainright & Calnan, 2002: 14). In contrast, **qualitative under-load** is damaging as the individual is not given the opportunity to use acquired skills and abilities, resulting in feelings of powerlessness to demonstrate talents (Wainright & Calnan, 2002: 14).

### 2.3.3 Environmental factors

Environmental factors causing stress are those systemic factors that are not intrinsic to teaching but depend on the climate of the educational institution or wider context of education, including the political domain. Teachers often cite lack of governmental support, lack of information regarding changes, constant change and the demands of the National Curriculum as amongst their greatest sources of stress (Travers & Cooper, 1998: 8).

However, the increasing diversity of the learner population, multiplicity of language and ethnic backgrounds, short-term refugeeism, transience of the learner body, concentration of poverty in inner cities and depopulated rural areas, all bring their own, often formidable, challenges. Problems such as drug abuse, intimidations and violence create dilemmas which are beyond the power of schools to resolve but have repercussions within the school domain (Galton & MacBeath, 2008: 11).

Research conducted in England indicated that parental support was widely seen as a matter of concern. It was most acutely felt in the relation to learners' attitude and behaviour. Parents were more likely to take umbrage to support the pupil's version of events rather than side with the teachers, as would have been more common in the past (Galton & Mac Beath, 2008: 46).

In addition to these changes, teachers are also faced with having to deal with negative publicity, low status, lack of reward or recognition and social problems of learners where the school is located. Gangsterism and weak infrastructure also have been the most widely publicized by the media (Fitzpatric, 2006: 20).

Malindi (2009: 6) shares the same sentiments. He stated specifically: "Everybody is crying about learners. In other schools learners are beating their teachers. Many teachers are working with the fear of being attacked".

### **2.3.3.1 Lack of Reward and Recognition**

Other major contributing factors of teacher stress are those arising from lack of rewards and recognition (Forde *et al.*, 2005: 90; Leithwood & Beatty, 2008: 14). In the research conducted by Olivier and Venter (2003: 187) it was found that respondents indicated salaries as the cause of a great deal of stress, especially taking into account the after-hours input their jobs demand from them and how negatively their salaries compared with those of people in the private sector and other government departments. This is perhaps the reason why some teachers embark on second jobs, mostly to the detriment of the school and the learners. Others investigate other propositions or change to completely new jobs for the sake of better income. Other dissatisfactions in South

Africa regarding the Department of Education (DoE) reward system has been an ongoing battle for teachers which is witnessed by government itself as it was mentioned that it needs to improve the remunerations for teachers (Seattle, 2009: 13). The biggest strike in a single sector in history in 2010, in which the majority of the unionized government employees, almost 80% supported by the World Federal of Trade Unions (WFTU), took mass action to protest against the derisory 7% wage offer increase and a housing subsidy of R700 whereas the SADTU, NAPTOSA and other teachers organizations were demanding an 8, 6% and R1000 subsidy (Maluleke, 2010: 1; Ramasehla, 2010: 1). In addition, the quality of service delivery in health education have resulted in an exodus of teachers in the sector to work overseas (Davids & Makwabe, 2007: 1; Fitzpatrick, 2006: 20).

### **2.3.3.2 Negative Publicity**

Ongoing public criticism, lack of respect for teachers as professionals by learners, parents and society and on-going public scrutiny, underscore teacher burnout and stress. Therefore it is not a surprise that stress is one of the most common and serious afflictions amongst teachers (Younghusband, 2006:10-11).

In South Africa research conducted by Chuenyane (2010: 4) indicated that even if the unions fight for increment for public schools because of the so-called poor salary structure, it was found that public school teachers have a much higher rate of absenteeism, that they are better qualified and that their salaries are much higher than their non-unionized colleagues in private schools (Chuenyane, 2010: 4). This report is a good example of negative behaviour that activate negative publicity around teacher`s performance and behaviour in the eyes of the public.

Furthermore, the media is also often critical: Not only about the shortcomings in the education system, but also about the behaviour in the teaching profession. The commentaries often imply that teachers` work is not complex and that teachers could expend more effort in their school work (Naylor, Schaefer & Malcolmson, 2001: 124). Research conducted in 1994 by the HRC with reference to the quality of education offered and teachers` qualifications indicated that 70, 000 teachers were not qualified to teach at that time. It must be reported that since then some 40, 000

have at least boosted their training, but more or 30, 000 remain unqualified. Some, on the other side, who are indeed trained, reflect shockingly poor knowledge and skills. The Joint Education Trust tested Grade 3 teachers' basic skills: they scored an average of 55% for literacy and 65 % for numeracy using the same test written by Grade 6 learners (Fitzpatric, 2006: 20).

Again, time management is a huge problem in 85 % of South Africa's schools: A large number of teaching days are lost through absenteeism or lack of punctuality by principals, teachers and learners. Furthermore, it is common for little or no teaching to take place after mid-morning on a Friday; also in many schools teachers address no more than half of the curriculum topics during any school year (Fitzpatric, 2006: 20).

Other negative factors that work-in negatively are politicking, red tape and autocratic bureaucracy in the education department, while incredible ignorance among many officials is another big problems. Fraud and corruption are common, and examination question papers leaked in advance. Due to this kind of happenings teachers are blamed for the phenomena's; this course a huge stress to them (Fitzpatric, 2006: 21).

On the other hand there are reports on teachers' misconduct: these involved 269 teachers for rape and sexual abuse, fraud and financial mismanagement, administering corporal punishment and assault. These highlights are often generalized to include the total teachers' population in the misconduct. The general secretaries of both the South African Democratic Union (SADTU) and National Professional Teachers Organization of South Africa (NAPTOSA), emphasized that although between 90% and 98% of the cases against teachers were found in favour of the employer, the unions rejected any generalizations made from these delinquents to the rest of the teaching profession (Fitzpatric, 2006: 21).

## **2.4 Symptoms of Stress**

Stress reactions can be expressed in different ways. They can be classified in five different clusters: affective, cognitive, physical, behavioural and motivational. In addition, three levels of expression, related to individual, interpersonal and organizational foci, can be distinguished. In

table 2.1, an overview of different types of stress reactions on each of three different foci is presented (Le Blanc, de Jonge & Schaufelli, 2008: 122):

**TABLE 2.1: TYPES OF STRESS REACTIONS**

<b>Type/Level</b>	<b>Individual</b>	<b>Interpersonal</b>	<b>Organizational</b>
Affective	<ul style="list-style-type: none"> <li>•anxiety</li> <li>•tension</li> <li>•anger</li> <li>•depressed mood apathy</li> </ul>	<ul style="list-style-type: none"> <li>•irritability</li> <li>•being oversensitive</li> </ul>	<ul style="list-style-type: none"> <li>•job dissatisfaction</li> </ul>
Cognitive	<ul style="list-style-type: none"> <li>•helpless/powerlessness</li> <li>•cognitive impairments</li> <li>•difficulties in decision Making</li> </ul>	<ul style="list-style-type: none"> <li>•hostility</li> <li>•suspicion</li> <li>•projection</li> </ul>	<ul style="list-style-type: none"> <li>•cynicism about work role</li> <li>•not feeling appreciated</li> <li>•distrust in peer supervisors and management</li> </ul>
Physical	<ul style="list-style-type: none"> <li>•physical distress (headache, nausea, etc.)</li> <li>•psychosomatic disorders (gastric-intestinal disorders, coronary disease, etc)</li> <li>•impairment of immune system</li> <li>•changes in hormone levels</li> </ul>		

Behavioural	<ul style="list-style-type: none"> <li>•hyperactivity</li> <li>•impulsivity</li> <li>•increased consumption of stimulants (caffeine, tobacco) and illicit drugs over-and under eating</li> </ul>	<ul style="list-style-type: none"> <li>•violent outburst</li> <li>•aggressive behaviour</li> <li>•interpersonal conflicts</li> <li>•social isolation /withdrawal</li> <li>•aggressive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>•poor work performance</li> <li>•decline productivity</li> <li>•tardiness</li> <li>•turnover</li> <li>•increased sick leave</li> <li>•poor time management</li> </ul>
Motivational	<ul style="list-style-type: none"> <li>•loss of zeal</li> <li>•loss of enthusiasm</li> <li>•disillusionment</li> <li>•disappointment</li> <li>•boredom</li> <li>•demoralisation</li> </ul>	<ul style="list-style-type: none"> <li>•loss of interest in others</li> <li>•indifference</li> <li>•discouragement</li> </ul>	<ul style="list-style-type: none"> <li>•loss of work motivation</li> <li>•resistance to go to work</li> <li>•dampening of work initiative</li> <li>•low moral</li> </ul>

*Source adapted from (Le Blanc, de Jonge & Schaufelli, 2008: 119)*

### **2.4.1 Consequences of stress**

The reaction of stress can differ in their intensity; it can have positive, negative and neutral aspects. Although the General Adaptation Syndrome (GAS) may be adaptive initially, negative consequences may occur if the individual is not able to cope with the stressful stimuli and the stress reactions persist over longer periods of time (Le Blanc, *et al.*, 2008: 122).

Research conducted on the effects of stress on behaviour and work performance of people, mentioned that between 70 and 80 percent may cause diseases such as cancer, common cold, migraine, headaches, warts, some cases of female infertility, ulcers, insomnia, hypertension, are caused by stress (Seaward, 2004: 3). Contrary to this statement, other researchers revealed that stress itself does not cause health problems but unresolved stress, recurrent stressors or triggers, will aggravate an existing health condition (Mallows & Sinclair, 1998: 4).

Furthermore, in South Africa, according to the Gauteng provincial education statistics, one in 10 teachers took stress leave in 2006. Almost 1000 teachers out of 30 872 in the Western Cape were diagnosed with depression between June 2006 and May 2007 (Davids & Makwabe, 2007: 1).

Stress can have a huge impact on a person if it cannot be managed in time. It can have destructive reactions in persons: On a physically, behaviourally and psychologically level (Mallows & Sinclair, 1998: 5; Williamson, 1999: 4).

#### **➤ Physical Effects of Stress**

Different people react differently to stress, but the physiological responses are the same for everyone, once they reach their individual stress threshold. The individual is confronted with a challenging situation; tension or pressures. The sympathetic nervous system can be triggered to activate a wide variety of hormonal secretions. The hypothalamus, when it identifies danger, triggers the pituitary gland to release hormones that cause the adrenal glands to increase its secretion of several hormones: Cortisol provides more energy to the body; epinephrine increases both the rate and strength of the heart's contractions and raises blood pressure; and nor

epinephrine, which is similar to the body's sympathetic nervous system, acts as the body's fight or flight system when faced with emergencies (Peiffer, 2005: 15; Simmons, 2002: 8).

The hormonal responses determine the severity of the individual's anxiety reactions, mind-set, energy level, level of depression, and physical state of health after experiencing a stressful event. However, the body's first reaction is adaptive, enabling the person to set in action energy resources to combat the stressor. However, when these challenges are continuous, severe or repetitive the normal physiological reaction may turn pathological (Dollard, 2002: 6).

### ➤ **Behavioural Effects of Stress**

Stress has a marked impact on an individual's behavioural well-being (Travers & Cooper, 1998: 57). When people have overly high levels of stress they tend to make more mistakes, they become more clumsy than usual, have more accidents, find it more difficult to do things, showing more nervous habits such as nail biting and fidgeting and lack of flexibility in approaching things (Williamson, 1999: 7). The most often reported symptoms are appetite disorders, excessive smoking and alcohol and/ or drug abuse, violence, inability to sleep, aggression, anxiety, frustration, passivity, depression, burnout and withdrawal such as absenteeism and resignation from the profession (Travers & Cooper, 1998: 57 ).

### ➤ **Psychological Effects of Stress**

People who are overstressed psychologically and are suffering from burnout, often complain of poor concentration, forgetfulness and difficulty in making decisions, anxiety, depression, fatigue, job tension and general dissatisfaction (Friedman, 2000: 59; Landy & Conte, 2007: 428).

Depersonalization is another psychological effect of stress. It is the development of a cynical and callous feeling towards others, an excessive detachment from a person whom one works with, treating individuals in the work setting, example clients or patients as objects rather than people (Landy & Conte, 2007: 428; Friedman, 2000: 597).

Low personal accomplishment is the feeling that the employee is not accomplishing anything worthwhile at work by evaluating one's performance negatively, thus leading to the feelings of incompetence and inability to achieve goals (Landy & Conte, 2007: 428; Friedman, 2000: 597).

## **2.5 Coping with Stress in Teachers**

Psychotherapists and stress-management practitioners found that some coping techniques that access different cognitive functions are most effective when employed with creative problem-solving, combined with communication skills (Seaward, 2004: 186).

There are two main types of individual coping strategies: *direct-action techniques and palliative techniques*. Direct-action techniques refer to strategies that a teacher can use to eliminate the source of stress by clearly identifying the cause which lead to manage stress successfully in future and not to occur any longer. On the other hand, if the stress cannot be managed through direct-action, palliative techniques can be used just to alleviate the source (Rice, 2000: 272; Seaward, 2004: 184).

## **2.6 Stress Management**

Stress management is a personal skill that can be learned. It enables workers to cope with stress and draw their technical content from three main areas: Educational information, cognitive-behavioural strategies and arousal reduction methods (Looker & Gregson, 2003: 2).

Furthermore, occupational health psychologists often divide their approaches to stress reduction and management into three major categories: *primary, secondary and tertiary* interventions (Greenberg & Baron, 2003: 136).

