

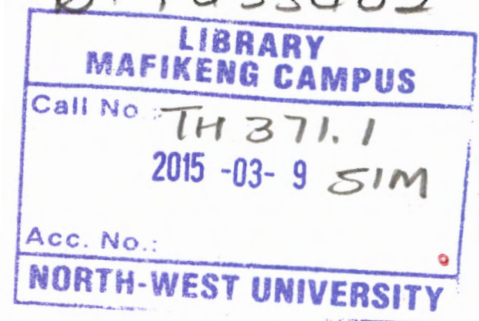


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**MANAGING OCCUPATIONAL STRESS AMONGST TEACHERS IN
SENIOR SECONDARY SCHOOLS IN THE NORTHERN REGION OF
BOTSWANA**

BY

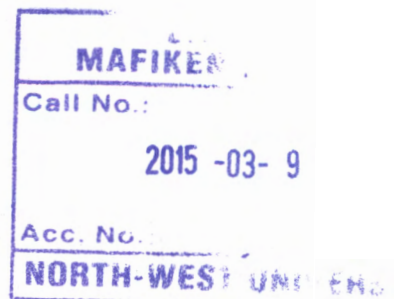


RENYELETSE MACHIBI SIMEON

**SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING IN THE
SCHOOL OF POST GRADUATE STUDIES AT NORTH WEST UNIVERSITY:
MAFIKENG CAMPUS**

SUPERVISOR: DR I.M.LOATE

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ABSTRACT

The focus of this research is managing occupational stress amongst teachers in senior secondary schools in the Northern Region of Botswana. Its main aim was to investigate how teachers manage their occupational stress in the Northern Region of Botswana.

The study was conducted through the parameters of the relevant literature review to determine the causes, effects and stress management strategies of occupational stress amongst teachers.

The study looked at causes, effects and stress management strategies of occupational stress amongst teachers. Based on this study, the study concludes that despite the causes and effects of occupational stress amongst teachers, teachers employ stress management strategies to manage occupational stress.

DEDICATION

“I will always do whatever I can for you to achieve whatever you want.” This is strictly for my mother Eva Simeon.

TABLE OF CONTENT

PAGES

Acknowledgement	i
Abstract	ii
Dedication	iii

CHAPTER 1: PROBLEM ORIENTATION

1	Introduction	1
1.1	Background to the study	1
1.2	Statement of the problem	2
1.3	Objectives of the study	2
1.4	Research questions	2
1.5	Significance of the study	3
1.6	Research ethics	3
1.9	Definition of terms	4
1.10	Delimitation of study	6
1.11	Triangulation	6
1.12	Conclusion	6

CHAPTER 2:	LITERATURE REVIEW:	7
2.1	Introduction	7
2.2	Conceptual framework	7
2.3	Organisational stress	8
2.4	Causes of occupational stress amongst teachers	8
2.5	Effects of occupational stress amongst teachers	12
2.6	Managing occupational stress amongst teachers	19
2.7	Organisational approaches in dealing with occupational stress	23
2.8	Linking causes with management strategies	28
2.9	Conclusion	29
 CHAPTER 3:	 RESEARCH DESIGN AND METHODOLOGY	 30
3.1	Introduction	30
3.2	The objective of the Study	30
3.3	Population	30
3.4	Research design	31
3.5	Data instruments	32
3.6	Piloting and pre-testing the instruments	33
3.7	Reliability and validity	42
3.8	Triangulation	43
3.9	Target population	43
3.10	Ethical considerations	43
3.11	Conclusion	44

CHAPTER 4:	DATA ANALYSIS AND INTERPRETATION	45
4.1	Introduction	45
4.2	Biographical data: summary	46
4.3	Causes of occupational stress amongst teachers	48
4.4	Effects of occupational stress amongst teachers	54
4.5	Strategies of managing occupational stress amongst teachers	61
4.6	Linking causes with stress management strategies	66
4.7	Interview	72
4.8	Conclusion	87
 CHAPTER 5	 SUMMARY AND CONCLUSION	 88
5.1	Introduction	88
5.2	Statement of the problem	88
5.3	Aim of the study	88
5.4	Chapter 2	88
5.5	Chapter 3	90
5.6	Chapter 4	90
5.7	Chapter 5	90
5.8	Recommendations	92
5.9	Conclusion	93

References

APPENDICES:

Appendix A : Questionnaire

Appendix B : Consent form

Appendix C : Interview schedule

Appendix D : Letter from Northwest University: School of Postgraduate
Studies Education

Appendix E : Letter from the North Region : Secondary Department

LIST OF TABLES	PAGES
1. Biographical data	46
2. Causes of occupational stress amongst teachers	48
3. Effects of occupational stress amongst teachers	54
4. Summary of respondents according to how they manage occupational stress	61
5. Summary of respondents according to how the causes linked with stress managements strategies	66
4.7.1.1 Summary of causes amongst teachers	73
4.7.2.1 Summary of effects of occupational stress amongst teachers	78
4.7.3.1 Summary of respondents according to stress management strategies linked with the above mentioned causes.	81

CHAPTER 1: PROBLEM ORIENTATION

1. Introduction

When the demand of the work is higher than the management capacity, teachers experience occupational stress. It constitutes a threat to teachers' self esteem and wellbeing. It can be emotional, physical and behavioural.

1.1 Background to the study

Occupational stress amongst teachers is not a new phenomenon. Teaching has always been particularly a stressful occupation. Occupational stress amongst teachers is associated with reduced productivity, work turnover, and impaired teacher health and well-being. Occupational stress amongst teachers is linked with physical ill-health, mental ill-health and reduced teacher commitment and effectiveness (Bourke & Smith, 2006:1).

Factors including staff shortages, disruptive pupils, financial problems, and anxieties over school inspections often dominated occupational stress amongst teachers. Several teachers have won large sums of money in compensation for stress at work following high court cases and there had been instances where teachers have taken their own lives apparently because the pressure proved to be too much (Moore, 2006[on -line]).

Changes and implementation of new Performance Management System (PMS) cause occupational stress amongst teachers in Botswana. It requires that teachers indicate their daily teaching load, including additional duties they perform, put in objective form and supported by evidence of how their objectives are achieved. All these changes have been introduced to meet the aims of vision 2016. By the year 2016, Botswana aspires to have a system of quality education that is able to adapt to the changing needs of the country as dictated by global changes. The improvements in the relevance, quality, and the access to the education, lie at the core of the vision for the future (Towards Prosperity For All, 1997:5). Teachers receive no training in change management. Change, if rapid and continual, as has been the case in Botswana over the last decade, obviously becomes a major occupational stress for teachers (Dunham & Varma, 1998: 29).

In Botswana, poor relations with supervisors are potent sources of occupational stress amongst teachers, because supervisors can promote or withhold promotion of their subordinates. Unavoidable conflicts have great contribution towards occupational stress amongst teachers. These conflicts come as a result of partly ineffective leadership and partly as a result of personality clashes (Stress-management – Botswana, 2000:8).

1.2 Statement of the problem

Managing occupational stress amongst teachers is rapidly becoming a major issue in schools. It is viewed as a stabilizing factor that helps teachers to maintain psycho-social adaptation during stressful periods. Because occupational stress is a reality in the schools, the problem of the study is to find out:

-how teachers manage the occupational stress, and whether their stress management strategies are appropriate, when linked with the causes of their occupational stress.

1.3 Objectives of the study

The main objective of the study was to investigate how teachers manage their occupational stress in the Northern Region of Botswana. The study investigated:

- factors that cause occupational stress amongst teachers.
- the effects of occupational stress on teachers' well-being.
- stress management strategies used by teachers to manage occupational stress.
- linked causes of occupational stress with stress management strategies.

1.4 Research questions

The main research question was: *How do teachers manage their occupational stress in the Northern region of Botswana?*

The study answered the following research questions:

- Which factors cause occupational stress amongst teachers?
- How do these factors affect teachers' well-being?

- Which stress management strategies do teachers use in dealing with occupational stress?
- How do teachers link causes of occupational stress with stress management strategies?

1.5 Significance of the study

The findings of the research were expected to shed light on how teachers manage their occupational stress, and whether their stress management strategies link with their causes. This would give educationists and teachers the opportunity to reflect on teacher stress.

1.6 Research ethics

The researcher informed the respondents beforehand about the purpose of the research. Emphasis was based on accurate and complete information so that respondents fully comprehend to the investigation and consequently made a voluntarily and thoroughly reasoned decision about their possible participation. Such information offered the respondents the opportunity to withdraw from the investigation if they wish. The researcher safeguarded the privacy and identity of respondents by asking them not to write their names on questionnaires, not to mention their names and the names of their schools during interviews (Strydom, Fouche & Delport, 2000:5).

1.6.1 Permission

The researcher sought permission to conduct the research from the Ministry of Education; the Chief Education Officer of the senior secondary schools in the Northern Region, permission was also sought from School Heads of the schools in which the research was conducted. Schools were presented with a letter from the School of Postgraduate studies from the North West University which allowed the researcher to carry a research.

1.7 Definition of terms

1.7.1 Stress

Stress results from the perception that the demands exceed one's perception than capacity to cope. It is the reaction people have to excessive pressures or other types of demands placed upon them (Kyriacou, 1987: 146). Dubrin (2001: 300) defines stress as "*an adaptive response that is the consequence of any action, situation, to an event that places special demands on a person. Stress refers to a reaction to the situation, not the situation or force itself.*" Stress is caused by factors known as stressors (Okumbe, 2000: 193). A stressor is a feeling or emotion that causes stress. An external stressor is something outside a person that causes stress (Travers & Cooper, 1996:31).

In this study stress is a process of behavioural, emotional, mental and physical reactions caused by prolonged, increasing or new pressures which are significantly greater than coping mechanisms (Dunham, 1992:3). It is a negative response to the interpretation of a situation perceived as challenging or threatening to teachers. It is the reaction to a situation. It is often the result of mismatch between challenges experienced by teachers and belief in the ability to manage them. Stress is the consequence of a dynamic relationship between a teacher and the environment, it is often expressed as the response to something that happens to a teacher, that involves ambiguity or uncertainty.

Teachers' responses to stress may be positive or negative depending on the type of demands placed on them, the amount of control they have over the situation, the amount of support they receive and the teachers' responses towards the situation (Capel, 1987: 279).

1.7.1.2 Eustress

Fortunately, not all stress is negative, some stress is positive (Lazarus, 1993: 23). Positive stress is referred to as eustress (Payne & Furnham, 1990: 142). Eustress has its origin in the (greek word-"eu", which means good (Rogers, 1996: 29). Because not all stress is damaging, moderate levels of stress are beneficial in life. Eustress promotes growth and prompt feelings of excitement and urges one to be creative (Booth, 1988: 1071 & Cochrane, 1988: 6).

1.7.1.3 Distress

When teachers' needs, feelings, hopes, intentions and beliefs are not fulfilled in the environment or organisation, teachers experience distress. Unpleasant stressors cause distress. Distress has a negative effect because it damages teachers' well-being and leads to teachers' malfunctioning in organisations in which they are employed (Lazarus, 1993: 23).

Distress is a focal point in this study as it eventually generates causes of occupational stress amongst teachers which then have negative effects on teachers. Therefore management strategies of occupational stress have to be employed by teachers to help cope with occupational stress (Kyriacou, 1987: 149).