### **2.6.1 Primary Prevention Strategies**

Primary prevention strategies are the most proactive approaches to stress management (Cooper & Cartwright, 2001: 235). They are concerned with modifying or eliminating stressors in the work environment and said to be a "stressor directed" (Cartwright & Cooper, 2005: 608; Cooper &

Cartwright, 2001: 236). Many primary prevention strategies give workers increased control over their job and work environment, which directly lowers and increase employee satisfaction as well as well-being (Landy & Conte, 2007: 442).

Primary prevention approaches include redesigning the task or work environment, encouraging participative management, developing clearer role descriptions and modifying or changing Type A behaviour or characteristics (Landy & Conte, 2007: 442).

## **2.6.2 Work and Job Design**

Work and job designs are to change the people mindset to fit the job. Work and job design or redesign is to reduce stressors such as noise, interruptions, time pressure, role ambiguity and the number of working hours (Bartman, 2008: 3).

### **➤ Cognitive Restructuring**

Cognitive restructuring focuses on changing perceptions and thought processes that may lead to stress. These approaches reduce stress by changing an individual's perception of work environment or one's capacity to meet the demands of the environment (Landy & Conte 2007:444). Furthermore, cognitive restructuring approaches encourage individuals to change negative thoughts into more positive ones (Murphy, 2003: 534).

## **2.6.3 Secondary Prevention Strategy**

Secondary prevention strategies address the experience of stress rather than the stress or stressors; its role is often one of damage control (Landy & Conte, 2007: 444). This type of intervention is often described as the "band-aid" approach (Cooper & Cartwright, 2001: 237). It involves modifying responses to inevitable demands or stressors and is said to be "response-directed" (Landy & Conte, 2007: 444).

Furthermore, secondary prevention approaches are aligned with emotion-focused coping strategies which seek to reduce the emotional response to the stressors and can involve strategies like avoiding, minimizing and distancing oneself from the stressor (Lazarus, 2000:668).

Secondary prevention strategies that require no special training include lifestyle choices such as physical fitness, healthy eating, weight control, reduction in smoking and caffeine consumption as well as the implementing of skills-training programmes such as negotiation and conflict resolution. In addition, secondary stress management methods include relaxation techniques, biofeedback and providing or encouraging social support at work (Landy & Conte, 2007: 444). Furthermore, secondary strategies can be proactive or reactive, example it is noted that training in conflict resolution skills can be used to reduce interpersonal conflict and its effects after it has occurred (Cooper & Cartwright 2001: 444; Lazarus ,2000: 669).

#### ➤ **Stress Management Training**

Stress management training programmes are useful for helping employees to deal with those stressors that are difficult to remove or change. They often include a variety of primary techniques example, to modify or eliminate stressors in the work environment and secondary prevention techniques example, to modify responses to inevitable demands or stressors (Landy & Conte, 2007: 444).

#### ➤ **Cognitive-Behavioural Skills Training**

Cognitive behavioural skills training is a variety of techniques designed to help workers to modify the appraisal processes that determine how stressful they perceive a situation to be and to develop behavioural skills for managing stressors. The most common type of cognitive behavioural skills training is stress inoculation which usually consists of: An educational component that is learning how a person has responded to past stressful experiences; rehearsal, i.e. learning various coping skills such as problem-solving, time management, relaxation and coping; and application practicing those skills under simulated conditions (Murphy, 2003: 536). In many cases these approaches are a combination of primary factors to reduce stressors by means of cognitive

restructuring and secondary factors, i.e. to manage or cope with symptoms of stress through behavioural skills training prevention strategies (Landy & Conte, 2007: 444).

### ➤ **Relaxation and Biofeedback Techniques**

Relaxation techniques include progressive muscle relaxation and deep breathing exercises. Progressive muscle relaxation involves starting at the top or bottom on one's body, tightening one set of muscles at a time for five to seven seconds, and then letting those muscles relax. The individual can work through each major muscle group and thus help to progressively relax the entire body (Murphy, 2003: 538).

Biofeedback is a stress management technique that involves teaching individuals to control certain body functions such as heart rate, blood pressure and even skin temperature by responding to feedback about their body from an electronic instrument. Biofeedback can increase awareness of what is going on in your basic operating system, but it has a few serious drawbacks. Biofeedback devices can be expensive and cumbersome. Feedback training has a narrow focus, such as devices that measure muscle tension and only being limited to working with one or two muscles at a time. (Potter, 2005: 76).

### ➤ **Social Support**

Social support is the comfort, assistance or information an individual receives through formal or informal contacts with individuals or groups. It has been widely researched as a way to reduce stress and strain at work (Landy & Conte, 2007: 444). There are four identified different social supports (Landy & Conte, 2007: 444):

- Instrumental support in which a friend encourages a co-worker to slowdown by suggesting joint walks during lunch hour.
- Emotional support which is provided by a therapist or family member who is interested in the understanding and caring for and having sympathy with a person's difficulties.

- Informational support is supplied by a health care professional to help a person to solve a problem.
- Appraisal support which is from a close friend, a therapist, family members, or other members of a support group.

However, employers can help to build an effective social support system at work as well as the creation of new comer socialization programmes (Landy & Conte, 2007: 446).

#### **2.6.4 Tertiary Prevention Strategies**

Tertiary prevention strategies are “symptoms directed” and are focused on healing the negative effects of stressors. Tertiary interventions include employee assistance programmes and the use of medical care, individual psychotherapy and career counseling (Greenberg & Baron, 2003: 136).

Employee assistant programmes (EAPs) were originally developed by organizations to address alcohol and drug problems, and were subsequently broadened to include stress management interventions. In most organizations, EAPs involve some form of counseling to deal with work stress, alcohol or drug difficulties and problems outside the job (for example family problems, behavioural and emotional difficulties) (Landy & Conte, 2007: 446).

Although EAPs are not often systematically evaluated by the organizations using them, the few evaluations that have been done indicated that EAPs are successful (Conte & Landy, 2007: 446). Improvement has been found in the mental and self-esteem of employees participating in EAPs (Zunker, 2002: 595). EAP can be very effective for organizations in terms of reducing absences, accidents and health care costs. Nevertheless, even though focusing on the treatment of strains may be an effective short-term strategy, the approach is essentially reactive and recuperative rather than proactive and preventative (Cooper & Cartwright 2002: 236; Zunker, 2002: 595).

## **2.7 Conclusion**

This chapter has provided a review of literature regarding the sources of stress, signs and manifestations of stress teachers are exposed to within their organization and the effects that it has on their health. The concept of stress was introduced and explained in terms of stress and health, process of stress development, sources of stress, signs of stress and burnout. From the literature review it is clear that stress affects the effectiveness of teachers within their classroom.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the method in which the research question was investigated. It will also provide insight into the research design, the methodology been used, the population in which the research was conducted, the sampling method employed, the data gathering instruments and the statistical techniques that were be applied.

#### **3.2 Research Design**

Research design is a specific, purposeful and coherent strategic plan to execute a particular research project in order to render the research findings relevant and valid (Bergh, 2006d: 35). Research design specifies the observations and ways to collect and analyze information and also considers factors such as cost implications (Thomas & Brubaker, 2008: 29). Planned research design means systematic observation, guided by the research questions. Effective research design is characterized by a clear specified research purpose, explanations of the theoretical paradigm which forms the rationale of the research, explanation of the techniques for collection and interpretation of data. A good research design is both valid through plausible research questions or hypotheses and coherent, that is the research purpose and techniques are suitable for the total research framework as stipulated by the research paradigm (Bergh, 2006d: 35). Despite preferences and paradigms, however, research design should really be a decision-making process in which the investigator has to take decisions to solve the what, how and why of specific research problems; all aimed at making the process of research and the findings as relevant, valid, unbiased and objective as possible within the context and cost factors of the research (Bergh, 2006d: 35).

##### **3.2.1 Methodology**

Methodology means the procedure or processes followed in order to obtain a valid answer to a research question or problem. It includes how information is collected, how it is classified and

interpreted (Thomas & Brubaker, 2008: 28). There are two types of methodologies, quantitative and qualitative. Qualitative deals with in-depths study while quantitative deals with a study based on numbers, measurement and statistics.

### **3.2.1.1 Methodology used**

In this study quantitative approach was preferred above a qualitative process as it was easy to classify and measure data collection (Leedy & Ormrod, 2005: 95). By quantitative approach the researcher utilises a deductive reasoning when attempts were made to find answers to research questions. The deductive reasoning worked from the more general to the more specific in a “top down” manner based on data collected. Furthermore, quantitative analysis narrowed down the topic to more specific hypothesis that could be tested. Then the process of narrowing down went even further when data was collected in order to address the hypotheses.

#### **➤ The aim of using quantitative approach method**

- Quantitative research focuses on large numbers
- To solve the stated problem by analyzing and interpreting data statistically and draw a generalised conclusion (Kaplan, 2004:281; Goodwin, 2005:78).
- To be considered objectively structured and has both high validity and reliability than qualitative (Leedy & Ormrod, 2005: 95).

The methodology enabled the researcher to be very precise on data collection. On the basis of the existing knowledge, previous theories and established methods, the researcher is expected to be able to say in advance exactly what will be investigated and for what reason when analysing data (Denscombe, 2002: 32).

By its use internal and external validity were obtained particularly when generalization and interpretation of analysis were done.

### **3.2.1.2 Population and Sample**

A sample size of 20 was selected. The sample consisted of 80 teachers, 25 heads of the department, 5 deputy principals and 10 principals. Above all there were only 50 males and 70 females.

### **3.2.1.3 Stratified Random Sampling**

The probability proportional random sampling, one of the stratified random sampling methods, was being employed (Johnson & Christensen, 2008: 232). Then a fixed number of individuals, example 10, were randomly selected from each of the selected populations to ensure that all samples in the population have equal chance of being selected or truly represented (Johnson & Christensen, 2008: 237; Goodwin, 2005: 407).

## **3.3 Data Collection Method**

Data collection tasks can vary markedly from one project to another (Thomas & Brubaker, 2008:99). In this research the questionnaire was structured in such a way that it allowed the researcher to gather structured information from a large number of individuals, allowed for anonymity and could be economically used though it has a draw back as some questionnaires were not returned (Leedy & Ormrod, 2005: 185).

### **3.3.1 Questionnaire**

A questionnaire is a self-report data collection instrument that each research participant fills out as part of the research study. It is a versatile tool available to a researcher and typically includes many questions and statements that participants consider and respond to. Questionnaires are not restricted to a single research method and can be used to collect data with multiple research methods which are quantitative, qualitative, mixed, etc (Johnson & Christensen, 2008:170).

Furthermore, the content and organization of a questionnaire must correspond with the researcher's objectives (Johnson & Christensen, 2008: 170). The goals of the researchers to use

questionnaires were to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioural intentions of research participants (Johnson & Christensen, 2008: 170).

The following principles were taken into consideration when the researcher constructed the questionnaires for this research (Johnson & Christensen, 2008: 172-189):

- To make sure that the questionnaire items match the research objectives.
- Understanding by participants.
- Uses natural and familiar language.
- Writes items that are clear, precise and relatively short.
- Not use “leading” or “loaded” questions.
- Avoids double-barreled questions.
- Avoids double negatives.
- Determines whether an open-ended or a closed-ended question is needed.
- Uses mutually exclusive and exhaustive response categories for closed-ended questions.
- Uses multiple items to measure abstract constructs.
- Considers using multiple methods for measuring abstract constructs.
- Uses extreme caution if wording is reversed to help prevent response sets in multi-item scales.
- Develops a questionnaire that is properly organized and easy for the participants to use.
- Pilot test the questionnaire.

The advantage of using questionnaires is to allow the researcher to gather structured information from a large number of individuals, to allow for anonymity and they are economically. Yet questionnaires have their drawbacks: Sometimes they are not returned and/or the people who return them are not necessarily representative of the originally selected sample (Leedy & Ormrod, 2005: 185).

### **3.3.2 The Teacher Stress Questionnaire (TSQ)**

#### **3.3.2.1 Nature and Composition**

The Teacher Stress Questionnaire (TSQ) that focuses on the causes and effects of stress in teaching fraternity was designed and compiled by the researcher and pilot test was conducted to 20 teachers (Leedy & Ormrod, 2005: 188; Goodwin, 2005: 344). The TSQ was utilized to establish the respondent's level of stress in which the Likert scale, an 8- point scale was used to record the level of stress and to provide sufficient discrimination, among level of agreement (Goodwin, 2005: 414; Blaikie, 2003: 41).The scales to choose from were: **Agree; Strongly Agree; Disagree; Strongly Disagree, uncertain and No stress; Minor stress; Reasonable stress Major stress** (Johnson & Christensen, 2008: 181).

#### **The questionnaires were divided into three parts:**

**SECTION A** of the Teacher Stress Questionnaire requests for demographic information. This section requires the respondents to provide personal information such as age, gender, marital status, teaching experience, levels taught, qualification, post level at present and employment position.

**SECTION B** aims to illicit information about the school. The respondents were required to list information such as the number of learners at the school where they are currently teaching, the school's medium of instruction and the location of the school.

**SECTION C** mainly focused on obtaining information through structured questions whereby different answers will be given in which the respondents will have to choose the answer they feel is correct.

### **3.3.2.2 Procedure**

Permission was obtained from the Botshabelo Area Project Officer to distribute and administer the total of 120 Teacher Stress Inventory questionnaires to teachers. Only 15 schools were adopted to conduct the research: 5 primary, 5 middle and 5 high schools. These schools were selected through random sampling in the Botshabelo cluster. The researcher delivered the questionnaires to the respondents, at which instance an agreed upon collection date was determined. A covering letter explained the purpose of the research and assuring respondents of the anonymity and confidentiality of the research accompanied each questionnaire.

### **3.4 Delimitation of the Study**

The researcher conducted the research in the Botshabelo cluster schools in the Mafikeng area in the semi-urban and rural areas where no research about the teacher stress has ever been conducted. The research was conducted only on 120 targeted populations. The quantitative approach was adopted for above (Leedy & Ormrod, 2005: 197).

### **3.5 Limitations of the Study**

Some respondents avoided to answer certain questions in the questionnaires which they might consider too sensitive or embarrassing. Some questionnaires were not returned, some schools refused to grant the researcher permission to distribute questionnaires in their school.

A limited financial resource was also a major problem seeing that the researcher has to travel a long distance to distribute questionnaires to different areas in the Botshabelo schools as some are in the remote areas, typing and printing hard copies were costly. Time was also limited as the researcher has to search in-depth at libraries for relevant and recent data for the research.

### **3.6 Ethical Considerations**

Confidentiality is an ethical requirement in all human research. Information provided by participants, particularly sensitive and personal information, will be protected and will not be available to anyone other than the researcher. Data collected from participants will at all times be kept under secure conditions (Bless *et al.*, 2006: 143). The researcher will adhere to all these requirements. The respondent's right to privacy will always be respected and they will be assured that their responses will be treated confidentially in the sense that only the researcher will have access to them.

### **3.7 Conclusion**

In this chapter the researcher discussed the research design, the methodology used to collect data, populations and samples, the instruments used to collect data, the delimitations and limitations of the study and the ethical consideration of the research.

## **CHAPTER FOUR**

### **4. DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

The chapter presents a data analysis and interpretations obtained by a questionnaire administered to teachers in the Botshabelo cluster. It includes teachers, deputy principals and principals. The data from the questionnaire is presented and analyzed in the order of the research objectives as presented earlier in chapter one.

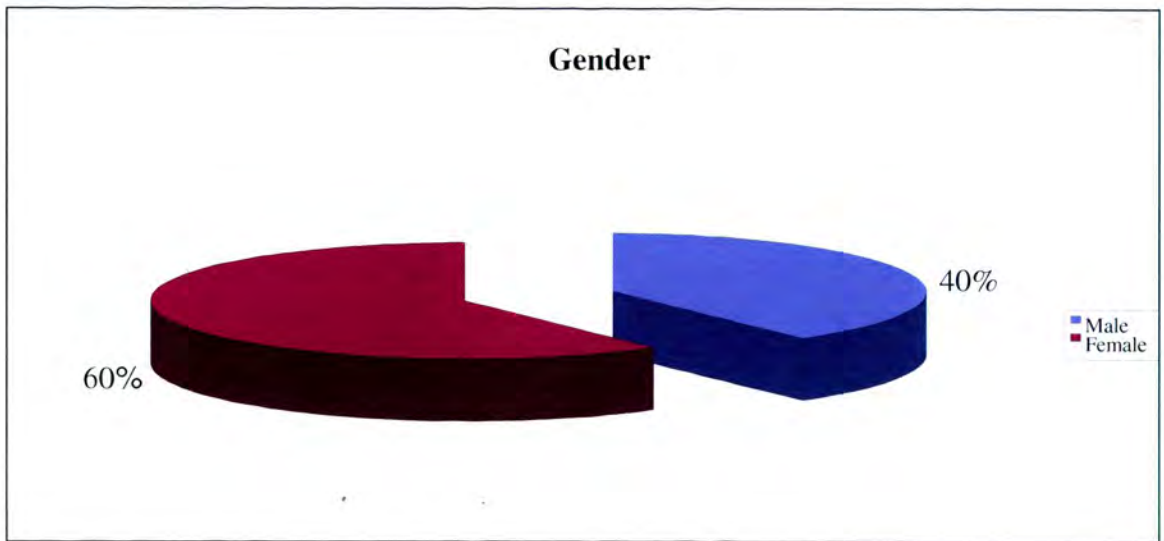
The data analysis process allowed the researcher to generalize the findings from the sample used in the research to embrace the larger population. The process of data analysis itself takes many different forms depending on the nature of the research questions and designs. As the quantitative approach was used, descriptive and inferential statistics was adopted to analyze and interpret data obtained.

Data was categorized and analysed based on the division of the questionnaires, into three parts, namely **SECTION A**, **SECTION B** and **SECTION C**.

## 4.2 SECTION A

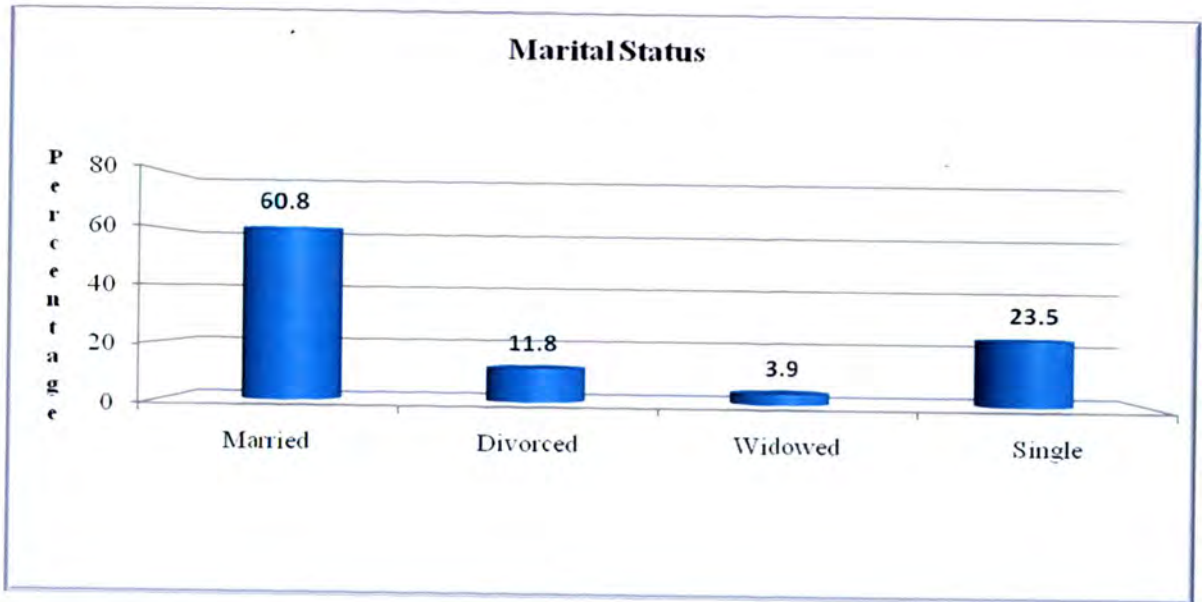
In this section the biographical data is schematic as reflected figures 1 to 6.

### 4.2.1 Fig. 4.1: Gender:



Figures on gender as found in majority 60% of respondents was female and the remaining 40% were male. This is an indication that the field of academia is dominated by females. Perhaps most of the males may now no longer have interest in teaching. It is also an indication that in absolute and proportional terms more females will be stressed than males.

**4.2.2 Fig. 4.2: Marital Status:**



In figure 4.2, which relates to marital status, the majority 60.8% are married, followed by 23.5% respondents who are single, 11.8% are divorced and widowed form 3.9%.

Comparing marital status and visa –verse, one could argue from the figures that single persons can be more and continually stressed because they are unable to have partners to relief them when they go home, unlike the married ones. However, the married ones can carry over domestic stress to schools where they could be even more stressed or can compound their stress. If this is the case, one can conclude that the greater numbers of stressed persons' are the married ones. This is what the statistical figures above also point out.

### 4.2.3 Fig. 4.3: Teaching experience:

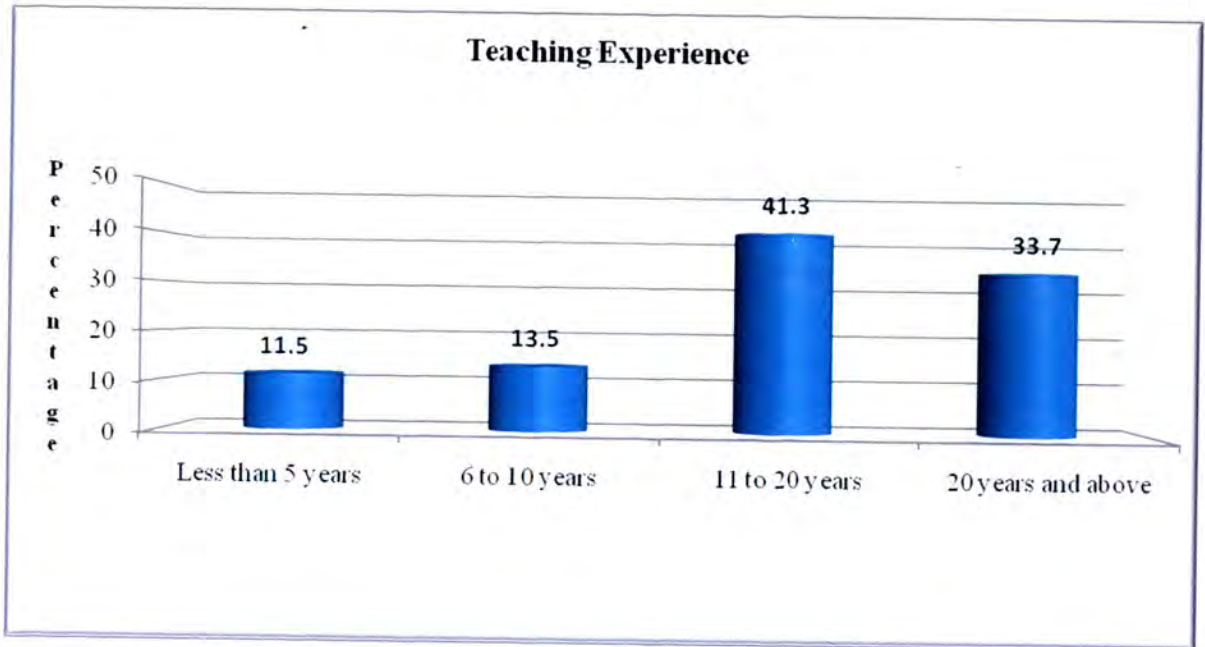
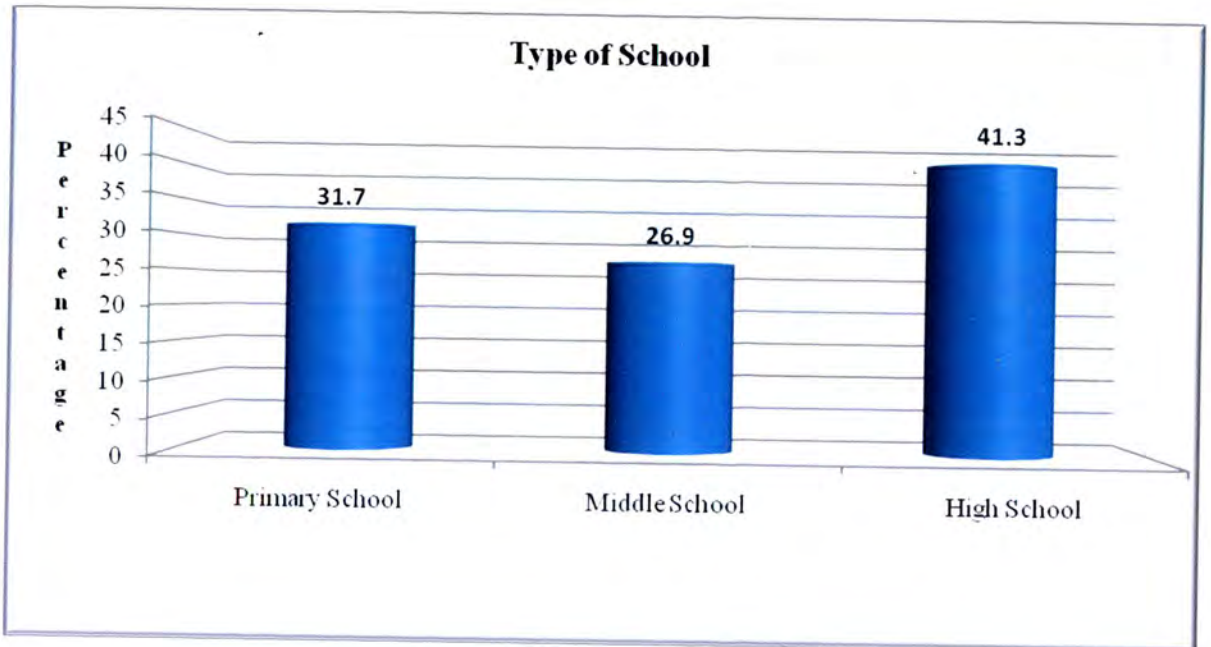


Figure 4.3 above shows that 41, 3% of the respondents work experience was between 11 to 20 years. 33.7% respondents have experience of 20years and above followed by 13.5% who have experience of 6 to 10 years. The % with least experience of less than 5 years is 11, 5%. From these figures one can find that fewer teachers are entering the profession. Teachers are no longer interested in teaching for longer periods. Those who enter teaching with high hopes stay for a shorter period and leave for better occupations. That is why you may find that there are some teachers who still have experience of less than 5 years.