1.7.1.4 Teacher stress

Teacher stress is a state of negative experience by teachers which arises when the demand of teaching exceeds the teachers' coping capacity (Kyriacou, 2003: 192) defines teacher stress as “ *the experience by a teacher of unpleasant negative emotions , such as anger, frustration, anxiety, depression and nervousness, resulting from aspect of their work*). Teacher stress results when teachers perceive that there are too many demands which are placed on them which makes it difficult to meet the demands required (Martin, 1989: 30).

In this study, teacher stress has been used to explain the teachers' perception of threat of work demands which could be self-imposed or imposed by others (Kyriacou, 1987: 146).

1.7.1.5 Occupational stress

Occupational stress is the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the workers. Occupational stress can lead to poor health (Garfield, 2008[on -line]).

When the stressors of the workplace exceed the teacher's ability to cope with their job demands, occupational stress takes place (Everard & Morris, 1996:114).

This study investigated factors in the teaching profession which generates occupational stress amongst teachers and suggested appropriate stress management strategies (Capel, 1987:279).

1.8 Delimitation of study

The study was conducted in five (5) senior secondary schools in the Northern Region of Botswana. Out of seven (7) senior secondary schools, five (5) senior secondary schools were used because five schools is a representative sample, as they form 70% of the population of this study.

1.9 Triangulation

Triangulation is the use of two or more methods of data collection in a study. The use of multiple methods, data collection strategies assisted the researcher to obtain a more complete picture of what is being studied and to cross-check information. When two or more methods are being used, in such a way the weakness of one is compensated by the strength of another (Arsenault & Anderson, 1999:131).

In this study, the questionnaire and the interview instruments of data collection were used.

1.10 Conclusion

A brief orientation to the study was provided, outlining the problem to be investigated, and formulating the objectives of the study. The major objective of the study was to investigate the causes of occupational stress amongst teachers in senior secondary schools in the Northern Region of Botswana.

CHAPTER 2

2.0 LITERATURE REVIEW: OCCUPATIONAL STRESS AMONGST TEACHERS

2.1 Introduction

The purpose of literature review in this study is to determine occupational stress management strategies employed by teachers in managing their stress. In order to give the reader an overview of occupational stress amongst teachers, the researcher started by explaining the concept stress, followed by its causes. In order to check whether their stress management strategies are appropriate, the need to explore causes and effects of their occupational stress became apparent.

2.2 Theoretical framework

2.2.1 Constructivism

Within the category of stress management is cognitive restructuring modification. The aim is to help the teachers gain control over their reaction to a stressor, by modifying maladaptive patterns of thinking and the faulty premises, beliefs and assumptions which underlie their cognitions (Peel, 1993:144-150).

The rationale of cognitive strategies in managing occupational stress amongst teachers (Brock & Graddy, 2001:49) is to reappraise, re-learn, or re-label the way a situation is perceived by logic and thinking, rather than by emotional reactions that have been ingrained by past habits (Atkinson, 1990: 573-574). Reappraisal or restructuring often focuses on removing cognitive distortions such as over-generalisation, magnifying and personalisation. Cognitive restructuring skills include changing the way one perceives and defines stressful events, personal beliefs, expectations, internal conversations and evaluations one has about the pressures that one encounters (Atkinson, 1990 :574). Occupational stress management strategies amongst teachers include; active cognitive strategies, which involve problem appraisal, talking about the source of occupational stress amongst teachers and seeking more information.

2.3 Stress

Occupational stress in the organisation threatens the freedom, autonomy and identity of teachers working in that organisation. This implies that the organisational practices at the teacher's occupation are clashing with the teachers' principles and convictions (Dunham, 1995:56).

Teachers perceive the culture, custom and climate of the organisation as important in the understanding of the potential sources of occupational which take place in an organisation. Occupational stress factors identified within this category mainly focus on the amount of involvement or participation on the part of subordinates in the organisations' activities (Smith & Bourke, 1991[on -line]).

Restrictions of opportunity to participate in decision-making results in increased depression, exhaustion, illness rates and pill consumption. Poor organisational climate is a significant predictor of low-mental well-being amongst teachers in an organisation (Brock & Graddy, 2001:16).

2.4 Causes of teacher occupational stress

(a) Interpersonal relationships

Interpersonal stressors include professional relationships with superiors and subordinates (Johnson,2005:388).Interpersonal stressors involve people whose sound relationships between members of a work group are considered a central factor in the smooth running of an organisation. Mistrust leads to inadequate interpersonal communication between teachers in the organisation. These unsound relationships could include poor staff relations or friction among faculty members (Keinan & Perlberg 1987: 195).

Both formal and informal groups in an organization put considerable pressure on an individual to conform to group norms, which may concern production rates, status and style of relationships (Kyriacou, 2000: 135).

(b) Autocratic leadership

Autocratic leadership style is a potential source of occupational stress for teachers in the organization (Luthans, 2000: 60) because of the authoritarian style of leader. Such leaders are less likely to appreciate that feedback or performance and recognition for effort are also beneficial to the superior- subordinate relationship. Leaders vary in their styles from authoritarian to democratic to laissez-faire (Blase, 2003: 30). Inconsiderate behaviour on the part of the leaders of an organisation contributes significantly to feelings of work pressure.

(c) Work overload

The workload of teachers is too much because of class preparations, assignments to be marked, as well as meetings with parents. Teachers find their workload excessive, they find the uneven distribution of school duties stressful, and marking contributes substantially to their workload. School meetings and paper work often extend far beyond the school day (Brock & Grady, 2001: 12).

(d) Poor salaries

Teachers are poorly paid as such this generates occupational stress. High shortage of trained teachers is due to poor salary conditions (Dunham, 1995:131).

(e) Shortage of accommodation (housing)

There is a high shortage of accommodation amongst teachers and this stresses them. The majority of teachers share houses, and others rent houses outside the work place (Charakupa, Odharo & Rathedi, 1996: 81).

(f) Working overtime

Working long hours is a major source of occupational stress for teachers. Teachers have excessive loads of marking, preparing and assessing students work. Teachers have long hours of working up to late hours (Dunham & Varma, 1998: 9).

Working hours are long due to additional paperwork. The burden of work expressed in the form of time spent during school work in the evenings and on weekends stress teachers. Within the school, work continues throughout during the time teachers spend on the premises (Moore, 2006[on- line]).

(g) Lack of opportunities for promotion

A lot of worry is linked to teacher's chances of promotion. Their chances of promotion are scarce. Most teachers spend a very long time in the teaching profession without being promoted, some even retire without promotion, and therefore they develop occupational stress (Dunham & Varma, 1998: 7-8).

- **Over-promotion**

Over-promotion is when a teacher with no experience and relevant qualifications, is being promoted to a post he does not deserve. Such a teacher undergoes a lot of occupational stress, because the teacher will find it very difficult, if not impossible to deal with the demands of their work (Dunham, 1995: 133).

- **Under-promotion**

Under- promotion involves teachers who stay for too long in one rank without being promoted, when such a teacher deserves promotion. This lowers the morale of teachers. It is even worse if the situation is caused by lack of promotional opportunities (Fisher, 1987:13).

(h) Lack of resources

Unsuitable buildings and inadequate resources like staffroom facilities, furniture and teaching material is a major source of occupational stress amongst teachers (Verwey & Colliers, 2003:244).

(i) Rapid curriculum changes

The school curriculum continually changes, including the inclusion of additional subjects like the teaching of Guidance and Counselling. Also the introduction of new teaching methods

compounds the problem. These changes may be imposed so fast that teachers find themselves having to quickly give up ways of working that they were used to and were successful, in order to replace these with other ways of working that they may be unclear about and ill prepared for. The changes can sometimes be introduced in a way that strongly condemns the previous practice as out of date or ineffective (Gold & Roth, 1993:18).

Teachers can thus find themselves trapped between criticisms of previous practice on the one hand, and uncertainty about their ability to implement the new practice that is now demanded, which requires teachers to assimilate proposed changes, examine their current practice in the light of new requirements and modify it. This is supported by (Kyriacou, 2000:27-28) when he states that; *“Teachers are particularly vulnerable to experiencing stress when they have to change their practice....”*

Changes in the curriculum make it very difficult to meet the demands emanating from curriculum change in schools (Beechey, McCormick & Aryres 2005:55).

(j) High failure rate amongst students

Teaching mixed ability students who have different problems contribute to high failure rate amongst students (Brock & Graddy, 2001:49).

(k) Poor relationships between supervisors and colleagues

Difficulties experienced in achieving effective communication between supervisors and colleagues is a significant source of occupational stress amongst teachers, and a cause of poor human relations with supervisors and colleagues (Dunham & Varma, 1998:48).

(l) Discipline problems

Pupils who have discipline problems threaten teachers' well-being in the classroom and reduce the teachers' status with other teachers, administrators, parents and the community thus causes occupational stress (Bachkirora, 2006:2). Pupils display disruptive behaviour, misbehave during lessons and are difficult to motivate in order for them to develop interest in their schoolwork.

(m) Self- esteem and status of the profession

The highest level of teacher stress was found to be that arising from lack of recognition where teachers reported a moderately high level of occupational stress (Smith & Brock, 2006:14). Major issues influencing resignation decisions amongst teachers include inadequate growth, potential lack of status and respect, lack of rewards and minimum autonomy. Teachers' professional worth is not recognised, thus teachers become vulnerable to occupational stress (Blasé, 2003:20).

(n) Role related stressors

- **Role ambiguity**

Role ambiguity is when teachers feel that the tasks which make up a particular role and the level of performance is unclear (Dubrin, 2001: 306). Role ambiguity arises when the teachers do not know what their job description entails, their performance standards, job objectives and means of meeting the standards. Role ambiguity increases within job levels and responsibilities (Okumbe, 2000: 193).

- **Role conflict**

Teachers experience role conflict when inappropriate and inconsistent demands are placed on them as a result they do not reconcile inconsistencies hence experience role conflict (Joseph, 2000: 39).

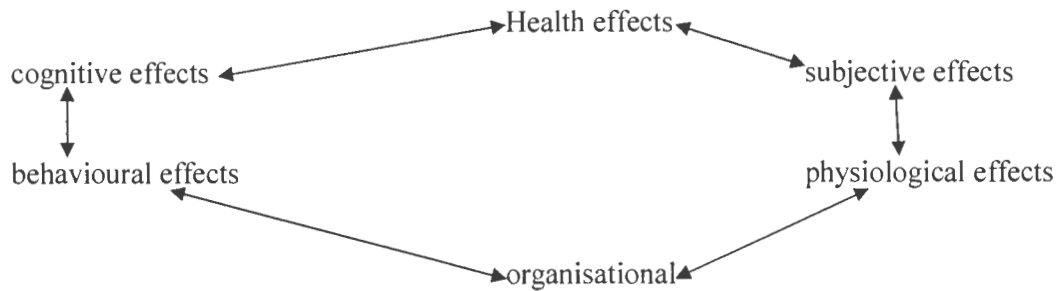
The research therefore attempted to identify occupational stress causes among teachers in five selected schools.

2.5 The effects of occupational stress amongst teachers

Occupational stress poses a threat to the health of teachers. This stress has long been associated with the onset of significant physical and mental health problems. In the organisational environment, occupational stress has been implicated in the deterioration of performance efficiency, by both managers and subordinates (Verwey, 2003: 248).

Occupational stress affects teachers behaviourally, physically, emotionally /psychologically and mentally. It has a variety of manifestations (Atkinson, 1990: 559-560) refers to the diagram below:

Diagram 1: Effects of occupational stress on teachers.



When an individual is under constant pressure, his homeostatic mechanism, which maintains balance between the body and mind, collapses. This leads to physiological and/ or psychosomatic disorders wherein it is believed emotion plays an important role (Terril, 1993: 141).

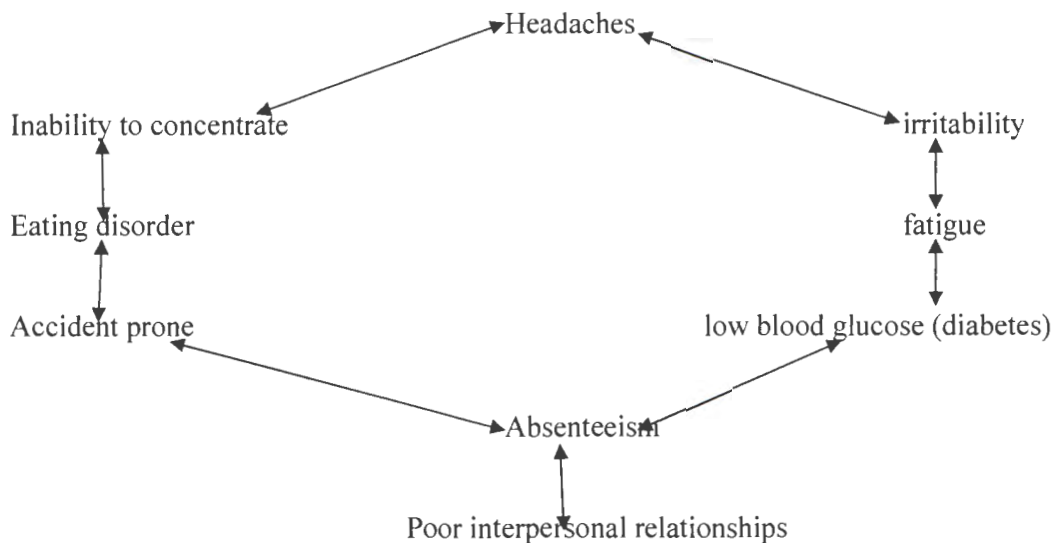
Most standard medical texts books attribute anywhere from 50 to 60 percent of all diseases to stress –related origins. Indeed, tension disorders are more common than the common cold, and they constitute unique problems for many professional fields (Blasé, 2003: 209).

Implicit in the contemporary approach to understanding the manifestation of occupational stress amongst teachers are the assumption that stress is a subjective experience (Cole & Walker, 1989: 117) and that the outcomes or symptoms of distress may be physical, psychological and behavioural (Evans, 1998: 34).

The interactive nature of the symptoms of occupational stress is complete because little is known about the temporal sequencing of the effects of stress, and the relationship that exists between the variables involved, hence the diagram (2) which attempts to illustrate the interactive nature of stress symptoms (Kyriacou, 1987: 147) illustrates a possible situation that might exist, which suggests that the impact of occupational stress on teachers might also be cumulative.

A diagram illustrating the interactive nature of stress symptoms is as follows: (Diagram number 2 (Dunham: 1993: 143).

Diagram 2: The interactive nature of stress symptoms



2.5.1 Stress and health problems

Occupational stress amongst teachers may have direct psycho- physiological effects which affect health (Dunham, 1998: 59). Negative stress manifests itself in psychological and physiological disorder (Burns, 2000: 1: 2). Teachers' differences in perceptions of and reactions of occupational stress results in a wide variety and intensity of physical symptoms like headaches, diabetes, fatigue, hypertension, chest and back pain, ulcers, stomach problems for example gastro intestinal upsets, such as diarrhea or constipation, muscle aches and pains, spastic colon, asthma, immune system dysfunction, musculoskeletal disorders, stroke, rashes, chronic mild illness and even infectious diseases (Kyriacou, 2000: 20). Physiological manifestations also include heart disease, psychosomatic illness and depleted energy reserves (Dunham & Varma, 1998: 59).

More serious complications such as high blood pressure, cardiovascular difficulties, ulcers, chronic depression (Dunham, 1992: 5) may require immediate, and often prolonged medical attention. If it is not possible to remove the source of occupational stress amongst teachers or escape from the experience of threat, teachers may resort to the use of palliatives (Booth, 1988: 1019).

2.5.2 Behavioural inconsistencies

Changes in behaviour that accompany exposure to occupational stress, include impulsive behaviour, excessive sick leave or absenteeism, lack of patience or sympathy with colleague, irritability, arriving late at work, leaving early from work or loss of interest in appearance, overeating or loss of appetite, smoking, alcohol and drug abuse, domestic violence, sleeping disorders, sleeping difficulties, reduced ability to concentrate or make decisions, emotional outbursts, increased aggression, suicidal behaviour, feeling powerless, isolation from co-workers, and burnout (Long: 1995: 25).

Behavioural problems such as appetite disorders, excessive smoking and alcohol or drug abuse, violence or inability to sleep, possible displays of withdrawal symptoms (i.e. absence and resignations from the profession) pose serious manifestations to occupational stress amongst teachers (Towner, 1998: 31).

(a) Resignation

The increase in withdrawal behaviours and intolerably stressful situations contribute to a rise in the number of early retirements by teachers (Brock & Graddy, 2001: 19).

(b) Demotivation

The deteriorating morale of teachers is a reflection of the stressful conditions of work and the disappointments they experience because of unmet expectations (Dunham: 1998: 143).

(c) Loss of interest

An impaired quality of classroom teaching occurs as teachers lose interest in their job and go through emotions with minimal enthusiasm (Gaziel, 1993: 143).

(d) Drop in work performance

High levels of occupational stress amongst teachers cause a marked drop in work performance. Stress reduces brain functions as memory, concentration and learning, all of which are central to effective performance at work. Teachers engage in activities which not

only divert their energies from work performance, but also become unproductive and hence are stressed. This leaves very little energy for work performance. This indicates that occupational stress affects the performance of teachers (Okumbe, 2000: 197).

(e) Turnover and absenteeism

There is an increase in such withdrawal behaviours as absenteeism and turnover. Turnover and absenteeism result in lowered productivity in the teaching profession (Brock & Graddy, 2001: 19).

2.5.3 Psychological imbalances

Psychological consequences of occupational stress on teachers include:

anxiety, boredom, low self-esteem forgetfulness, depression, anger, apathy, worry, irritability, fear, dissatisfaction and frustration (Daniel, 2008: 12).

(a)Anxiety

Anxiety in emotional life is like pain, in physical life. It is an indication that things are not right with the functioning of ones' body (Romano, 1992: 50) postulates that emotional problems manifest themselves through frustration, anger, anxiety and fear. Anxiety is an essential component of life because it warns an individual of the danger points in life, however too much anxiety has damaging effects on teachers (Ivancevich,1999: 80) and Atkinson, 1990: 560 -561).This includes lack of sleep, nightmares, or even a feeling of choking. Some people may even think that they are physically ill. Anxiety can be associated to loss of confidence, feelings of inadequacy, confusion in thinking and sometimes panic. In severe cases, anxiety can lead to the psychomasomatic symptoms of the nervous rash, twitchy eye, loss of the voice and weight, in prolonged cases a nervous breakdown may result (Convener & Draper, 2006: 1).

(b) Depression

Depression entails feeling very low and tired. This leads to a person spending most of the time awake – at night. There are two types of depression:

An environment hazard like losing a loved one, may cause an individual to be depressed. In this instance a person has concrete evidence of why he is depressed (Capel, 1987: 280).

A person is undergoing internal conflict, which is characterized by swaying moods. This may lead such a person feeling low- spirited, and may ultimately cause that person to commit suicide (Johnson, 2005: 10). Occupational stress amongst teachers has both short-term and long-term effects (Gold & Roth). Short term effects include increased blood pressure and rapid heart rate. Long-term effects manifest themselves through job dissatisfaction and burnout (Towner, 1998: 31). Mental effects can have a greater impact on workplace, since they do not necessarily indicate to those experiencing them that they need help. Teachers may be unaware of, or unable to face up to, their changed state of well-being and often insist that they are fine yet they can do untold damage to interpersonal relations, to effectiveness and efficiency (Towner, 1998: 31).

(c) Burnout

Burnout refers to a lack of commitment to one's job (Capel, 1987: 279) defines burnout as *a reaction to job -related stress that varies in nature with the intensity and duration of stress itself.*" This means that prolonged occupational stress at work leads to burnout (Okumbe, 2000: 196 and Jenkins & Calhoun, 1991: 62). Therefore burnout is significantly associated with higher levels of occupational stress amongst teachers. Burnout has been identified as one type of chronic response to the cumulative, long-term negative impact of work stresses. The three most common symptoms of burnout have been identified as emotional exhaustion and low personal accomplishment (Capel, 1987: 279).

Teachers suffering burnout appear overwhelmed, exhausted, cynical, irritable and withdrawn. Stress and fatigue result in lessened productivity, diminished capacity to handle problems and feelings of inadequacy. Work performance suffers, and students' needs are neglected. Some bitter and resentful teachers leave teaching (Brock & Grady, 2001: 16). Burnt-out teachers give significantly less information, less praise, less acceptance of their students' ideas and

interact less frequently with them (Capel, 1987: 279-280). Thus occupational stress and burnout have a negative impact on teachers and the pupils they teach.

Burnout involves the following:

- It is individuals who are committed to their work, who eventually become victims of burnout (Harvey & Taylor, 1983: 24) because organisations in which they work do not appreciate their input.
- Staying for too long in a job to a point where the job becomes so boring, leads to burnout (Gregson, 2000: 274).
- Worse still, workers become emotionally detached from their jobs, and this may go to an extent that such individuals quit their jobs (Capel, 1987: 279).

Burnout has attracted attention because:

- Most active hours of an individual are spent at work.
- Job goals affect an individual's self-esteem. Once job goals have been attained, an individual's self-image is boosted. On the contrary, when job goals have not been achieved, an individual's self-esteem is lowered (Blase, 2003: 24).
- Burnout lowers productivity at work (Beard, 1990: 110) because the zeal that teachers have in order to be productive disappears. Such teachers lose commitment to their work (Fisher, 1987: 17).

Many organisations cannot afford decreased performance. Moreso, for the last fifteen years, mental health problems have come out clearly as the main cause for absenteeism. To sum up, (Duke, 1997: 4) postulates the following about burnout in the school situation:

"....it is recognised as a real source of physical and mental illness and harmful to the successful functioning of the school. It is a problem that needs to be addressed in an honest and open fashion by principals and the top management of schools." (Okumbe, 2000: 196).

(d) Displacement

More often than not, teachers lash out aggressively at others who had nothing to do with their frustration, apparently because they cannot vent their anger at the real source of their frustration (Weiten, 1992: 477). For example, a subordinate may be feeling angry with their superior but afraid to face them. Rather than strike at the superior, he may strike at their partner at home. This study investigated the effects of occupational stress on teachers' wellbeing in the five selected schools.