4.2.4 Fig. 4.4: Type of school:



In figure 4.4 more respondents are in high, than middle and primary schools. The conclusion might be that there are more teachers who are stressed in high schools. It is in this category that teenagers and adolescents are found. The defiance of this group fan teachers stress in the high school category.

**4.2.5 Fig. 4.5: Qualifications:**

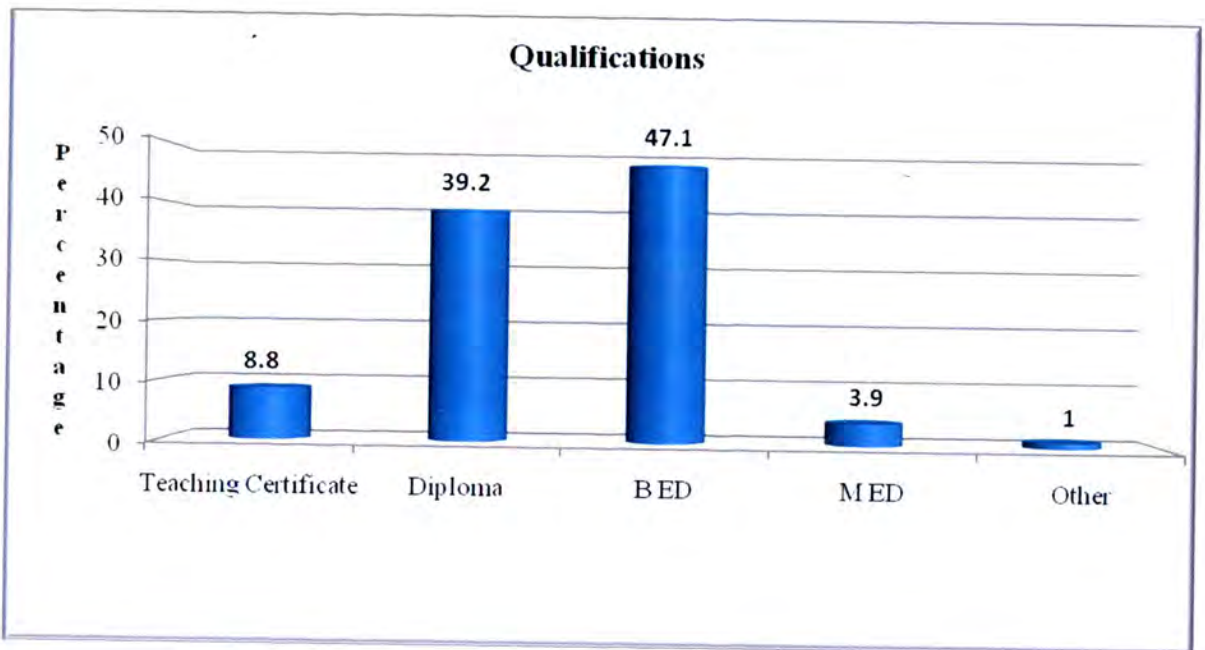


Figure 4.5 the results reveal that the majority of respondents hold a Bachelor of Education, namely, 47.1%. A total of 39.2% hold a Diploma in Education while 8.8% are in possession of a Teacher's Certificate. Only 3.9% are in possession of an M.ED. Other, non-specific qualifications held by the respondents, total 1%.

The results indicated that most teachers, about 51%, are highly qualified in Botshabelo cluster schools. The reason might be that there is a high competition in improving their qualifications. Those with lower qualifications are looked down upon. The quest to improve qualifications may aggravate stress.

**4.2.6 Fig. 4.6: Post level:**

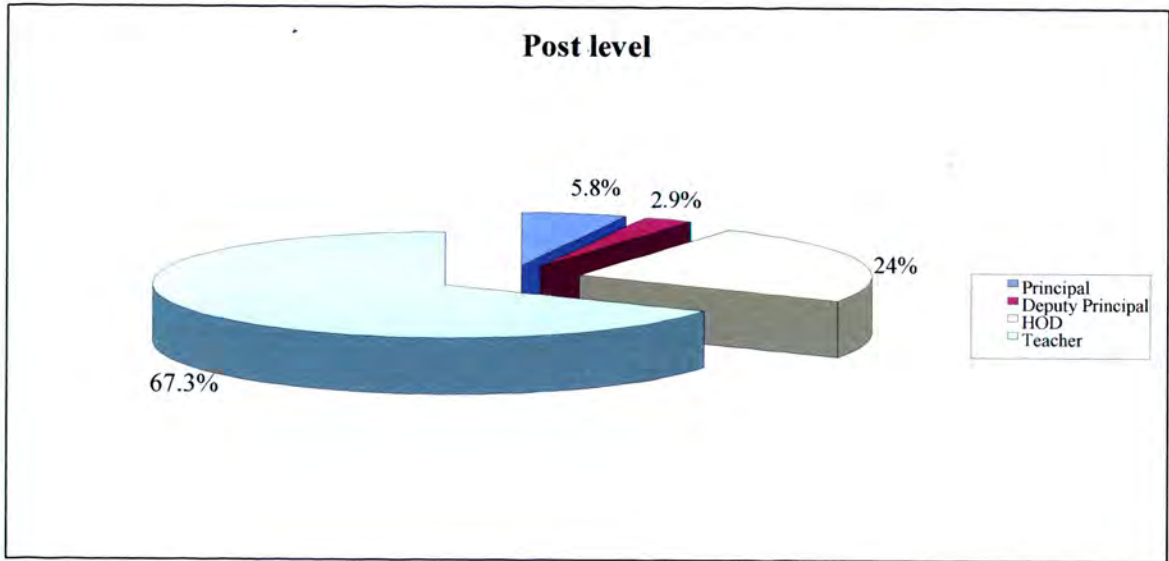
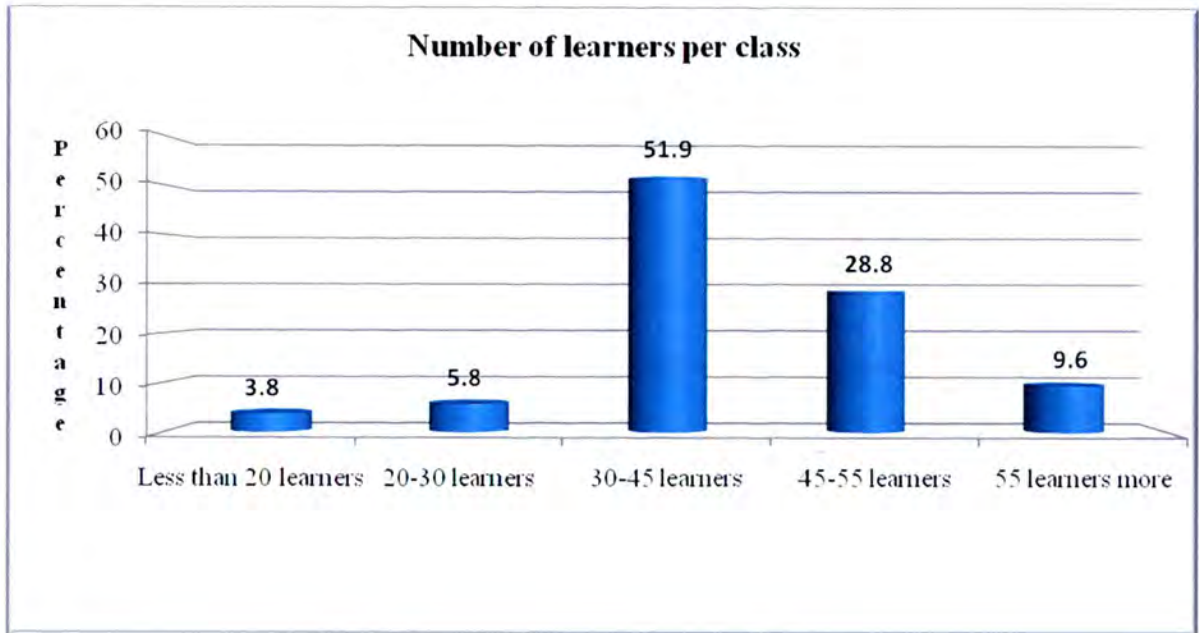


Figure 4.6, the majority of respondents, namely 67, 3 %, are teachers and hold no specific position; head of departments were 24%, principals 5.8% and deputy principals 2.9%. This shows that there are fewer principals administering the large number of schools in Botshabelo cluster. It means their work load is high and this may also add to stress.

### 4.3 SECTION B

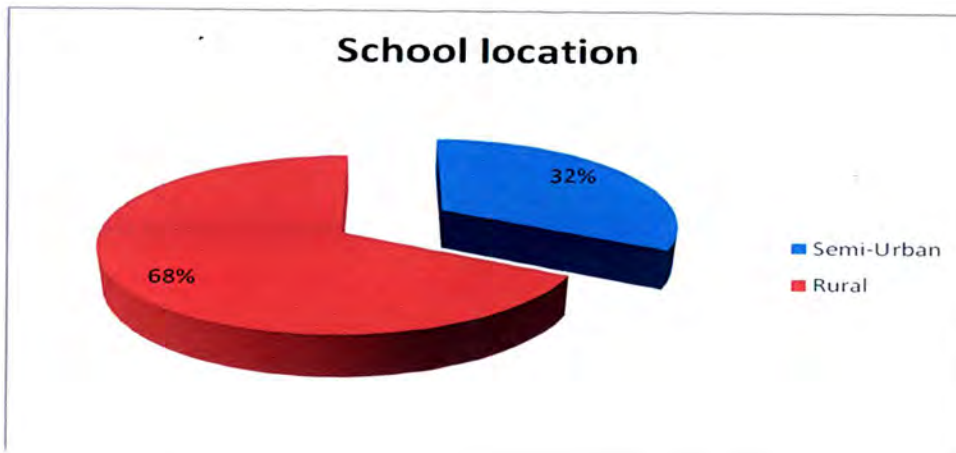
In this part the school data is schematic reflected (See figures 7 to 8).

4.3.1 Fig. 4.7: Number of learners per class:



In figure 4.7 the majority of respondent, 51.9% indicated that their class size is between 30 and 45 learners. A total of 28.8% indicated that their class size is between 45 to 55 learners. So much as 9.6% have classes of 55 and more. Very few teachers 3.8% taught a class of less than 20 learners. Large classes, those with more learners, may be prone to stress due to over work.

### 4.3.2 Fig. 4.8: School location:



In figure 4.8 majority of respondents 68% indicate that their schools are located in rural areas while the remaining 32% respondents' schools were located in semi-urban areas. Most Botshabelo schools are in rural areas and they face more challenges which may cause teachers to stress.

#### 4.4 SECTION C

In this section the relationship between colleagues and learners, behaviour of learners, work situation, etc., are reflected (See tables 1 to 10). The total responses were calculated and converted in percentages to reflect statistically the rating by the respondents.

**Table 4.1: Relationship between colleagues**

Statement	NO STRESS	MINOR STRESS	REASONABLE STRESS	MAJOR STRESS	TOTAL
	1	2	3	4	
Interpersonal relationship with your colleague	39(37.1%)	27(25.7%)	32 (30.5%)	7 (6.7%)	105 (100%)
Teaching responsibility	23(22.5%)	25(24.5%)	41(40.2%)	13(12.7%)	102(100%)
Planning and organising learning activities for learners who vary in abilities	15(14.4%)	23(22.1%)	44(42.3%)	22(21.2%)	104(100%)
Dealing with learners who are apathetic	2(1.9%)	28(26.9%)	30(28.8%)	44(42.3%)	104(100%)
Teaching learners who are slow in grasping	5(4.9%)	40(39.2%)	29(28.4%)	28(42.3%)	102(100%)
Bullied colleagues	21(20.6%)	23(22.5%)	21(20.6%)	37(36.3%)	102(100%)

**Table 4.1** presents the responses to the questions relating to relationship between colleagues. The respondents were requested to respond to seven statements. They were asked to rate each item on a scale of 1 to 4 (1=No stress; 2=Minor stress; 3=Reason stress; 4=Major stress).

On personal relationships, 62.8% (37.1% & 25.7%) respondents indicated that they either did not have stress or have minor stress as they relate with their colleagues. However, negative interpersonal relationship can have negative consequences for the progress at school. Teachers who are unhappy at school can be ineffective in the classroom and make the school a miserable experience for their unfortunate learners. Unhappy teachers can be emotionally traumatised, have

mental breakdowns and can be affected physically. Bullied teachers can also try to cope by staying away from the school, resulting in absenteeism. This is supported by statement on bullied colleagues. Respondents indicated that bullied colleagues presented them with major or reasonable stress. Therefore, it is the duty of School Management Team (SMT) to deal with bullying promptly and in an emotionally intelligent way.