2.6 Managing occupational stress amongst teachers

To manage occupational stress effectively it is important to identify the causes and effects. Hence this study dealt much into those two factors in order to establish the basis to identify managing factors.

There is a growing realisation amongst teachers that managing occupational stress refers to efforts to master conditions of harm, threat, or challenge when a routine or automatic response is not readily available (Gaziel, 1993: 67). It is important to take both personal and organisational factors in any consideration of teacher stress and its management.

A pressing need for employing appropriate stress management strategies is apparent: tension disorders which always present amongst teachers indicate that teachers do not have the necessary coping mechanisms (Capel, 1987: 279).

The first important step in managing occupational stress is to recognise the need to deal with occupational stress. Teachers must learn ways to deal with occupational stress and, hopefully become more effective at coping with strain and pressures of their work place.

Organisations are therefore, charged with the task of addressing stress management strategies of occupational stress amongst teachers in dealing with stressful situations at work.

- (i) This will include the importance of understanding the demanding situation the teachers in an organisation are faced with and
- (ii) how the teachers react to those situations (Lazarus, 1993: 850).

Good working organisations can largely prevent occupational stress by ensuring that;

- There is access to appropriate leave when needed e.g. sick leave.
- The work environment is safe and comfortable.
- Health and safety hazards are eliminated, minimised or controlled Johnson, 2005[on-line].

2.6.1 Strategies for managing occupational stress amongst teachers

Strategies for managing occupational stress that are used by teachers include the following;

(a) Relaxation

“Relaxation is a valuable stress management technique that can soothe emotional turmoil and suppress problematic physiological arousal” (Weiten, 1992: 498). One way to relax is to do some relaxation exercises. The relaxation exercises play the role of slowing the heart rate and so making a person feel at ease (Joseph, 2000: 112). Successful relaxation results in enhanced feelings of well-being, peacefulness, a sense of control, and a reduction in tension and anxiety. Physiologically, this entails a decrease in blood pressure, respiration and heart rate.

(b) Physical fitness and exercise

Teachers who are fit, may be less psychologically reactive in stressful situations. Exercise is viewed as a coping mechanism which reduces the physiological consequences of stressful situations, alters mood states, in the short term, and personality traits like anxiety in the long-term (Romano, 1992: 5). Teachers need to exercise, swim, row, jump and run a marathon, these could help manage their occupational stress. Regular exercise helps to get rid of tension and anxiety. Studies have shown exercise provides a temporary release from stress. It assists the body and mind to recover from effects of stressors (Peel, 1993: 42).

(c) Communication

It is very important that teachers talk about the occupational stress that they encounter. Talking about their occupational stress will assist teachers to express their feelings. An important key to managing occupational stress is talking about it. A healthier way to deal with stress is to figure out what is causing the stress and then talk about it. An important part of successful managing occupational stress is keeping strong and healthy both physically and mentally (Gregson, 2000: 48).

(d) Releasing pent –up emotions

Occupational stress relief may also be through talking or writing about ones' feelings. Venting frustration and anger to an understanding person, friends or family member, is one of the most common means of venting steam (Weiten, 1992: 498). Talking to a relative and to a friend (Bowden, Thody & Gray, 2000: 116). Writing down one's thoughts can effectively reduce feelings of conflicts and anger (Grasha, 1987: 55). However expression of emotions should be done in a mature and socially accepted manner.

(e) Sleeping patterns

The brain needs rest to maintain its equilibrium, because without adequate rest and sleep, it cannot maintain the biochemical and electrical balances needed for effective functioning. Lack of sleep affects teachers negatively and such teachers may not cope effectively with tasks that have to be accomplished (Scott, 2007: 3).

(f) A proper diet that maintains body weight within medical guidelines

Poor nutritional habits should be avoided (Terril: 1993: 91-94). These wrong eating habits involve:

- (i) Obesity leading to increased heart disease, hypertension, stroke and back problems;
 - (ii) Heavy consumption of food that increase serum cholesterol; diets high in fats and low in fibre;
 - (iii) Wrong styles of consuming sugar, not sugar itself, quickening the onset of diabetes
- (Weiten, 1992: 490).

(g) Interpersonal skills

Teachers should learn necessary skills in interacting with other teachers like effective communication, active listening, teamwork (Gold & Roth 1993: 85). Teachers should develop and maintain good staff relationships. Managing occupational stress involves learning the skills necessary in interacting with other teachers like active listening and team work spirit (Beard, 1990: 114).

(h) Develop good time management skills

The most important thing teachers can do to minimise sources of occupational stress is to develop good time management skills. The essence of a teachers' work involves getting a wide series of tasks completed on time at an acceptable level of quality. Adequate time management skills are essential for all teachers.

Teachers need time and to make the transition an upward spiral. Teachers also need an extended period away from the school environment to regain their wealth. During this time teachers may need considerable advice and support to prevent too early a return to school (Woods & Carlyle, 2002: 155).

(i) Behaviour modification

Behaviour modification is also used to change or reduce inappropriate or exaggerated response to stress (Romano, 1992: 21) Techniques include role play, observation, self report and feedback. These can be effectively taught in group sessions. Working together against a common enemy or towards a common goal, keeps teachers together in that they close ranks. Strategies may take the form of:

- Career planning. Perhaps to establish more realistic goals or to confront the stressors that arise from home and work, for example problems associated with dual role played by women (Scott, 2007: 59).
- Active behavioural strategies involve confronting or attempting to change sources of occupational stress, and inactive behavioural strategies involves behaviour escape and avoidance of the source of occupational stress amongst teachers (Towner, 1998: 45).

(j) Anger management

This is an aspect of managing occupational stress. Anger is a symptom of stress. Training courses can convey anger management and stress reduction theory and ideas, and individual counselling for individuals to change and accept (Scott, 2007: 20).

2.7 Organisational approaches in dealing with occupational stress

Organisations should introduce stress management programmes in the work place. Such programmes should enable teachers to control their physical reactions, or put their problems in perspective. In so doing, teachers will develop healthier attitudes towards the pressures and urgencies of everyday life (Melchior, 2006: 85). It is very important for teachers to develop professional skills and understanding to identify sources of occupational stress and deal with the demands of being a teacher, and also utilise effective coping strategies and techniques. Teachers should be provided with stress management courses (Jarvis, 2002[on -line]).

The following training programmes as put forward by (Jarvis, 2002[on -line]) are discussed below:

(a) Assertiveness training

Provision of assertiveness training which is designed to provide teachers with knowledge of control over their activities. Being assertive is another skill that teachers need to develop. Being assertive means being able to communicate the wishes and feelings when decisions are made or when another person is considering their behaviour (Atkinson, 1990: 572).

These are management strategies which are employed by the organisation to manage occupational stress amongst teachers (Vecchio, 2000: 850). The rapid growth of interest in managing occupational stress amongst teachers has produced a variety of programmes which are designed to meet the needs of particular organisations (Kyriacou, 1987: 150).

There are many approaches managers and supervisors can take to deal with occupational stress amongst teachers. However any attempt made by management to institute a stress management programme would constitute the first step in the process.

The programme dealing with occupational stress amongst teachers include:

- acceptance of the stress
- learning to understand the meaning of occupational stress
- beginning to tackle the problem by identifying the major pressures at work
- Identifying and sharing the strategies used to cope with the pressures encountered in occupational stress amongst teachers (Dunham, 1998: 142).

Getting affected teachers to work together with union representatives is a key weapon in addressing occupational stress amongst teachers. Documenting the problem is an important first step. This includes teacher surveys, analysing existing employer data such as injury and illness, teachers' compensation data. Where management co-operation is viable, the union and affected teachers can join together in a process to identify occupational stressors and develop interventions that will reduce occupational stress amongst teachers. This can be done through management committees, training and education programmes (Brynien, 2008[online]).

Schools can also reduce occupational stress for their staff through the adoption of management practices, through conducting workshops and implementing them (Kyriacou, 1987: 150).

(b) Department and interdepartmental counselling

These interventions typically provide counselling and referrals for teacher problems. A teacher may seek help directly, may be referred by a medical personnel or attend at the suggestion of a boss or supervisor, who senses that problems existing are beyond the scope of a friendly chat at work (Kyriacou: 2000: 22).

Counselling of teachers as an occupational stress management strategy, involves a huge responsibility which requires well developed emotional literacy and ethical sensitivity. The work involves building bridges and mediation, necessitating the ability to see and interpret

behaviour and its effects on others, and a realisation that virtually any action may have ethical implications (Woods & Carlyle, 2000: 157).

Many organisations incorporated counselling into stress management programmes to cope with problems related to drug and alcohol abuse, work and career problems, as well as family issues. A counselling programme for teachers experiencing occupational distress produces a drop in absenteeism, anxiety and depression and sickness.

An effective organisational programme should meet the following criteria:

- (i) Clear, understandable, realistic, acceptable and measurable goals.
- (ii) A programme should provide both individual and organisational benefits (Noel, 1987: 20). The support and endorsement of top management is essential (Kearney & Turner, 1987: 205)
- (iii) Occupational stress management workshops should be introduced (Capel, 1987: 287). This could entail identifying areas that cause occupational stress amongst teachers so that occupational stress amongst teachers could be managed and eventually be minimised or reduced in an organisation.
- (vi) The focus should be on the acquisition of skills, attitudes and behaviours that can reduce levels of occupational stress amongst teachers.
- (v) Managing occupational stress amongst teachers avoids the pre-occupation with stress as a negative concept. A successful programme will emphasise the positive and seek to establish and maintain a healthy well-being. Organisations should ensure that employees are well versed in identifying and addressing symptoms of occupational stress escalates (Deventer, 2000: 55).

In order to successfully manage occupational stress amongst teachers the following stages should be followed:

Stage A: Recognise and analyse the problem: At the individual level it is possible to recognize the signs and causes of occupational stress and to manage these stressors. An individual educator should try to classify what he sees as intolerable behavior (Capel, 1987: 287).

Stage B: Generate alternative solutions. The first stage in dealing with common problems would ideally take the form of open forum \ discussion\ brains forming session, preferably led by an outsider such as a counsellor or educational psychologist. Alternatively, or as an extension to this, a planning team with educators own ranks could generate solutions and propose strategies which could be implemented by individual educators or the whole school (Joseph: 2000: 113).

Stage C: Implement the plans: use the educational psychologist for counselling, a full day workshop for staff on coping skills of occupational stress amongst teachers (Brock & Graddy, 2000, 22).

Stage D: Evaluate the activities. A more formal evaluation is possible. The outcome of a successful stress management workshop should be that the problems are seen in a better perspective (Deventer, Kruger, Van Der Merwe, Prinsloo & Steinmann 2003: 55).

(c) Provision of social support to teachers

Support of other people can make occupational stress amongst teachers more manageable (Lawson & Fuehrer, 1989: 16). Emotional social support within the school from colleagues and to some extent at home from ones' family or friends has been recognised as very important in coping with occupational stress amongst teachers (Kryciacou, 1987: 149). Social work support by the principal and peers play a major role in reducing occupational stress amongst teachers and subsequent burnout. Teachers who feel supported by their principals and peers in the work place are less likely to experience occupational stress. Psychological support is essential in order to mitigate this burgeoning mental health problem which is having a crippling effect on the profession and those within it (Brock & Graddy, 2000: 22) In support to this, Atkinson, 1990: 851) indicates that; *numerous studies indicate that people who have social ties live longer and are less apt to succumb to stress –related illness than are people who have few supportive social contacts.* ”

(d) Appraisal support

Appraisal support is a form of intervention programme to help teachers to put their problems in perspective. In so doing the teachers will be made aware of the links between occupational stress, illness and personal behaviour (Fullan, 1993: 55). This will encompass:

- Identification of work and personal stress.
- Identification of the impact of stress.
- Helping the teachers to recognise their strengths and weaknesses, in relation to behavioural style, personality and coping skills, this will afford their response to stress and outcomes (Jenkins, 1991: 113).

(e) Informational support

After putting the problem in perspective, the next step would be informational support, where the problem deals with resolving the problem, by attempting different strategies, until a more appropriate strategy is found (Lazarus, 1993: 251).

(f) Involvement of teachers in decision making

Teachers should come up with suggestions and solutions to occupational stress they encounter (Gaziel, 1993: 67). Teachers should be given opportunities to participate in decisions and actions affecting their occupation. Uncertainty about career development and security may be reduced (Daniel 2008: 4). School heads can help to establish opportunities for teachers to feel in control of their own action by involving them more in decision making on matters of concern for them (Woods & Carlye, 2002: 155).

(g) Developing effective communication skills

Effective communication is another critical step in managing of occupational stress amongst teachers. Communication includes listening by the managers, creating teams to deal with the organisational communication problem and mediation (Daniel, 2008: 4). There is a need for improved communication between management and subordinates (Beard, 1989: 330). There is also a need for improved climate of social support, better organisation and communication within the school.

(h) Development of effective staff programmes

Teachers need to be provided with more effective programmes like staff induction and professional development and more recognition of teachers' efforts need to be considered. Helping and supporting staff in their roles help manage occupational stress amongst teachers. (Kyriacou, 1987: 150).

(i) Improvement of working conditions of teachers

Occupational stress can be managed by improvement of working conditions of teachers and developing school curriculum management programmes that minimise and ensure that the sources of occupational stress within the school are in control (Brock & Graddy, 2001: 12).

2.8 Linking causes with management strategies

This section deals with causes of occupational stress amongst teachers and their management strategies, obtained from the literature.

Causes	Management strategies
(a) Work overloads	Workloads should be fair, distributed fairly and should have realistic targets. Managers should always ensure that the workloads are in line with the teachers' capabilities and resources (Daniel, 2008:4) Teachers should be involved in restructuring of their workloads (Woods & Carley: 2002: 155).
(b) Working overtime	Teachers should use work schedules (Fullan, 1993: 14).
(c) Role ambiguity	Teachers' roles and responsibilities should always be clearly defined. Teachers need to be given a clearer description of occupational tasks and expectations (Kyriacou, 1987: 150).

(d) Lack of resources	Adequate facilities need to be provided for teachers, for example; furniture, heating facilities, staffroom space and equipment suited for teaching various subjects (Johnson, 2005: [on -line]).
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Overall, it is necessary to view all the teachers in the organisation as people who have needs, personalities and commitments outside the confines of organisational life. Organisations should, therefore, begin to realise, that the performance efficiency, and satisfaction of the teachers, in their workplaces is linked with his or her total life.

Beard (1988: 330) sums it by citing criteria that organisations should fulfil in alleviating or reducing occupational stress levels amongst teachers working in the organisations:

- (i) Improved communication channels between management and subordinates.
- (ii) Providing guidelines for dealing with abuse, aggression and violence and other occupational stress related issues.

For organisations to function effectively, managing occupational stress strategies amongst teachers should be incorporated in those organisations. Teachers too, should be willing to manage their occupational stress. This study investigated the occupational strategies utilized by five selected schools to cope with occupational stress.

2.9 Conclusion

In this chapter, causes of occupational stress amongst teachers, effects of occupational stress amongst teachers and management strategies of occupational stress amongst teachers were discussed. The study revealed causes of occupational stress amongst teachers like poor salaries, lack of resources, role ambiguity, lack of opportunities for promotion and others. It also revealed effects of occupational stress amongst teachers like, resignation, loss of interest on the job, low work performance, demotivation and others, stress and health problems, for example ulcers, high blood pressure, diabetes, headaches and others, psychological imbalances like anxiety, burnout and depression .

It also analysed management strategies of occupational stress amongst teachers that can be employed to manage the occupational stress amongst teachers like relaxation, physical fitness and others, organisational management strategies like appraisal support, informational

support and others. It further revealed management strategies which link with causes of occupational stress, for example work overloads: that work loads should be distributed fairly. The foregoing literature discussions therefore provided the point of departure for this research.

CHAPTER 3

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter is a discussion of the research design and the procedure of data collection. It specifies the population of the study, and the sampling techniques employed and how the data collection instruments, a questionnaire and an interview were used in this study.

3.2 The objective of the study

The objective of the study was to investigate how teachers manage their occupational stress in senior secondary schools in the Northern Region of Botswana.

3.3 Population

Five (5) senior secondary schools in the Northern Region of Botswana consisting of four hundred and twenty teachers (420) were used.

3.3.1 Sampling procedures

Sampling is choosing the portion of the target population for the research, rather than studying the entire target population. The researcher used random sampling in this study. Random sampling involves selecting at random from a list of the population the required number of subjects of the sample. According to (Lapan & de Marrais, 2004: 243) random sampling is used in cases where large groups are being surveyed. The selection of the sample was based on what Bell (1999, 126) states that a random sampling will give each of the individuals concerned an equal chance of being selected.

3.3.1.1 Sampling procedure of the questionnaire

The researcher randomly selected the sample which enabled her to gain information from a large representative sample of respondents. The sample was used to select seventy -one (71%) of the respondents who took part in the research. Five schools were randomly selected

which consisted of four hundred and twenty (420) teachers. In each senior school there were eighty (80) teachers except one senior secondary school which has got one hundred (120) teachers because it is a double shift school (operating with some teachers teaching in the morning session, and others in the afternoon session). Two (2) schools were left out because five (5) schools is a representative sample.

3.3.1.2 Sampling procedure of the interview schedule

Random sampling was used to select teachers who took part in the interview. Five teachers from each school were randomly selected from those who attempted the questionnaire.

Teachers were interviewed in a group of five (5) in each group at their own convenient time (Blaxter, Hughes & Tights, Leedy & Ormond, 2005:146-148). The choice of a group interview for example five teachers in a group, creates a social environment in which group members are stimulated by the perceptions, opinions and ideas to increase the quality and richness of data from a more efficient strategy than one-on one interviewing (McMillan & Schumacher, 1989: 410).

3.4 Research design

According to (Blaxter, Hughes & Tight: 2000: 58-69) research design are the steps that researchers follow in order to complete their study from the beginning to the end. The steps which were followed in this study included construction of the questionnaire and the interview questions.

3.4.1 Qualitative approach

The qualitative approach employs an interpretative approach to data analysis. It collects rich data that reveals the perspectives and understanding of the research participants, it provides descriptive data (Gerlach & Bieger, 1996:35).

The researcher used questionnaires to collect data on causes, effects and stress management strategies of occupational stress, the researcher also used the MP3 in an interview for recording the views of respondents on causes, effects and stress management strategies of occupational stress. The qualitative approach includes the use of interview transcripts. It also

collects rich data that reveals the perspectives and understanding of the research participants, it provides descriptive data (Gerlach & Bieger, 1996: 35).

3.5 Data collecting instruments

The questionnaire and the interview were used to collect data.

3.5.1 The questionnaire

The questionnaire was also used because of its geographical coverage, it allowed respondents from all parts of the country to be reached (Teu, 2002: 203). The questionnaire is easy and quick to complete, it enabled the respondents to easily and quickly complete. It was also used because of its low costs in travelling expenses, the researcher did not spend much in travelling costs (Maroane, 2000: 60).

The questionnaire was used to collect information from teachers on:

- what causes their occupational stress.
- what effects occupational stress has on them.
- how they manage their occupational stress.

The questionnaire consisted of closed- ended and open-ended questions.

(a) Closed-ended questions

The close -ended questions are questions which allow the respondents to make a choice among the provided responses (options) for example circling a letter, checking list or numbering a preference will be used by the researcher to gather information from the teachers (Bell, 1999: 77).

The close – ended questions were used to obtain information from teachers on:

- causes of their occupational stress.
- effects of their occupational stress.
- managing their occupational stress.

(b) Open- ended questions

The open –ended questions are questions which allow complete freedom of responses from the respondents. The open – ended questions allow respondents to construct a response, also permit respondents an insight into reasons for responses (Gay & Mills, 2006: 420).

The open – ended questions were used to access information from teachers on:

- causes of their occupational stress.
- effects of their occupational stress.
- managing their occupational stress.

3.5.2 Content and format of the questionnaire(Appendix A)

The questionnaire was divided into five sections. Section A intended to gather biographical information about each respondent. This information is essential to give the reader a profile of the respondents. Section B gathered information on causes of occupational stress amongst teachers. Section C gathered information on effects of occupational stress amongst teachers, section D gathered information on strategies of managing occupational stress amongst teachers and section E gathered information on how the respondents link causes with stress management strategies.

3.6 Piloting and pre-testing the instruments

Piloting and pre-testing assisted the researcher to determine whether the interview and questionnaire items achieve the desired qualities of measurement and discrimination (Tuckman, 1999: 256). To ensure piloting and pre-testing of the methods of data collection, a group of ten teachers from one senior secondary school, who were not be part of questionnaire and interview participation was asked to complete the questionnaires and asked to answer questions from the interview schedule. Comments from this pilot group assisted the researcher to shape the final questions and rephrase them. A pilot test administers a questionnaire to a group of respondents who are part of the intended test population but who will not be part of the sample (Tuckman, 1999: 256).

3.6.1 Piloting and pre-testing the questionnaires

In order to ensure validity, ten teachers from one senior secondary school in the Northern region of Botswana were asked to complete the questionnaire. The importance of piloting and pre-testing instruments before administering them to respondents is to check clarity, possible ambiguities, flaws and possible misinterpretations of questionnaire items (Mertens, 1998: 87).

The initial draft was as follows:

Section A: Biographical information

Kindly answer the following questions by putting a cross (X) on the appropriate box.

1. Gender

Male

Female

2. Age

Below 25

26 - 30

31 - 35

36 - 40

41 - 45

46 - 50

Above 50

3. Rank

School Head

Deputy School Head

Head of Department

Senior Teacher

Teacher

Assistant teacher

4. Number of years in the teaching profession

0 - 5

6 - 10

11 - 15

16 - 20

20 and above

5. Highest qualification

Diploma

Honours degree

Masters degree

Others (specify)

6. Location of the school

Rural

Urban

Section B: Factors causing occupational stress amongst teachers

Respond to the following statements by selecting a column which appropriately express your views. (Key: SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

7. Work overload

8. Poor salaries

9. Shortage of accommodation (housing)

10. Working overtime

11. Autocratic leadership

12. Lack of opportunities for promotion

13. Lack of resources
14. Rapid curriculum change
15. High failure rate amongst students.
17. Poor relationships with supervisors and colleagues
18. Parents and pupils' attitude
19. Low status of the teaching profession
20. Role ambiguity
21. Mention other causes of occupational stress amongst teachers.