Concerning the statement on teaching responsibilities 52.9% (40.2% and 12.7%) of the respondents indicated that teaching responsibility gives them a major or reasonable stress. However, teachers' responsibility is not only to teach learners academic subject, teachers teach learners values, i.e., the art of self control and also on how to interact effectively with other people. The curriculum used by teachers in their classes is also a form of self-discipline. The curriculum contains the lessons and the homework needed by the learners to learn their subjects. The learners learn to adhere to a work pattern. They will know when to submit a particular task, or when to study for an exam or recitation, it is also a resemblance of control in their lives. Without the curriculum, learners will just slack off and try to do things their own way, which is not acceptable, or not valid educationally as can be found in the literature. Furthermore, there are multiple roles expected from teachers, they act as guidance counselors, social workers, care givers, parents, recess and lunchtime supervisors, fundraisers and extra-curricular organizers.

However, on the statement planning and organising learning activities for learners who vary in abilities, 63.5% (42.3% and 21.2%) of the respondents indicated that this give them major or reasonable stress. This is concurred by the statement dealing with the learners who are apathetic. In this statement 71.1% (28.8% and 42.3%) and 70.7% (42.3% and 28.4%) indicates that they have reasonable and major stress. Respondents indicated that to teach learners who are apathetic to their work and slow in grasping is very difficult for the teachers especially in the rural areas. The government may also find it more difficult to supply quality education services in the rural areas because learners in rural areas are less interested in attending school and are considered more difficult to educate. They are likely to have less parental encouragement to go to school because they also have a lower level of education. When learners in the rural areas attend school they find the curriculum less relevant to their lives and less support for their learning from the home environment.

**Table 4.2: Uncooperative learners**

Statement	NO STRESS	MINOR STRESS	REASONABLE STRESS	MAJOR STRESS	TOTAL
	1	2	3	4	
Dealing with learners who are bullies	15(14.4%)	32(30.8%)	29(27.9%)	28(26.9%)	104(100%)
Abolishment of corporal punishment	21(20.6%)	23(22.5%)	21(20.6%)	37(36.3%)	102(100%)
Learners who does not attend classes regularly	36(35.3%)	30(29.4%)	19(18.6%)	17(16.7%)	102(100%)
To deal with learners who are profoundly needy academically, emotionally and socially	25(24.3%)	38(36.9%)	26(25.2%)	14(13.6%)	103(100%)

**Table 4.2** presents the responses to the questions relating to unco-operative learners. The respondents were requested to respond to five statements thereof. They were asked to rate each item on a scale of 1 to 4 (1=No stress; 2=Minor stress; 3=Reason stress; 4=Major stress).

According to the statement bully learners 54.8% (27.9% & 26.9%), respondents indicated that they have reasonable or major stress dealing with learners who are bullies. Poor learners' behaviour ranked as a number one issue which stressed teachers especially when there is no measure to be taken for disciplining them. Therefore, teachers tended to blame the deterioration in classroom discipline on poor parenting and on the increase in the number of children with serious learning difficulties now entering primary schools as the result of teaching learners with multiple intelligence in the same class. Such learners will be disrupting the lesson feeling that the environment is no suitable for them.

On abolishment of punishment, 69% (20.6% & 36.3%) respondents indicated that the abolishment of corporal punishment give them major or reasonable stress. Corporal punishment is the main cause of lack of discipline in schools. The government abolished corporal punishment and did not bring the alternative measure for disciplining the learners. Corporal punishment was used as a strategy to instill discipline in schools but since corporal punishment was out-lawed, violence is

escalating in schools. Teachers are afraid to discipline learners because they carry pangas while others bring drugs on school premises and rape female learners in the toilets and because of this an estimated of 67 000 teachers resigned in 2011.

However, it can be argued (Ray, 2011: 2) that to discipline a learner requires give and take. The teacher is not supposed to keep on imposing rules without considering how the learners feel. In order to make them follow to rules and behave accordingly, the teacher should established the feelings that learners do have control over their self as this will make them feel less threatened and will lead to more cooperative, not submissive behaviour, which is a good for both teachers and learners.

On learners who do not attend classes regularly, 64.7% (35.3% & 29.4%) respondents highlighted that this give them no or minor stress. The case might be that teachers have already developed “the do not care attitude” as parents also do not bother to encourage the learners to attend the school regularly. However, teachers work with large groups of learners, yet at the same time, they have to be sensitive to the background, needs, abilities and interests of each individual learner.

Finally, on dealing with learners who are profoundly needy academically, emotionally and socially 61.2% (24.3% and 36.9%) respondents indicated it give them no or minor stress as teachers are quick to recognize or identified them. Learners arrive with very different attitudes, motivation and needs than their counterparts of three or four decades ago. Learners live in a society where social relationships, parenting and attitudes of young people are experiencing dramatic and often unforeseen changes, e.g., poverty, depopulated rural areas, drug abuse, sexual abuse, violence and these contribute to their behaviour.

**Table 4.3: Support and work load**

Statement	NO STRESS	MINOR STRESS	REASONABLE STRESS	MAJOR STRESS	TOTAL
	1	2	3	4	
Not getting support from your seniors	26(25.5%)	32(31.4%)	23(22.5%)	21(20.6%)	102(100%)
Limited input in decision-making at school	23(22.3%)	25(24.3%)	27(26.2%)	28(27.2%)	103(100%)
Criticism by politicians and media	24(23.1%)	31(29.5%)	23(22.1%)	26(25.0%)	104(100%)
Too much power given to the School Governing Body (SGB)	21(20.8%)	33(32.7%)	23(22.8%)	24(23.8%)	101(100%)

**Table 4.3** presents the responses to the questions relating to support and work load. The respondents were requested to respond to eight statements thereof. They were asked to rate each item on a scale of 1 to 4 (1= agree; 2= strongly agree; 3=disagree and 4=strongly disagree).

According to the statement of not getting support from your seniors, 56.9% (25.5% & 31.4%) respondents agreed that this give them a major stress. The principal support is the important factor for reducing stress at work. Therefore, it is the duty of the principals to support their teachers as teachers who feel secure of the support from their principal's cope actively with stressor than teachers who get less support from them. The positive influence of principal support has political impact, if the school principal has a key function in mediating between teachers' needs and demands of the educational system which often are unavoidably stressful, he or she should be well prepared to fit this role.

On limited input in decision-making, 6.2% & 27.2% is opposed that there is limited input in decision-making at school. Teachers are ignored not being included in decision-making as changes are made from "outside" which they feel that they are unworkable. Excluding teachers' in decision- making and changes lead to the role conflict and role ambiguity. Teachers have to

implement what they are un-designed and they are not sure whether it implemented or interpreted correctly and the government does not consider that. Both parents and teachers need to be convinced that a partnership between the school and the home will benefit all those who are concerned, particularly the learner.

Furthermore, criticism by politicians and the media 52.6% (23.1% & 29.5%) respondents feel that this give them a major stress. Classrooms are now more temperament and the nature of teaching and learning is open to almost continuous scrutiny. A variety of stakeholders, that is, local authorities, inspectors, parents and learners are encouraged to hold teachers to account for the “delivery of the curriculum and the perpetual raising of standards.

Lastly, in the statement too much power is given to the governing body 53.5% (20.8% & 32.7%) respondents concur that there is too much power given to the School Governing Body (SGB). The establishment of democratically elected School Governing Bodies (SGBs) also has changed to political structure of schools and the principals and teachers can not take any decision without consulting them. Therefore, the SGB must refrain from doing anything that may construed as interference in the professional and other tasks and refrain from doing anything that may be seen as interference with the work of a non- educator in the performance of his or her duties in schools.

Furthermore, teachers and principal also argued that some SGBs especially those who are in the rural areas to involve them in the decision-making lead to problems as they normally get “information from somewhere” which is often incorrect and that they then cause conflict within the school. To add on this, the composition of governing bodies should be changed so that parents are not in the majority and teachers as are enlightened, must not be placed in a position where they can be out-rated by parents.

**Table 4.4: Relationship between teachers and learners**

Statement	NO STRESS	MINOR STRESS	REASONABLE STRESS	MAJOR STRESS	TOTAL
	1	2	3	4	
Learners relate well with you.	47(44.8%)	31(29.5%)	20(19%)	7(13.8%)	105(100%)
Do you have a problem in controlling learners with disruptive behaviour?	27(25.7%)	21(20%)	39(37.1%)	18(17.1%)	105(100%)
Do you have learners in your class who talk constantly?	47(44.8%)	31(29.5%)	20(19.0%)	7(6.7%)	105(100%)
Are you constantly verbally attacked by learners?	27(25.7%)	21(20.0%)	39(37.1%)	16(18.4%)	103(100%)
Have you ever been attacked physically by a learner?	28(26.7%)	6(5.7%)	24(22.9%)	47(44.8%)	105(100%)

**Table 4.4** presents the responses to the questions relating to the relationship between learners and teachers. The respondents were requested to respond to eight statements thereof. They were asked to rate each item on a scale of 1 to 4 (1= agree; 2= strongly agree; 3=disagree and 4=strongly disagree).

In the statement whether learners' relate well with teachers, 74.3% (44.8% and 29.5%) respondents indicate that learners relate well with them. Therefore, communication is very important when establishing a peaceful relationship with learners and at the same time it is conducive to give orders without the learners resenting it. If learners are feeling that they are very helpless under the orders of their teachers, there is great possibility to rebel against him or her.

However, some teachers may choose to adapt to rewards and punishment system when it comes to teaching discipline. Although it may work for a short or long term, it has a serious downside. The system does not teach the children how to become responsible for their own actions. A classic instance is when a teacher is out of the classroom or is on leave.

In the statement on controlling disruptive learners' behaviour, 4.2% (37.1% and 17.1%) respondents indicate that they do not have a problem in controlling learners with disruptive behaviour. The most important thing that a teacher should remember when it comes to handling learners with disruptive behaviour it is that they should monitor their own emotions, aside from those of the learners as the actions of the learners with disruptive behaviour can lead teachers to loose control of their temper which will be against what she/he is trying to instill in the learners. Therefore, managing learners' behaviour in the classroom is one of the important responsibilities of the teacher's role, because the teacher must ensure that every learner in the classroom has equal opportunity to gain knowledge.

Furthermore, on statement learners who talk constantly, 74, 3% respondents agree that they have learners in their class who talk constantly. Therefore, there are some learners' who misbehave by distracting the pace of teaching and affecting the quality of teaching by constantly talking while the teacher is teaching. The learner will induce much noise which would affect others to acquire the knowledge in the classroom and this is the duty of the teacher to prevent the situation which influences the normal teaching.

To add on this, teachers perceive their learners as the main source of burnout in their work because of different problems, such as discipline in the classroom, unsatisfactory achievement and absenteeism. Teachers are irksome to handle the learners' behaviour which interferes with the teaching process, e.g., it includes learners in class derisive, quarrelling with each other and speaking at the same time.

However, on the statement whether learners constantly attack teachers verbally, 55, 5% (37.1% and 18.4%) respondents feel that they constantly receive verbal attacks from learners. Learners' at early years of the primary education are sometimes extremely confrontational as they use foul language and could even be physically aggressive.

Furthermore on statement 67.7% (22.9% and 44.8%), many respondents indicate that they have never been physically attacked by learner as they may be shy to report this.

**Table 4.5: Salary**

Statement	YES	NO	TOTAL
	1	2	
Do the salaries you earn match the work you do?	33(31.4%)	72(68.6%)	105(100%)
As a teacher, are you allowed to do private work to earn extra money?	15(14.9%)	86(85.1%)	101(100%)
If no, if offered such opportunity would you accept it?	70(69.3%)	31(30.7%)	101(100%)
My negative attitude in teaching is affected by size of my salary	70(69.3%)	31(30.7%)	101(100%)

**Table 4.5** presents the responses to the questions relating to salary. The respondents were requested to respond to four statements. They were asked to rate each item on a scale of 1 to 2 (1= yes; 2= no).

According to the statement whether the respondents salary match the work they are doing, the majority (68.6%) of the respondents indicate that the salary they earn do not match the work they do. Teachers are not happy and are poorly motivated by the inadequate salary they earn as it does not match the work they are doing

Furthermore, on the statement whether the respondents are allowed to do private work to earn extra money. The vast majority 85.1% of the respondents indicate that they are not allowed to do private work to earn extra money. Teachers may neglect their main teaching responsibility and this will bring down the standard of responsibilities in their schools.

On the statement that if they have been offered such opportunities and if they would accept it, the majority 69, 3% respondents highlighted that they would accept the opportunity for doing extra work if they were offered that chance. This is the indication that teachers in the Botshabelo cluster are not happy with their salaries.

According to the statement that the negative attitude in teaching is affected by the size of the salary, the majority (69.3%) of the respondents agree that their negative attitude in teaching is

resulting from the size of their salaries. Therefore, as long as teachers are not happy about the work they are doing, they will keep on stressing and even not doing the perfect job of teaching the learners.

**Table 4.6: Stress support**

Statement	NO STRESS	MINOR STRESS	REASONABLE STRESS	MAJOR STRESS	TOTAL
	1	2	3	4	
Effort are made at your school to help teachers to cope with stress-related problems	27(26%)	22(21.2%)	31(29.8%)	24(23.1%)	104(100%)
You join teachers' stress support groups to assist in solving stress-related problems	27(26.0%)	22(21.0%)	31(29.8%)	24(23.1%)	104(100%)
Your teaching training course has helped you to cope with teaching stress	25(24.8%)	17(16.8%)	30(29.7%)	29(28.7%)	101(100%)
You regularly attempted to identify and recognize the source of your stress	40(39.2%)	22(21.6%)	22(21.6%)	18(17.6%)	102(100%)

**Table 4.6** presents the responses to the questions relating to support and work load. The respondents were requested to respond to five statements. They were asked to rate each item on a scale of 1 to 4 (1= agree; 2= strongly agree; 3=disagree and 4=strongly disagree).