Section C: The Effects of occupational stress amongst teachers

N.B: Indicate by simply placing an "X" in the appropriate box.

22. Have you had the feeling of wanting to leave your work because of the occupational stress that you experienced?

23. Do you leave home early, just to get away from your work?

24. Are you unpunctual because of lack of enthusiasm?

25. Have you experienced the following illness (es) which may be attributed to occupational stress?

- (a) Increased high blood pressure
- (b) Ulcers
- (c) Depression
- (d) Sleeplessness
- (e) Skin problems
- (f) Headaches

26. Have you used the following temporary relievers of occupational stress?

- (a) Drugs
- (b) Alcohol
- (c) Smoking
- (d) Eating too much
- (e) Other (specify)

27. Have you displayed the following behaviour?

- (a) Resignation
- (b) Demotivation
- (c) Lost of interest on the job
- (d) Drop in work performance
- (e) Turnover and absenteeism
- (g) Other (specify)

28. Have you experienced the following emotional problems?

- (a) Low- self esteem
- (b) Fatigue
- (c) Irritability

(d) Frustration

(f) Anger

(g) Anxiety

(h) Fear

(i) Other (specify)

Section D: Strategies of managing occupational stress amongst teachers

N .B: Indicate by simply placing an “X” in the appropriate box.

29. Which of the following strategies do you employ to manage occupational stress?

- (a) Regular exercise
- (b) A balanced diet
- (c) Enough leisure time to relax
- (d) Spiritual life

30. Is freedom of expression allowed in your work place?

31. Which of the following strategies recommended below, would you use to manage your occupational stress?

(a) Confiding in a trustworthy friend

(b) Confiding in a trustworthy relative

(c) Developing hobbies

(d) Writing your problems on a piece of paper and tearing that paper

(e) Planning for each day

(i) Other (specify)

Section E: Linking causes with stress management strategies

NB: Tick () with an "X" in the appropriate column.

CAUSES	STRATEGIES	Yes	No
32. Work overload :	Managers should always ensure that workload is in line with teachers' capabilities and resources. There should be job description.		
33. Working overtime:	Teachers should use work schedules.		
34. Poor salaries:	Teachers should work together with union representatives to persuade government to consider their salaries in-line with the inflation rate.		

35. Shortage of accommodation: Teachers should occupy houses rent free just like other officers (police, army officers).
36. Autocratic leadership: Apply participatory leadership.
37. Lack of opportunities for promotion: Have well-defined criteria for promotion.
38. Lack of resources Adequate facilities should be provided (e.g. staffroom space, furniture and equipment suited for the purpose).
39. Rapid curriculum changes: Workshops and follow ups on changes by senior officials and principals should be conducted.
40. High failure rates among students: Provide extra lessons.
41. Poor relationships between supervisors and colleagues: Teachers should learn skills necessary in interacting with other teachers (e.g. effective communication, active listening, team work).
42. Mention other strategies of managing occupational stress among teachers.

There was a change which was made in section B (question 18 which was Parents and pupils attitude). It changed to discipline problems. There were no changes which were made in section A, C, D and E.

3.6.2 Administration of the questionnaire

The questionnaire was hand delivered to the respondents. The return rate was (262) (87%).

3.6.3 Follow up

The researcher phoned School Heads to remind the teachers to fill in the consent forms if they so wished as well as the questionnaires. The completed questionnaires together with the consent forms were collected.

3.6.4 The interview

An interview is a purposeful interaction in which one person obtains information from another.

The interview was used as it allows direct interaction between the respondents and the researcher. It also permits the researcher to obtain important data, which the researcher cannot acquire from observation data (Gay, Mills & Airaisan, 2006: 218). The interview allows the researcher to use probes to obtain clarity from the respondents. In this study the researcher used probes so that responses can be clarified and elaborated to achieve specific and accurate responses (McMillan & Schumacher, 1989: 265-266).

The interview was used to access information from teachers on:

- causes of occupational stress.
- effects of occupational stress.
- how teachers manage their occupational stress.

3.6.4.1 Construction of the interview schedule (Appendix B)

Open-ended interview was constructed which was guided by questions which accessed data on causes, effects and stress management strategies used by teachers to manage occupational stress (Bogdan & Biklen, 1998: 94) (See appendix C). The researcher used the questions as a guide during the interview session. The interview was recorded on the MP3.

3.6.4.2 Piloting and pre-testing the interview guide

It is important to pilot and pre-test the interview before administering it to the respondents (Bell, 199: 27, MacMillan & Schumacher, 2001: 189).

Ten teachers from one senior secondary school in the Northern region were interviewed. This helped the researcher to check if the interview guide had any flaws, bias, or any other problems that might be detected from the instrument (Bell, 1999: 127).

The initial draft was as follows:

(a) What do you think are the causes of occupational stress amongst teachers?

(b) What are the effects of occupational stress amongst teachers?

- Resignation
- Demotivation
- Loss of interest on job
- Drop in work performance
- Displacement

(b) How would you manage the following causes of occupational stress amongst teachers?

(c)

- Work overload
- Shortage of accommodation
- Poor salaries
- Working overtime
- Autocratic leadership
- Lack of opportunities for promotion
- Lack of resources
- Rapid curriculum changes
- High failure rate amongst students
- Poor relationships with supervisors and colleagues
- Discipline problems
- Low status of the teaching profession

- Role ambiguity

There was a change that was made in question (a) which was: What do you think are the causes of occupational stress amongst teachers? It changed to: What are the causes of occupational stress amongst teachers?

- Work overload
- Poor salaries
- Shortage of accommodation(housing)
- Working overtime
- Autocratic leadership
- Lack of opportunities for promotion
- Lack of resources
- Rapid curriculum change
- High failure rate amongst students
- Poor relationships between supervisors and colleagues
- Discipline problems
- Low status of the teaching profession
- Role ambiguity

Questions (b) and (c) did not change.

3.6.4.3 Administration of the interview schedule

The consent forms were first delivered to the respondents. The researcher gathered respondents in groups of fives in each school and conducted the interview on finding out the causes, effects and stress management strategies employed by teachers, which was recorded in MP3.

3.7 Reliability and Validity of instruments

This is a description of the strategies to be employed to increase the surveys' validity and reliability so as to demonstrate the datas' accuracy.

3.7.1 Reliability

A pilot study was conducted in one of the senior secondary schools in the Northern region. This assisted the researcher to check if the questionnaire and the interview guide had any flaws, bias, or any other problem that might be detected from the instruments, as well as to ensure its reliability (Punch & Tuettemann, 1992: 155-156).

3.7.2 Validity

Validity seeks to identify whether the researcher is measuring what is intended to be measured. In validity the researcher establishes the appropriateness, meaningfulness and usefulness for the enquiry the researcher seeks to investigate (Makori- Rukuni, 2001: 60-62). Teachers who were not going to be respondents in the study were contacted to examine the content of the questionnaires and of the interview questions thus increasing the validity of the instruments.

3.8 Triangulation

Triangulation refers to the use of more than one method of data collection within a single study (Hitchcock and Hughes, 1995: 180). The study used the questionnaire and the interview methods of data collection. Triangulation therefore increases the validity and reliability of the study. Triangulation was used to cross-check if the two types of instruments (the questionnaire and the interview) will produce similar results (Punch, 2006: 49). Teachers who answered the questions in the questionnaire, were also interviewed to achieve triangulation. Triangulation was further used to further strengthen credibility.

3.9 Target population

The target population was five senior secondary schools in the Northern Region of Botswana.

3.10 Ethical considerations

A permission letter to conduct this study was sought out from the School of Postgraduate studies North West University (See Appendix D). This letter served as an introductory tool for the researcher at the schools.

Permission to conduct the study in schools was sought from the Chief education Office Secondary Department (See appendix E). This was so because the researcher was dealing with senior secondary schools under the secondary department.

- Confidentiality

Informed consent was obtained before the actual interview was conducted (see Appendix B). Before the interview, the researcher introduced herself to the participants, explained the purpose of the study. Respondents were informed that confidentiality will be maintained throughout the study. Anonymity was maintained throughout the study to ensure free and open participation. Participants were asked not to write their names or those of their schools on the research instrument. They were reminded of the importance of safeguarding the privacy and their identity. The information that was given ensured the privacy of subjects (Hitchcock & Hughes 1995: 295).

- Voluntarism

Furthermore, the respondents were informed that participation was voluntarily and that they are free to withdraw at any time. To ensure that the data captured what the respondents said, respondents had access to listen to the interview from the MP3 which was used to record them.

3.11 Conclusion

The chapter represents an overview of the research methodology employed in the study. The questionnaire and the interview were used because of their advantages. Ethical aspects of the study were also examined.

CHAPTER 4

4.0 DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter gives an exposition of data on occupational stress amongst teachers in senior secondary schools in the Northern Region of Botswana. The objective of the study was to investigate how teachers manage their occupational stress in the Northern Region of Botswana. The data was derived through the use of a questionnaire and the interview (Appendix A, sections A, B, C, D, E and appendix C).

4.2 Data obtained through the use of the questionnaire

4.2.1 Table 1: Biographical data summary (N=262)

Variable		Total
1.Gender	Male	125(48%)
	Female	137(52%)
2.Age(yrs)	Below 25	4(2%)
	26-30	54(21%)
	31-35	93(35%)
	36-40	63(24%)
	41-45	22(8%)
	46-50	15(6%)
	Above 50	11(4%)
3.Position	School head	6(2%)
	Deputy school head	0(0%)
	HOD	18(7%)
	Senior teacher	99(38%)
	Teacher	113(43%)
	Assistant teacher	26(10%)
4. Number of years in the teaching profession.	Less than 5	62(24%)
	6-10	89(34%)
	11-15	58(22%)
	16-20	29(11%)
	Over 20	24(9%)
5.Highest qualification	Diploma	3(1%)
	Bachelors' degree	233(89%)
	Honours' degree	21(8%)
	Masters degree	5(2%)
6.Location of the school	Rural	28(11%)
	Urban	234(89%)

The results from table 1, show that the majority of respondents in this study were females at 137(53%) followed closely by males at 122(47%).

The respondents whose age range from 31-35 years 93(35%) were in the majority, followed by age range group 36-40 63(24%). The results further show that those who were in the age range of 26-30 formed 54(21%), these were followed by the age-range 41-45 22 (8%) then followed by the age- range above 50 at 15(6%) those above 50 years at 11(4%) and lastly below 25 years at 4(2%).

The results in table 1 shows that the majority of the respondents were teachers 113(43%), followed by senior teachers at 99(38%), these were followed by assistant teachers at 26 (10%), then head of departments (HOD) 18(7%) and then school heads 6(2%).

Table 1 shows that the majority of the respondents 89(34%) have 6-10 years teaching experience, followed by 0-5 years at 62(24%) then 11-15years at 58 (22%) then those who ranged 16-20 years 29(11%) then lastly 20 and above at 24 (9%).

The results in table 1 indicates that the majority 233(89%) respondents hold Bachelors degree, 21(8%) respondents hold Honours Degree, followed by 5(2%) respondents hold Masters Degrees, and lastly 5(2%) respondents who hold Diploma qualification.