According to the statement that effort is made at school to help teachers to cope with stress-related problems, 52.9% (29. 8% and 23.1%) respondents feel that no efforts are made in schools to help teachers' to cope with stress-related problems. This may depend on the School Management Team (SMT) and the Department of Education officials to encourage and provide teachers with some techniques to deal with stress and form stress support groups.

However, on regularly attempts to identify and recognize their source of stress, 60.8% (39.2% and 21.6%) respondents concur that they regularly attempt to identify and recognize the source of their stress. Therefore, it is the duty of individual teacher to know and recognize whether he or she has a physical or emotional stress so that relevant techniques could be applied.

**Table 4.7: Time and other pressure**

Statement	NO STRESS	MINOR STRESS	REASONABLE STRESS	MAJOR STRESS	TOTAL
	1	2	3	4	
My preparation, teaching and marking loads are very time consuming	16(15.4%)	14(13.5%)	37(35.6%)	37(35.6%)	104(100%)
I have to do school work at home to keep up with what is expected from me.	19(18.1%)	24(22.9%)	35(33.3%)	27(25.7%)	105(100%)
I regular experience role conflict (having to do different jobs within the school) and role ambiguity (uncertainty about what I should be doing).	16(15.4%)	14(13.5%)	37(35.2%)	37(35.25%)	104(100%)
The demands of school activities put additional pressure at the end of school year.	23(22.8%)	31(30.7%)	29(28.7%)	18(17.8%)	101(100%)
I experience low status in the community as results of being a teacher.	25(24.5%)	27(26.5%)	30(29.4%)	20(19.6%)	102(100%)
Pressure of school inspections	25(23.8%)	28(26.7%)	30(28.6%)	22(21.0%)	105(100%)
Teaching offers limited promotion opportunities.	20(19.0%)	21(20.0%)	24(22.9%)	40(38.1%)	105(100%)

**Table 4.7** presents the responses to the questions relating to time and other pressures. The respondents were requested to respond to nine statements. They were asked to rate each item on a scale of 1 to 4 (1=No stress; 2=Minor stress; 3=Reason stress; 4=Major stress).

Teachers' preparation, teaching and marking load, 71.2 % (35.6% and 35.6%) of the respondents indicate that they have major stress or have reasonable stress with their preparation, teaching and marking load which are very time consuming. However, teachers' workload is grown due to the

actual class size, new roles and expectations of teachers, distribution of subjects (learning) areas per teacher, more of the same work, more complex work and the rapid change of the curriculum. Teachers spend most of their time on assessment and record keeping that is increased as well as the number of policy documents they are required to read and process which aggravating their stress.

However, to do schoolwork at home to keep up with what is expected from them, 59.0% (33.3% and 25.7%) reflect that it gives them major or reasonable stress. Teachers do not only work for longer hours in schools but also take large amount of marking and preparation work home. Furthermore, non-teaching time is spent on meetings, organizing resources, marking and paperwork is carried out in the evening and at the weekends. These give teachers less time to attend their social activities that might relieve them from stress of their work.

On experiencing role conflict and role ambiguity, 70.4% (35.2% and 35.2%) respondents indicate that these give them major or reasonable stress. The forms of duplication of units in the department of education with multiple agencies evaluating the same things for different purposes also put pressure on teachers.

The demands of school activities at the end of school year, 46.5% (28.7% and 17.8%) of respondents point out that these give them major or reasonable stress. Although this number is less than 3, 5% with the respondents who do not agree that the demands of school activities put additional pressure at the end of the year, from their responses it was noted that throughout the year, South African teachers are faced with daily reality of teaching large classes, as well as coping with the added pressure of curriculum reformed and high performance expectations with limited resources and support. The effects of poverty and HIV and AIDS on school communities place additional responsibilities on teachers to support the psychosocial needs of learners in order to improve learners' attendance and performance in the classroom. This situation is compounded in rural areas where schools and communities have limited access to professional support and communities have limited access to professional support services. Teachers have to deal with those problems instead of teaching the learners and completing the syllabus. These have put additional pressure on teachers at the end of the year as they were to be blamed that they did not teach learners' enough to produce better results

The majority of 49% (29.4% & 19.6%), indicate that their experience of low status in the community as results of being teachers present them with major or reasonable stress. Teaching and learning is opened to almost continuous scrutiny as already stated on the statements. A variety of stake holders, i.e., local authorities, inspectors, parents and learners are encouraged to hold teachers to account for the delivery of the curriculum. Teachers are undervalued by the Department of Education and the public unappreciated them as professionals. However, 65.7% (29.5% and 36.2%) respondents express their opposition to inspection.

The fact that teaching offers limited promotion opportunities, 60% (22, 9% and 38.1%) respondents reflected that this give reasonable or major stress. Teachers are stressed and concerned by the dissatisfaction of their chances of tpromotion.

Furthermore, teachers are always working to meet important and expressing deadlines (Chabaemang, 2010 12) in high schools, Common Task Assessment (CTA) booklets and marks to be filled in for each learner on monthly basis is also a cause of major stress to teachers. More planning is needed, record keeping and the entire method of teaching is also changed and therefore create more work for teachers.

**Table 4.8: Administration**

Statement	NO STRESS	MINOR STRESS	REASONABLE STRESS	MAJOR STRESS	TOTAL
	1	2	3	4	
Poor administration by principals	20(19%)	25(23.8%)	25(21%)	38(36.2%)	108(100%)
Lack of essential teaching equipment	20(19.0%)	25(23.8%)	22(21.0%)	38(36.2%)	105(100%)
Exam preparation	14(13.7%)	22(21.6%)	27(26.5%)	39(38.2%)	102(100%)

**Table 4.8** presents the responses to the questions relating to administration. The respondents were requested to respond to five statements. They were asked to rate each item on a scale of 1 to 4 (1=No stress; 2=Minor stress; 3=Reason stress; 4=Major stress).

On the question with regard to poor administration by principals, 57.2% (21.0% and 36.2%) of the respondents indicate that this give reasonable or major stress. A lot of administration relating to assessment portfolios and learners promotions, letters and calls to parents by teachers to discuss their learners' performance, the implementation of the rapid change of the curriculum, more time needed referring to learners' promotion that takes a substantial amount of time because it requires analyzing year and test marks, these if not planned properly give teachers experience a sense of frustration and give them more stress.

On this statement, 57.2% (21.0% and 36.2%) confirm that the lack of essential teaching equipment gives them major or reasonable stress as this prevent them not to achieve their objectives or outcomes.

On examination preparation, 64.7% (26.5% and 38.2%) indicate that this give them major or reasonable stress. Preparations of examinations that is, setting question papers, monitoring learners during examination, marking their script, compiling their results and analyzing them, taking them to the inspectors for checking them, preparing learners reports, calling parents for collecting them this cause excessive stress to teachers.

**Table 4.9: The Nature of work and work load**

Statement	NO STRESS	MINOR STRESS	REASONABLE STRESS	MAJOR STRESS	TOTAL
	1	2	3	4	
I enjoy my work at school	41(39.4%)	29(27.9%)	19(18.3%)	15(14.4%)	104(100%)
I teach subjects that I majored with at college/University	34(33.0%)	21(20.4%)	31(30.1%)	17(16.5%)	103(100%)
The number of classes for teachers per week is guided by post provision model of the school	38(38.0%)	17(17.0%)	20(20.0%)	25(25.0%)	100(100%)
In you school, do you get enough support from the parents?	33(32.0%)	14(13.6%)	34(33.0%)	22(21.4%)	103(100%)
Do you get enough support from the SGB regarding ill-disciplined learners?	29(27.9%)	15(14.4%)	28(26.9%)	32(30.8%)	104(100%)

**Table 4.9** presents the responses to the questions relating to support and work load. The respondents were requested to respond to six statements thereof. They were asked to rate each item on a scale of 1 to 4 (1= agree; 2= strongly agree; 3=disagree and 4=strongly disagree).

On the statement that the respondents enjoy their work at school, 67.3% (39.4% and 27.9%) agree while 32.7% (18.3% and 14.4%) are clearly unhappy at work. Although the study indicated that most teachers enjoy their work, teaching is now regarded as stressful. Some official calls it the “world of stress” when welcoming new educators. Certain unavoidable conditions, e.g., poor learners’ behaviour, poor working conditions and lack of resources make the teaching profession stressful, leading to low morale, unproductive situation and also there is a high level of drop outs among teachers.

On teaching the subjects majored with a college or university, 53.4% (33.0% and 20.4%) respondents agreed against 46.6% (30.1% and 16.5%) who indicate that they teach subjects outside their training. Furthermore, the statement on the number of classes for teachers per week is guided by the Post Provision Model of the school, 55% (38% and 17%) agreed.

Regarding the statement of getting support from parents, 54.4% (33% and 21.4%) of the respondents confirmed that they do not get enough support from the parents in their teaching duties. Parents support is widely seen as a matter of concern. Parents are more likely to take umbrage to support the learners' version of events rather than side with the teachers as would have been common in the past. The problem of parents to support teachers, parents themselves are under social pressure and often unable to deal with their own children's behaviour as they could be highly confrontational sometimes resorting to violence in protecting their children interest.

Furthermore, on the statement that teachers do not get support from the governing body, 57.7% (26.9% and 30.8%) respondents mention that they do not get enough support from the SGB to handle ill-disciplined learners. The Federation of School Governing Bodies of South African Schools (FEDSAS) also indicates that to discipline learners is also a serious problem to them. If children are found guilty of serious misconduct, such as the rape and assault of a teacher, learners are often not expelled. This was because, even when they recommended expulsion, heads of departments (HOD) were reluctant to carry this out as the heads of the departments must make alternative arrangements for the education of the child.

**Table 4.10: Training and development**

Statement	YES	NO	TOTAL
	1	2	
Did you get enough training in <b>OBE/RNCS/NCS?</b>	42(40.4%)	62(59.6%)	104(100%)
Have you been diagnosed with stress related problem?	47(45.2%)	57(54.8%)	104(100%)
Are you satisfied with the work you are doing?	27(25.7%)	78(74.3%)	105(100%)
Have you been absent from school due to stress?	27(25.7%)	78(74.3%)	105(100%)

**Table 4.10** presents the responses to the questions relating to training and development. The respondents were requested to respond to five statements thereof. They were asked to rate each item on a scale of 1 to 2 (1= yes; 2= no).

Accordingly to the statement on getting enough training in OBE/RNCS/NCS, the majority, (59.6%) respondents agree that they did not get sufficient training. Changes are made from the “outside” which are unworkable and policies are made and failed.

However, on satisfaction of the work, 74.3% responded that they are not satisfied with the work they are doing while (45.2%) feel insecure in their posts. Teachers are under siege as they are blamed by the authorities, politicians, media, parents and even the learners that they do not perform their duty as expected.

Lastly, on the statement of whether the respondents have been absent from school, the results indicated that 78% respondents have never been diagnosed with stress related problems and never been absent from school due to stress. It can be argued that teachers appear to feel that there is a stigma attached to those who seek professional counseling help as some of teachers tended to adopt “a make the best of it attitude” by emphasizing the positives and working even harder or give up on the problem and resign themselves to the consequences. In the latter situation, as might be expected stress level is likely to increase.

#### **4.5 CONCLUSION**

Chapter 4 presented an empirical data analysis from respondents. These were analysed, discussed and view points were shared. The analyses show that stress originates from different perspectives. Data was cross-tabulated for ease of presentation and interpretation. The SPSS (Statistical Packaging for Social Science) output was conveyed in the tables. The next chapter will discuss the results and concludes with recommendations.

## **CHAPTER FIVE**

### **5. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

Chapter five presents and discusses findings from the study. The discussion is based on the results obtained on each of the research hypotheses. Recommendations will be made based on the discussions. Finally, areas that need further research are proposed.

The study set out firstly to find out the causes and effects of stress.

#### **5.2. FINDINGS**

From the data provided and analysed in chapter 4, it was found that various factors listed below are the causes and effects of stress on teachers in Botshabelo cluster schools.

##### **5.2.1 Causes of stress in Botshabelo cluster schools:**

###### **5.2.1.1 Poor human resource management**

Poor leadership and governance, poor management in rural schools, as well as poor management by the Department of Education (DoE) cause major stress on teachers as they cannot participate in school-base management. Teachers are ignored, not being included in decision-making, are undervalued and unappreciated as professionals by the Department of Education and the public. Changes are made from the “outside” measures which they felt were often unworkable (Youngusband, 2006:10; Van Dick & Wagner, 2001: 253).

However, by excluding teachers in the decision- making and changes, it led to role conflict and role ambiguity as they have to implement what they do not fully understand (Van Dick & Wagner, 2001: 245). Therefore, it should be kept in mind that for policy to have a chance of success,

sufficient people must be persuaded that it is right, necessary and implementable. Almost any education policy will fail if it does not have the support of two essential constituencies: Those who are expected to benefit from it and those who are expected to implement it. This means that both parents and teachers need to be convinced that a partnership between the school and the home will benefit all concerned, particularly the learner (Van Wyk, 1998: 4).

### **5.2.1.2 Poor teachers' remunerations**

The results indicate that teachers are not happy and are poorly motivated by the inadequate salary they earn as it does not match the work they are doing (Milner & Khoza, 2008: 169). Teachers' remunerations are poor and they are not allowed to look for supplementary jobs to earn a living (Khisa, 2009:1). Furthermore, dissatisfaction for head teachers' and principals' salaries have been frequently cited as an issue, with comparison made between levels of responsibility of school leadership with leadership in other occupations (Galton & MacBeath, 2008: 12). Therefore, as long as teachers are not happy about the work they are doing, stress factors will remain and education of learners will suffer.

### **5.2.1.3 Unruly learners' behaviour**

Poor learners' behaviour ranked as number one issue which stressed teachers especially when there is no measure to be taken for disciplining learners (Galton & McBeath, 2008:46). Learner's in the early years of primary education to follow instructions are extremely confrontational as they use foul language and could even be physically aggressive. Teachers newer to the profession tend to blame the deterioration in classroom discipline on poor parenting and on the increase in the number of children with serious learning difficulties now entering primary schools as the result of "inclusion without adequate resourcing" (Galton & MacBeath, 2008: 109).

Abolishment of corporal punishment is the main cause of lack of discipline in schools as the government did not introduce alternative measures of disciplining the learners. According to Potgieter, et al (1997: 61), they mention "disciplinary proceedings" that need to be explained or followed but they did not state the measure of the punishment to be implemented.

#### **5.2.1.4 Measures to put in place for dealing with stress**

Teachers continue to be stressed as no measures were put in place by the Department of Education to deal with stress. Efforts are needed for teachers to cope with stress related problems. The measures provided by the authorities to alleviate stress are lopped sided or ad hoc and not effective. The following measures can be put in place to deal with stress:

#### **5.2.1.5 New teaching requirements**

Teachers are stressed by new teaching requirements. This is cited in Galton and MacBeath (2008: 46) that inappropriate curriculum, pressure to meet targets and having to keep up with new initiatives, together with a lack of time for professional sharing and reflection are stressors to teachers as they do not get enough training for the new changes. Teachers are not happy about the work they are doing as their power as teachers is taken away from them.

Furthermore, according to Forde, McMahon, McPee and Patric (2006:4), education policy is currently based upon concepts of productivity and performance and this is eroding the position and capabilities of teachers to make judgment about learners learning. Many aspects of decision-making have been removed from classroom teachers and left them with a decreased sense of their own profession. Teachers feel that their profession is under attack and disengaged them with the work they do and this creates malaise within the profession and the classroom and cause a major stress to them.

## **5.2.2 Effects of stress in Boshabelo cluster schools**

Stress differs from one individual to another. The effects can be:

### **5.2.2.1 Ill- health and death**

Stress can be destructive on health and even cause death if it is not managed in time. Stress can cause diseases such as heart attack, stroke, high blood pressure, etc. Furthermore, symptoms such as appetite disorders, excessive smoking and alcohol and / or drug abuse, violence, inability to sleep, aggression, anxiety, frustration, passivity', depression, burnout can lead to premeditate death.

### **5.2.2.2 Resignation, taking up early retirement, low morale leading to low productivity in classroom**

Overly stress one can have feelings of incompetence and inability to achieve goals (Landy & Conte, 2007: 428; Friedman, 2000: 597). Teachers can tend to make more mistakes, become more clumsy than usually, have more accidents, find it more difficult to do things, showing more nervous habits, such as nail biting and fidgeting, and lack of flexibility in approaching tasks (Williamson, 1999: 7). This can lead to burnout and withdrawal, such as absenteeism and resignation from the profession (Travers & Cooper, 1998: 57).

## **5.2.3 Mechanisms teachers can apply to cope with stress**

Teachers must include redesigning the task or work environment, encouraging participative management, developing clearer role descriptions and modifying or changing behaviour or characteristics (Landy & Conte, 2007: 442). Furthermore, mechanism that require no special training include lifestyle choices such as physical fitness, healthy eating, weight control, reduction in smoking and caffeine consumption as well as the implementing of skills-training programmes such as negotiation and conflict resolution.

Strategies, like avoiding, minimizing and distancing oneself from the stressor, can be used (Lazarus, 2000:668). Lastly, employee assistance programmes and the use of medical care,

individual psychotherapy and career counseling (Greenberg & Baron, 2003: 136) may have a large influence on teaching.

Social support is the comfort, assistance or information an individual receives through formal or informal contacts with individuals or groups. It has been widely researched as a way to reduce stress and strain at work (Landy & Conte, 2007:444). There are four identified different social supports (Landy & Conte, 2007:444):

- Instrumental support in which a friend encourages a co-worker to slowdown by suggesting joint walks during lunch hour.
- Emotional support which is provided by a therapist or family member who is interested in the understanding and caring for and having sympathy with a person's difficulties.
- Informational support is supplied by a health care professional to help a person to solve a problem.
- Appraisal support which is from a close friend, a therapist, family members, or other members of a support group.

Employee assistant programmes (EAPs) were originally developed by organizations to address alcohol and drug problems, and were subsequently broadened to include stress management interventions. In most organizations, EAPs involve some form of counseling to deal with work stress, alcohol or drug difficulties and problems outside the job (for example family problems, behavioural - and emotional difficulties) (Landy & Conte, 2007: 446).

## **5.3 Hypotheses**

### **5.3.1 Hypothesis 1: School Management Team (DOE) Support**

#### **5.3.1.1 Relationship between colleagues**

On the hypotheses of relating between colleagues it was found that the majorities of the respondents do not have stress or have minor stress with interpersonal relationship with their colleagues. This minor stress may somewhat signal lack of cooperation arising from their colleagues. It is clear from the data analysis in chapter 4 that there is not really a convincing majority. It is expected of teachers to enjoy their profession revealed the direct opposite for some of them.

#### **5.3.1.2 Support and workload**

It is clear from the data that the majority of respondents do not get support from their seniors. On the other side, although the majority of teachers agree that they are criticized by politicians, they do not feel that they are being criticized by media respectively.

#### **5.3.1.3 Stress support or management**

It is clear that the majority of the respondents do not feel that there are efforts made at their schools to help teachers to cope with stress-related problems and that it is left to teachers themselves to deal with their stress-related problems: They indicated that not even stress support groups, to assist in solving stress-related problems, exist at schools. The vast majority of respondents concur that they regularly attempted to identify and recognize the source of their stress, and when they are stressed, they apply stress management techniques to cope. Around the power base of management the majority of teachers feel that too much power is vested in the School Governing Body (SGB).

When they were asked about their feelings on media criticisms, the majority of teachers agree that although they are criticized by the politicians they do not feel that they are being criticised by the media.

#### **5.3.1.4 Salary**

The majority of the respondents indicate that the salaries they earn do not match the work they do and feel not at ease with the situation. The vast majority indicated that as teachers they are not allowed to do private work to earn extra money, notwithstanding their poor financial position. They indicated that if they are allowed to do private work to earn extra money, this would benefit their financial position. The majority of teachers agree that some part of their negative attitude in teaching is resulting from their poor salaries. The vast majority of respondents indicate that the salary they earn has a bearing on performance. It can be conducted that majority of the teachers believe that in order to love their teaching job, they have to get increased financial benefits.

#### **5.3.1.5 Time and other pressure**

The majority of the respondents indicate that they do have stress or have minor stress with their preparation, teaching and marking loads that are very time consuming. The fact that they have to do school work at home to keep up with what is expected from them adds to reasonable stress. The majority group of teachers indicates that they regularly experience role conflict seeing that they have to do different jobs within the school and that this led to major or reasonable stress. These findings go hand in hand with the fact that they regularly experience role ambiguity or uncertainty about what to do and this gives them reasonable or major stress. The demands of the school activities at the end of the school year only add to minor stress. The teachers indicate that the low status in the community, as results of being a teacher, presents them with major or reasonable stress. The pressure of inspections is a reason for reasonable or major stress. The fact that teaching offers limited promotion opportunities results in reasonable or major stress.

### **5.3.2 Hypothesis 2: Learner behaviour and teachers stress**

#### **5.3.2.1 Un-cooperatiye learners**

The majority of the respondents indicated that they have reasonable or major stress dealing with learners who are bullies, moreover under the new dispensation. The vast majority indicate that they were blamed by the Department of Education for learners who perform below average and this added to major or reasonable stress. This can also be aggravated by the fact they do not have control on learner behaviour with the limited rights they are given. The majority (56.9%) of respondents indicate that the abolishment of corporal punishment and the lack of involvement in the management of uncooperative learners by the authorities gave them major or reasonable stress. Learners who do not attend classes frequently give them no or minor stress; the same regarding their dealing with learners who are profoundly needy academically, emotionally and socially. This resolves hypothesis 2.

#### **5.3.2.2 Drawing the relationship between variables**

The data analysed in chapter 4 reveals that there is no significant difference between the school location and the teacher's stress. Item 11 (school location) and item 42 through to item 46 (teachers stress support) were cross tabulated to establish the relationship using chi-square test, but were found insignificant. The same was done on the item 2 (gender) and item 42 through to item 46 (teachers stress support) and insignificant results were found. The data also show no significant different results for item 5 (the type of school: primary, middle and high) and item 42 through to item 46 (teachers stress support). There was no significant different results between item 1 (age) and item 42 through to item 46 (teachers stress support). In short, when tested for independence of association between all the items listed above, it was demonstrated that there is no association. Therefore, teacher stress is not dependent on age, gender, location of school and type of school.

### **5.4 Recommendations**

One of the legacies of the late twentieth century was that teachers were continued to be defined by what they did rather than who they were. Defining what a teacher should do, rather than the values

and attributes, undermined who a teacher is. This is a consequence of the commodification of the public servant, resulting in the low self esteem of teachers and how they are viewed by the society (Forde et al., 2006: 143).

Teaching is not the same as it was before. Today, decreased status of the teachers, control with relation to educational issues by the authorities, loss of autonomy, continuous worsening of teaching conditions, the loss of purpose and direction, the destruction in the health conditions of teachers as well as an increase in the lowering of morale have a sweeping negative effects (Hall:2004: 1).

To add to this, the reality is that teaching is now a designed profession; the skill teachers need today are different from the skills needed in the past (Hall, 2004: 3). Teachers newly appointed in the profession find themselves in a complex work situation and a world of challenges. Teachers' professionalism has become increasingly politicized. There are many reasons for this politicized scenario taking into account the implications of socio-economic changes and the influences of workers' teacher unions nationally and globally. The school improvement agenda, specifically based on economic, social and political imperatives, are direct and indirect also leading to the present schools' standard crisis (Forde et al., 2006:122).

To repair this destructive process the Department of Education (DoE) and all the stakeholders - the school management team (SMT), community, school governing body (SGB), parents, learners - should consider the following recommendations to alleviate stress on teachers:

#### **5.4.1 School Management Team to support teachers**

The School Management Team (SMT) - the principals, deputy principals head of schools should influence and set clear values and beliefs of teaching and create a vision of the school (Bush, 2003: 183). Teachers, as much as learners, are from the different socio-economic backgrounds, and as such it is the duty of the School Management Team (SMT) to know and understand each individual teacher is personality to ease the culture of teaching and learning.

Furthermore, there is a continuous transformation in the Department of Education, and the people who are mostly affected in this process are the teachers. The SMT should do their work effectively as stipulated in the Employment of Teachers' Act of 1998 (South Africa 1998) and should support teachers emotionally. To obtain unity inside schools, the SMT should adopt the principle of teamwork with teachers so that they must have a common goal in the school (Potgieter *et al.*, 1997: 8).

The SMT can adopt the following policy to generate effective teamwork with the teachers (Potgieter *et al.*, 1997: 8).

- They must have mutual trust and respect teachers;
- share decision making;
- share goals and values;
- have common visions;
- there must be open communication;
- there must promotion of the interests of the teamwork rather than the individual;
- respect the roles of different teachers; and
- praise teachers where there is a need.

#### **5.4.2 Department of Education**

Teachers entering the profession today expect classrooms to be like the ones they attended as learners. The situation has sorrowly changed (Galton & MacBeath, 2008: 50). Classrooms are now colligating, the nature of teaching and learning are open to almost continuous scrutiny; sometimes teachers are blamed and shamed for things which are out of their control (Galton & MacBeath, 2008: 5).

Class teaching now places very different demands upon individuals than it did 20 years ago: These include colligating working, liaison with outside agencies, new structures and increased use of technology. To accomplish this, teachers need to be secured in their understanding of their place within the profession, their teaching identity, and the place of the profession in policy-making. More than this; teachers are important people, the job they do is central to the lives of children and

adults. In order to regain a full sense of this importance, they need to feel that they have ownership of the work they do (Forde et al., 2006: 4).

The government had distanced the role of the teacher in terms of the writing and preparation of all aspects of policies, curriculum and guidelines content, forgetting totally that teachers are the ones who implement them. For teachers, these guidelines and instructions become another set of documents or teaching packs downloaded to the classroom to implement; if they ask any questioning of the process, it is often construed as teachers resisting change (Forde, et al., 2006: 167). This leads to role ambiguity, low self-esteem and low self-efficacy in teachers (Bush, 2003: 135).

The government should give teachers the opportunity to create curriculums, policies and guidelines as they are the sole ones who have the insight into the learning needs of the learners. Teachers use professional judgment to meet the needs and to choose the best ways of motivating learners to achieve success and also use assessment to inform and guide learners' work (Forde et al., 2006: 167). According to (Forde et al., 2006: 94) teachers have a right and an obligation to contribute to the process by which national and local priorities are determined. Programmes of change require the full participation of staff at establishment level in decisions about the pace of change.