The results from table 1 indicate that majority of the schools 234(89%) are in urban areas whereas 28(11%) indicates schools which are in rural areas. The significance of the urban and rural areas is to determine the number of rural and urban teachers who attempted the questionnaire.

4.3 Causes of occupational stress amongst teachers

Table 2 Summary of respondents according to causes of occupational stress amongst teachers (N=262)

Causes of occupational stress amongst teachers	SA (%)	A (%)	D (%)	SD (%)
7. Work overload	102(39%)	97(37%)	55(21%)	8(3%)
8 . Poor salaries	136(52%)	105(40%)	18(7%)	3(1%)
9. Lack of accommodation (housing)	189(72%)	58(22%)	10(4%)	5(2%)
10 Working overtime	110(42%)	92(35%)	47(18%)	13(5%)
11 Autocratic leadership	84(32%)	81(31%)	73(28%)	24(9%)
12. Lack of opportunities for promotion	121(46%)	105(40%)	29(11%)	7(3%)
13 Lack of resources	86(33%)	147(56%)	21(8%)	8(3%)
14. Rapid curriculum change	39(15%)	81(31%)	110(42%)	32(12%)
15. High failure rate amongst students	94(36%)	107(41%)	47(18%)	14(5%)
16. Poor relationships between supervisors and colleagues.	68(26%)	86(33%)	81(31%)	27(10%)
17.Discipline problems	123(47%)	121(46%)	18(7%)	0(0%)
18. Low status of teaching profession	147(56%)	86(33%)	21(8%)	8(3%)
19. Role ambiguity (unclear job description)	115(44%)	76(29%)	58(22%)	13(5%)

Key: SD = Strongly disagree, D = Disagree, A = Agree, SA = Strongly agree

- Work overloads

The majority of respondents 199(76%) agree that work overload causes occupational stress amongst teachers and 63(24%) disagree.

- Poor salaries

The majority of respondents 242(92%) agree that poor salaries cause occupational stress amongst teachers, and 21(8%) disagree.

- Shortage of accommodation(housing)

The majority of respondents 247(94%) agree that shortage of accommodation (housing) causes occupational stress and 15(6%) respondents disagree.

- Working overtime

The majority of respondents 202(77%) agree that working overtime causes occupational stress amongst teachers and 60(23%) disagree.

- Autocratic leadership

The majority of respondents 165(63%) agree that autocratic leadership causes occupational stress amongst teachers and 97(37%) respondents disagree.

- Lack of opportunities for promotion

The majority of respondents 226(86%) agree that lack of opportunities for promotion causes occupational stress and 36(14%) disagree.

- Lack of resources

The majority of respondents 233(89%) agree that lack of resources causes occupational stress and 29(11%) disagree.

- Rapid curriculum changes:

The majority of respondents 120(46%) agree that rapid curriculum changes causes occupational stress amongst teachers and 142(54%) respondents disagree.

- High failure rate amongst students

The majority 201(77%) agree that high failure rate amongst students is a cause of occupational stress amongst teachers and 61(23%) disagree.

- Poor relationships with supervisors and colleagues

The majority of respondents 154(59%) agree that poor relationships between supervisors and colleagues cause occupational stress amongst teachers and 108(41%) respondents disagree.

- Discipline problems

The majority of respondents 244(93%) agree that discipline problems are cause occupational stress amongst teachers and 18(7%) disagree.

- Low status of the teaching profession

The majority of the respondents 233(89%) agree that low status of the teaching profession causes occupational stress and 29(11%) disagree.

- Role ambiguity

The majority of the respondents 191(73%) agree that role ambiguity is a cause of occupational stress and 71(27%) disagree.

4.3.1 Discussion of causes of occupational stress amongst teachers

The researcher started with the highest to the lowest in ranking.

Lack of accommodation

247(94%) because there is high shortage of accommodation, a lot of teachers share houses and some rent outside the school premises. Teachers sharing houses experience serious conflict problems. Such differences or conflicts normally strain relations at work.

Discipline problems

244(93%) because the students display behavioural problems. Indiscipline problems are on the rise and that is a recipe of occupational stress. On several occasions teachers find themselves engulfed in solving indiscipline problems which is very stressful.

Poor salaries

242(92%) because teachers' poor salaries is a concern internationally, it is not a case of Botswana only, teachers are poorly paid. Comparing the teaching profession with other professions, salaries are higher than those of the teaching profession.

Low status of the teaching profession

233(89%) because the teaching profession is not accorded the respect it deserves. The larger society tends to relegate teaching to a low status because they would tell students for instance during consultation forums that they would fail and join the teaching profession.

Lack of resources

233(89%) because government is making effort to increase the number of classrooms and staff rooms. Teachers share limited resources like computers and that result in teachers queuing for computers to research and ultimately that compromises quality teaching and work delivery in general.

Lack of opportunities for promotion

226(86%) because respondents stay for a very long time at the same position without progressing. Many teachers have slumped on one position for a very long time since joining the teaching profession without any promotion. Teachers have been very much stressed because of lack of promotion opportunities.

Work overtime

202(77%) because respondents work until late after hours. This is stressful for teachers because the input made by teachers during overtime, is not commensurate with what teachers get at month- end, whether teachers work overtime or not, the salary does not change.

High failure rate amongst students

201(77%) because students do not show interest in their school work. The system which has been introduced to meet a particular set quota of students to proceed with their education has compromised quality in the standard of education.

Role ambiguity

91(73%) because there is no clear job description for teachers. Teachers are engaged in various roles that are not specific to that job description for example taking students to clinics or hospitals when they are sick during evening classes.

Autocratic leadership

165(63%) because majority of leaders give teachers orders in the work place and stress them. Some school heads do not allow teachers to freely express themselves during meetings and that suppression causes a lot of stress because teachers' rights are to a large extent trampled over.

Rapid curriculum changes

120(46%) because there are many rapid curriculum changes like the introduction of new subjects. Numerous changes that are always effected without taking into cognisance the consent of the teachers, teachers are not taken on board to handle the rapid curriculum changes.

4.4 Effects of occupational stress amongst teachers.

Table 3 Summary of effects of occupational stress in percentages frequency (N=262)

Variable	Yes (%)	No (%)
20. Have you had the feeling of wanting to leave your work place early because of occupational stress?	189(72%)	73(28%)
21. Do you leave for home early, just to get away from work?	84(32%)	178(68%)
22. Are you unpunctual because of lack of enthusiasm?	63(24%)	199(76%)
23. Have you experienced the following illnesses, which may be attributed to occupational stress?	Yes (%)	No (%)
(a) High blood pressure	84(32%)	178(68%)
(b) Ulcers	73(28%)	189(72%)
(c) Depression	144(55%)	118(45%)
(d) Sleeplessness	157(60%)	105(40%)
(e) Skin problems	63(24%)	199(76%)
(f) Headaches	202(77%)	60(23%)
24. Have you used the following temporary relievers of occupational stress?	Yes (%)	No (%)
(a) Drugs	39(15%)	223(85%)
(b) Alcohol	45(17%)	217(83%)
(c) Smoking	39(15%)	223(85%)
(d) Eating too much	97(37%)	165(63%)
25. Have you displayed the following behaviour?	Yes (%)	No (%)
(a) Resignation	10(4%)	252(96%)
(b) Demotivation	13(5%)	249(95%)
(c) Loss of interest on the job	68(26%)	194(74%)
(d) Low work performance	107(41%)	155(59%)
(e) Displacement	139(53%)	123(47%)

26. Have you experienced the following emotional problems?	Yes (%)	No (%)
(a) Low self-esteem	94(36%)	168(64%)
(b) Fatigue	202(77%)	60(23%)
(c) Irritability	178(68%)	84(32%)
(d) Frustration	199(76%)	63(24%)
(e) Anger	207(79%)	55(21%)
(f) Anxiety	178(68%)	84(32%)
(g) Fear	139(53%)	123(47%)

- Had the feeling of leaving the work place early because of occupational stress

The majority of the respondents 189(72%) had the feeling of leaving the work place early because of occupational stress, while 73(28%) respondents did not.

- Do not leave the work place early just to get away from work

The majority of respondents 178(68%) do not leave the work place early just to get away from work, followed by 84(32%) respondents who do.

- Not punctual because of lack of enthusiasm

The majority of the respondents 199(76%) are unpunctual because of lack of enthusiasm and 63(24%) respondents indicate that they are not punctual because of lack of enthusiasm.

- High blood pressure

The majority of respondents 178(68%) indicate that they have not experienced high blood pressure and 84(32%) respondents indicate that they experience high blood pressure which may be attributed to occupational stress.

- Ulcers

The majority of respondents 189(72%) indicate that they do not experience ulcers and 73(28%) of respondents indicate that they experience ulcers which may be attributed to occupational stress.

- Depression

The majority of the respondents 118 (45%) stated do not experience depression and 45(17%) of respondents reflect that they experience depression which may be attributed to occupational stress.

- Sleeplessness

The majority of respondents 157(60%) experience sleeplessness and 105(40%) respondents do not experience sleeplessness which may be attributed to occupational stress.

- Skin problems

The majority of respondents 199(76%) indicate that they do not experience skin problems and 63(24%) respondents indicate that they experience skin problems which may be attributed to occupational stress.

- Headaches

The majority of respondents 202(77%) indicate that they experience headaches in item and 60 (32%) respondents indicate they do not.

- Use of drugs

The majority of respondents 223(85%) indicate that they have not use drugs as temporary relievers of occupational stress and 39(15%) respondents have used drugs.

- Use of alcohol

The majority of respondents 217(83%) indicate that they have not used alcohol as a temporary reliever of occupational stress and 45(17%) respondents have used.

- Use of smoking

The majority of respondents 223(85%) indicate that they have not used smoking as a temporary reliever of occupational stress and 39(15%) respondents indicate that they have used.

- Eating too much

The majority of respondents 165(63%) state that they have not eaten too much and 97(37%) respondents state they have.

- Resignation

The majority of respondents 252(96%) indicate that they have not resigned from work and 10(4%) respondents indicate that they have.

- Demotivation

The majority of respondents 249(95%) indicate that they have not displayed absenteeism and 13(5%) respondents indicate they have.

- Loss of interest on the job

The majority of respondents 194(74%) indicate that they have not displayed loss of interest and 68(26%) have.

- Drop in work performance

The majority of respondents 155(59%) show that they have displayed low work performance and 107(41%) respondents show they have.

- Displacement

The majority of respondents 139(53%) indicate that they have displayed displacement and 123 (47%) respondents have not.

- Low self esteem

The majority of the respondents 168(64%) indicate that they have not experienced low self-esteem and 36 (14%) respondents indicate they have.

- Fatigue

The majority of the respondents 185(71%) respondents have experienced fatigue and 77(29%) respondents have not.

- Irritability

The majority of respondents 194(74%) experienced irritability and 68(26%) respondents have not.

- Frustration

The majority of respondents 190(73%) experienced frustration and 72(27%) of the respondents have not.

- Anger

The majority of respondents 183(70%) indicate that they experienced anger and 79(30%) have not.

- Anxiety

The majority of the respondents 194(74%) indicate that they experienced anxiety and 68 (26%) of respondents have not.

- Fear

The majority of the respondents 209(78%) indicated that they experience fear and 53(20%) have not.