Furthermore, teachers should be the ones allowed to develop research projects concerning the changing demands of the world of teaching and their impact on the school curriculum; teachers should be fully involved in national curriculum development efforts and education policies dialogues and using the experience as "regalia" for teaching and research (Obanya, 2006: 375).

Teachers should be valued. Part of developing a strong sense of self, personal identity and professional identity depends on teachers' well-being and feeling valued. Feeling valued is one of a range of positive work experiences that can help to reduce perceived feelings of stress. This fulfillment of feeling valued is very important when it is done by colleagues, learners, the parents and the Department of Education (Forde et al., 2006: 35).

The department should raise public awareness on the importance of the teaching profession, recognize and promote excellence in teaching performance, acknowledge dedicated, creative teachers and schools, encourage best practice in schools and to afford South Africans must feel to say publicly thanks to outstanding teams or individual teachers in schools (Mail, 2010: 6).

With reference to remuneration, teachers are viewed as a burden rather than an asset when coming to the allocation of teachers' salary (Tomasevski, 2003: 179). Teachers are clearly underpaid for the work they are doing. Recently the South African government misinformed the society about the remuneration of teachers, stating that teachers are paid better salaries (City Press, 2010: 23) as reflected by the press. Before teachers can get salary increments they have to spend days being on strike, wasting their energy, the teaching and learning time; at the same time the same government criticizes the teachers and remind them that they should bear in mind that the principle of no-work-no-pay will be applied (City Press, 2010: 23).

Researchers stated that part and parcel of the psychological contract between the employee and the employer is about commitment and support to the individual as well as the individual making a commitment to the organization. Issues like salary and working conditions are not the only keys to enhancing job satisfaction (Forde *et al.*, 2006: 90). The Motivation Hygiene Theory (Hertzberg 1968: 8) argues that when teachers are dissatisfied with pay and working conditions, it has negative effects. On the other side, if these conditions are improved there is not a commensurate rise in job satisfaction (Maslow, 1954: 40). The Hierarchy of Needs Theory is focused specifically on the two uppermost needs. First, the esteem-needs whereby people need to know that they are valued and even value themselves. Secondly, the self-actualization needs where people need opportunities to realize their potential, be stimulated and even seek and even achieve challenges should be recognized. It is of utmost importance that teachers are recognized and their basic needs met; that is to be respected and valued like 30 years back, and to be remunerated according to the work they are doing (Hertzberg's, 1968: 8; Maslow, 1954: 40).

Inclusive education is making significant demands on teachers in terms of their own understanding practice and teachers are to be developed on a broad box of skills and knowledge (Forde *et al.*, 2006: 103). The following process must be activated for this development:

- Cultural literacy-being aware of, valuing different religious and cultural practices.
- Social awareness of the greater diversity in lifestyle and family patterns.
- Greater knowledge about the range of learning and support needs individual learners or group of learners may have.
- Competence in diagnosing and addressing very varied learning and support needs.

### **5.4.3 Dealing with ill-discipline and crime in schools**

In democratic schools all persons directly involved in discipline, including young people, have surely the right to participate in the process of decision-making, seeing that the basic concept is participation in issues of governance and policy making (Potgieter et al., 1997: 8). But the behaviour of all the role players had borders. Certain actions are seriously overstepping that democratic participation like specific ill-discipline and criminal behaviour in learners.

Disciplinary problems at schools are often deeply rooted and not amenable to a quick fix. As teachers are themselves under so much pressure, issues are left unresolved and the same problem resurfaces all the time. Discipline issues overflow the classroom and infect the teachers' culture (Galton & MacBeath, 2008: 11).

However, the positive culture of teaching and learning can help to discipline learners and illicit crime in schools and in the community. Thus, when considering a school's culture systems and structures that exist as well as the quality of the interactions, the attitudes and emotions that are expressed by members of the organization must be considered (Forde et al., 2006: 108). It is only through proper education that people can understand and exercise their fundamental human rights and respect the rights of others (Potgieter et al., 1997: 7).

To educate and to build a child as an individual, the whole community's input is needed. It is absolute necessary that the School Management Team (SMT) working together with the School Governing Bodies (SGB), the Community Policing Forum (CPF), church councilors (CC), teachers, councilors, community leaders and community at large, including the learners themselves (Potgieter et al., 1997: 8) to control undesirable behaviour of learners.

The process of teaching learners about discipline should start from the early childhood, at home and in the early stages of the school where there is an emphasis on learners learning together. The learners must learn to take responsibility for their own learning and behaviour. These practices should continue throughout their progress as a lifelong learner (Forde *et al.*, 2006:109).

### **5.5 Other recommendations**

- Principals must do away with the traditional authoritative top-down management style that controls decisions making and they must develop the management which will allow teachers in the decision-making process.
- Work-evaluation and career development of the rural teachers are a necessity, while the development and implementation of a stress management model for the teaching profession is long overdue.
- Schools must organize a bosberaad whereby multi disciplinary committees e.g. EAP, social workers, psychologists, police, parents, etc will be invited to meet with the teachers so that the problems which hinder them in the work environment and cause them stress
- Officials in different units in the Department of Education must work together and communicate information among themselves before they send it to schools to avoid duplication of information, role conflict and role ambiguity on teachers.
- AA must be employed also in rural schools to reduce teachers' workload as the teachers are doing clerical and administration work.
- Promotions criteria must be based on the qualification and hardworking not on nepotism.
- The Department of Education must cater for all schools, both semi- rural, remote and urban schools with funds and resources equally.

### **5.6 Recommendations for further study**

- School principals are encouraged to conduct a mini survey to address professional needs of teacher.

- In-depth studies should be undertaken regularly regarding the management of schools in the Botshabelo Cluster.

## **5.7 SUMMARY**

This study was on the causes and effects of stress in Botshabelo cluster schools.

Chapter 1. Introduced the study and stated the problem and objectives for the study and its rationales.

Chapter 2. Stress was defined and conceptualized.

Chapter 3. Methodology was used to obtain the objectives of the study.

Chapter 4. Data was analysed and interpreted from the field work.

Chapter 5. The findings, conclusions and recommendations were made based on the analysed data on chapter 4.

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## **APPENDICES**

# APPENDIX A

## QUESTIONNAIRE ON TEACHERS STRESS IN BOTSHABELO CLUSTER

### SECTION A

#### Bibliographic Data

Please indicate with x in an appropriate box to furnish me with the relevant information specify where necessary.

#### 1. Gender

Male

Female

#### 2. Marital status

Married

Divorced

Widowed

**3. Teaching experience**

Less than 5years

6 Years to 10years

11 Years to20

20 Years and more

**4. The type of school you are working in:**

Primary

Middle

High

**5. Qualifications**

Teaching Certificate

Graduate Diploma

B ED

M ED

**6. Post level held at present**

Principal

Deputy Principal

HOD

Teacher

**7. Number of learners in your class**

Less than 20 learners

20-30 learners

30-45 learners

45-55 learners

55 and more

**8. School location**

Semi- Urban

Rural

## SECTION B

### AREAS OF STRESS

Please respond to the questions below by marking with x to the appropriate number.

- 1. No stress
- 2. Minor stress
- 3. Reasonable stress
- 4. Major stress

**How stressful do you find the following:**

9. Interpersonal relationship with your colleague

1	2	3	4
---	---	---	---

10. Teaching responsibility

1	2	3	4
---	---	---	---

11. Planning and organizing learning activities for pupils who are varying in abilities

1	2	3	4
---	---	---	---

12. Teaching learners who are apathetic? (not interested in their work)

1	2	3	4
---	---	---	---

13. Teaching learners who are slow in grasping?

1	2	3	4
---	---	---	---

14. Dealing with bullies?

1	2	3	4
---	---	---	---

15. Blamed by the Department of Education for learners who performed below the average.

1	2	3	4
---	---	---	---

16. Abolished of corporal punishment and no measures suggested to punish ill- disciplined learners

1	2	3	4
---	---	---	---

17. Bullied colleague

1	2	3	4
---	---	---	---

18. Not getting support from your senior.

1	2	3	4
---	---	---	---

19. Limited input in decision-making at school.

1	2	3	4
---	---	---	---

20. Inadequate support from School Management Team (SMT).

1	2	3	4
---	---	---	---

21. To deal with learners who are profoundly needy academically, emotionally and socially.

1	2	3	4
---	---	---	---

22. Criticism by politicians and the Media?

1	2	3	4
---	---	---	---

23. Too much power given to the School Governing Body

1	2	3	4
---	---	---	---

### TEACHERS LEARNER-RELATIONSHIP

Respond by crossing with x to the appropriate number:

- 1. Agree
- 2. Strongly agree
- 3. Disagree
- 4. Strongly disagree

24. Do learners do well with you?

1	2	3	4
---	---	---	---

25. Do you have a problem in controlling learners with disruptive behavior?

1	2	3	4
---	---	---	---

26. Do you have pupils in your class who talk constantly?

1	2	3	4
---	---	---	---

27. Are you constantly verbally attacked by learners?

1	2	3	4
---	---	---	---

28. Have you ever been attacked physically by a learner?

1	2	3	4
---	---	---	---

### 3. SALARY

**Make an x to an appropriate answer**

29. Do the salary you earn match the work you do?

YES	NO
-----	----

30. As a teacher, are you allowed to do private work to earn extra money?

YES	NO
-----	----

31. If NO, if offered such an opportunity, would you accept it?

YES	NO
-----	----

32. My negative attitude in teaching is affected by the size of my salary?

YES	NO
-----	----

#### 4. STRESS SUPPORT

Respond by marking with x to choose the correct answer:

- Agree
- Strongly Agree
- Disagree
- Strongly Disagree

33. Effort are made at your school to help teachers to cope with stress – related problems.

1	2	3	4
---	---	---	---

34. You join teachers stress support groups to assist in solving stress – related problems.

1	2	3	4
---	---	---	---

35. Your teacher training course has helped you to cope with teacher stress.

1	2	3	4
---	---	---	---

36. You regularly attempted to identify and recognize the source of your stress.

1	2	3	4
---	---	---	---

37. When you are stressed up, do you apply stress management techniques?

1	2	3	4
---	---	---	---

## 5. TIME AND OTHER PRESSURE

Mark with x to choose the correct answer.

1. No stress
2. Minor stress
3. Reasonable stress
4. Major stress

## 6. How stressful do you find the following.

38. My preparation, teaching and marking loads are very time consuming.

1	2	3	4
---	---	---	---

39. I have to do school work at home to keep up with what is expected from me.

1	2	3	4
---	---	---	---

40. I regularly experience role conflict (Having to do different jobs within the school)

1	2	3	4
---	---	---	---

41. I regularly experience role ambiguity (Uncertainty about what I should be doing).

1	2	3	4
---	---	---	---

42. The demands of school activities put pressure at the end of school year.

1	2	3	4
---	---	---	---

43. Teaching offers limited promotion opportunities.

1	2	3	4
---	---	---	---

44. I experience low status in the community as a results of being a teacher.

1	2	3	4
---	---	---	---

## 7. ADMINISTRATION

Mark with x to choose the correct answer.

1. No stress
2. Minor stress
3. Reasonable stress
4. Major stress

How stressful due to you find the following:

45. Poor administration

1	2	3	4
---	---	---	---

46. Lack of essential teaching equipments

1	2	3	4
---	---	---	---

47. Preparing exam papers.

1	2	3	4
---	---	---	---

**7. THE NATURE OF WORK AND WORK LOAD**

- 1. Agree
- 2. Strongly agree
- 3. Disagree
- 3. Strongly

48. I enjoy my work at school.

1	2	3	4
---	---	---	---

49. I teach subjects I major in at college/tertiary.

1	2	3	4
---	---	---	---

50. in your school, do you get enough support from the parents.

1	2	3	4
---	---	---	---

51. Do you get enough support from the SGB for ill-discipline learners.

1	2	3	4
---	---	---	---

52. Did you get enough training in OBE/NCS?

YES	NO
-----	----

53. Have you diagnosed with stress related problem?

YES	NO
-----	----

54. Are you satisfied with the work you are doing?

YES	NO
-----	----

55. Do you feel insecure in your post?

YES	NO
-----	----

56. Have you been absent from school due to stress)

YES	NO
-----	----

**Mark with x to the correct answer.**

Less than a week

2 weeks

3 weeks

4 weeks +

**THANK YOU FOR YOUR COOPERATION AND CONTRIBUTION.**



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APPENDIX B

06 October 2009

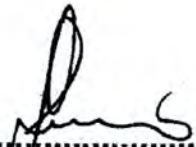
TO WHOM IT MAY CONCERN

**RE: PERMISSION TO CONDUCT A RESEARCH – STUDENT TR MOLETE**

This is to certify that **Ms Tshadi Reginah Molete** is a bonafide – registered student of this University doing Masters (MEd) in Guidance and Counselling at the Mafikeng Campus.

Ms Molete is yet to complete her course in Research work in Guidance & Counselling. We are requesting that she be allowed to do research in some of the Mafikeng schools in Botshabelo Cluster.

Should you need more information, please do not hesitate to contact us

  
 .....  
**Professor GP Louw**  
**Guidance & Counselling**

*To All principals.  
 A permission is hereby  
 granted to T.R. Molete  
 to conduct research in*