4.4.1 Discussion of effects of occupational stress

The ranking is as follows:

202(77%) as teachers develop headaches which make them to experience dizziness and eventually lead to lack of concentration in the workplace. Followed by 189(72%) since teachers have the feeling of leaving the workplace early because of occupational stress. Teachers eventually feel like leaving the workplace early because the occupational stress demoralizes them and makes them to feel bored at work. Thereafter follows sleeplessness 157(60%). Teachers experience sleepless nights because of occupational stress and have nightmares as a result. This is then followed by depression 144 (55%). Teachers feel depressed as a result of going through problems of occupational stress, they become overburdened by occupational stress.

Followed by displacement 139 (53%). Teachers vent their emotions at the wrong people at the work place as a result of having occupational stress. This is followed by low work performance 107(41%), teachers end up not performing well at work because of occupational stress, instead of delivering at a high expected rate their performance becomes low.

This is followed by eating too much 97(37%). Teachers resorted to eating too much because of occupational stress. Then followed by leaving for home early to get away from the occupational which tally with high blood pressure 84(32%). Teachers end up leaving work place early just to get away from the occupational stress, they also experience high blood pressure as a result of occupational stress.

This is followed by ulcers at 73(28%). Teachers experience ulcers as a result of occupational stress. Then followed by loss of interest on the job at 68(26%) Teachers end up losing interest for the job as a result of occupational stress. They become disinterested. This is followed by unpunctual because of lack of enthusiasm which tally with skin problems at 63(24%). Teachers end up not punctual at work because of occupational stress and also they end up developing skin problems as a result of occupational stress. This is then followed by drugs and smoking which tally at 39(15%). Teachers end up taking drugs as well as smoke as a result of occupational stress. Then followed by demotivation 13(5%). Teacher occupational stress demoralises them and they feel not eager to do any work effectively. Lastly is resignation at 10(4%). The end result of occupational stress is resignation, a number of teachers resign from work as a result of occupational stress.

4.5 Strategies of managing occupational stress amongst teachers

Table 4 Summary of respondents according to how they manage occupational stress (N=262)

27. Which of the following do you employ to manage occupational stress?	Yes (%)	No (%)
(a) Regular exercise	196(75%)	66(25%)
(b) A balanced diet	190(73%)	72(27%)
(c) Enough leisure time to relax	194(74%)	68(26%)
(d) Spiritual life	199(76%)	63(24%)
28. Is freedom of expression allowed in your work place?	193(74%)	69(26%)
29. Which of the following strategies recommended below, would you use to manage your occupational stress?		
(a) Confiding in a trustworthy friend	188(72%)	74(28%)
(b) Confiding in a trustworthy relative	185(71%)	77(29%)
(c) Developing hobbies	174(66%)	88(34%)
(d) Writing your problems on a piece of paper and tearing that paper	86(33%)	176(67%)
(e) Planning for each day	173(66%)	89(34%)

- Regular exercise

The majority of respondents 196(75%) exercise regularly to manage occupational stress and 66(25%) respondents do not.

- A balanced diet

The majority of respondents 190(73%) employ a balanced diet to manage occupational stress and 72(27%) of respondents do not.

- Enough time to relax

The majority of respondents 194(74%) employ enough time to relax and 68(26%) of respondents do not.

- Spiritual life

The majority of respondents 199(76%) employ spiritual life to manage occupational stress and 63(24%) of respondents do not.

- Freedom of expression

The majority of respondents 193(74%) indicate that freedom of expression is allowed in their work place and 69(26%) respondents indicate that it is not.

- Confiding in a trustworthy friend

The majority of respondents indicate that 188(72%) confide in a trustworthy friend to manage occupational stress and 74(28%) respondents do not use.

- Confiding in a trustworthy relative

The majority of respondents 185(71%) use confiding in a trustworthy relative to manage occupational stress and 77(29%) respondents do not.

- Use of hobbies

The majority of respondents 174(66%) use hobbies to manage occupational stress and 88(34%) of respondents do not.

- Writing problems on a piece and tearing that paper

The majority of respondents 86(33%) do not use writing their problems on a piece of paper and tearing that paper and 176(67%) do that.

- Planning each day

The majority of respondents 173(66%) use planning each day to manage occupational stress and 89(34%) do not.

4.5.1 Discussion of strategies of managing occupational stress amongst teachers

The researcher started with the highest ranking to the lowest stress management strategies

Planning each day

173(66%) because the majority of respondents plan their activities of the day to manage occupational stress. Teachers use planning to find time to relax and do other activities afresh.

Confiding in a trustworthy relative

185(71%) because the majority of respondents confide to a trustworthy relative to manage occupational stress. Teachers tend to share their occupational stress problems with relatives that help them relieve themselves of the stress burden.

Developing hobbies

174(66%) because respondents use hobbies to manage occupational stress. Teachers keep themselves busy by engaging themselves with things that would ultimately help shoot down occupational stress like social football teams, or engaging in any core curricular activities to relieve themselves of occupational stress.

Confiding to a trustworthy friend

188(72%) because the majority of respondents confide to a trustworthy friend to manage occupational stress. Teachers share their occupational work stress problems with friends such moments provide hope for them which acts as a better relief.

Balanced diet

190(73%) because the majority of respondents eat a balanced diet to manage occupational stress. Having a balanced diet has an impact on stress management. A balanced diet enables one to have an appealing outlook both spiritually and physically and the general public would not easily detect of the occupational stress experienced.

Freedom of expression

193(74%) because the majority of respondents have freedom of expression at their work place. This assists teachers to relieve themselves of occupational stress burning issues which they feel they should say them out.

Enough leisure time

194(74%) because the majority of respondents employ enough leisure time so as to manage occupational stress. Having enough leisure time enables teachers to refresh themselves and develop new ideas of approaching occupational stress issues.

Regular exercise

196(75%) because the majority of respondents engage on regular exercises in order to manage occupational stress. Regular exercise helps manage occupational stress because after work that keeps teachers busy, when they get home in the evening, they easily catch sleep and they would easily be relieved of occupational stress.

Spiritual life

199(76%) because the majority of respondents are engaged in spiritual life activities to manage occupational stress. Teachers communicate their occupational stress problems to God through singing and praying in such a way they hope for help from God.

Writing problems on a piece of paper and tearing that paper

86(33%) because respondents develop hobbies to manage occupational stress. This helps teachers to say their occupational stress problems in writing on a piece of paper, as they write they relieve themselves of occupational stress problems.

The highest managing strategy is spiritual life 199(76%), followed by regular exercise 196(75%), followed by freedom of expression 193(74%) and balanced diet 190(73%). This is so as respondents manage occupational stress by resorting to going to churches, being involved in regular exercises to relief occupational stress, exercising freedom of expression at their work places as well as eating a balanced diet.

The lowest rank of occupational stress management strategies are writing problems on a piece of paper and tearing that paper 86(33%), and confiding to a trustworthy friend 188(72%). This is so because few respondents do not regard writing their problems on a piece of paper and tearing it as and confiding to trustworthy friend as a strategies they can fully use to manage occupational stress.

4.6 Linking causes with stress management strategies

Table 5 Summary of respondents according to how the causes link with stress management strategies (N=262)

Causes	Strategies	Yes (%)	No (%)
30. Work overload	Managers should ensure that workload is in line with teachers' capabilities and resources. Teachers should take less work to be done at home.	262(100%)	0
31. Poor salaries	Teachers should work together with union representatives to persuade government to consider their salaries in-line with the inflation rate.	261(99%)	1(1%)
32. Work overtime	Teachers should use work schedules	262(100%)	0
33. Shortage of accommodation (housing)	Teachers should occupy houses rent free just like other officers.	262(100%)	0
34. Autocratic leadership	Leaders should apply participatory leadership.	225 (86%)	37(14%)
35. Lack of opportunities for promotion	Have well-defined criteria for promotion.	262(100%)	0
36. Lack of resources	Adequate facilities should be provided (e.g staffroom space, furniture and equipment suited for the purpose).	147(56%)	115(44%)
37. Rapid curriculum change	Workshops should be conducted.	262(100%)	0
38. High failure rate amongst students.	Provide extra lessons.	225(86%)	37(14%)
39. Poor relationships with supervisors and colleagues	Teachers should learn skills necessary in interacting with other teachers.	262(100%)	0

40.Discipline problems	Increase parental involvement in a forum to discuss behaviour issues of students.	262(100%)	0
41. Low status of teaching profession	Provide salary progression.	262(100%)	0
42.Role of ambiguity (unclear job description)	Teachers 'role and responsibilities should always be clearly defined. There should be a job description.	262(100%)	0

- Work overload

All respondents 262(100%) indicate that work overload can be managed when managers ensure that work load is in line with teachers' capabilities and resources.

- Poor salaries

The majority of respondents 261 (99%) indicate that poor salaries can be managed when teachers work together with union representatives to persuade government to consider their salaries in-line with the inflation rate and 1(1%) indicates that it cannot.

- Work overtime

All respondents are of the view that work overtime can be managed when teachers use work schedules.

- Shortage of accommodation (housing)

All respondents 262(100%) are of the view that shortage of accommodation (housing) can be managed when teachers occupy houses rent free just like other officers (police, army officers).

- Autocratic leadership

The majority of respondents 225(86%) indicate that leaders should apply participatory leadership skills to manage occupational stress and 37(14%) indicate they should not.

- Lack of opportunities of promotion

All respondents 262(100%) are of the feeling that lack of opportunities for promotion can be managed when there is a well-defined criteria for promotion.

- Lack of resources

The majority of respondents 225(86%) indicate that lack of resources can be managed when adequate facilities are provided (e.g. staff room space, furniture and equipment suited for the purpose) and 115(44%) indicate there should not.

- Rapid curriculum changes

All respondents 262(100%) are of the view that workshops should be conducted to manage rapid curriculum changes.

- High failure rate amongst students

The majority of respondents 225(86%) state that high failure rate amongst students can be managed when extra lessons are provided and 38(14%) respondents do not.

- Poor relationships with supervisors and colleagues

All respondents 262(100%) are of the view that poor relationships with supervisors and colleagues can be managed when teachers learn skills necessary in interacting with others.

- Discipline problems

All respondents 262(100%) are of the opinion that increasing parental involvement by providing a forum where parents and teachers discuss behaviour and academic issues of students will improve the behavior of students.

- Low status of the profession

All respondents 262(100%) are of the view that low status of the profession can be managed by providing salary progression for teachers.

- Role ambiguity

All respondents 262(100%) are of the feeling that role ambiguity (unclear job description) can be managed when teachers' roles and responsibilities are clearly defined and that there should be a job description.

4.6.1 Discussion of linking of causes linked with management strategies.

Respondents agree with the following causes and their stress management strategies:

Work overload

Managers should ensure that workload is in line with teachers' capabilities and resources. Teachers should take less work to be done at home. Teachers engage in team work and divide duties amongst themselves.

Work overtime

Teachers should use work schedules. Using work schedules assist teachers to schedule the time of attending to their work accordingly. Teachers use every moment they find at the work place like using their lunch hour to engage in other duties which would help them not to work overtime.

Shortage of accommodation (housing)

Teachers should occupy houses rent free just like other officers like Botswana Defence Force and police officers. Despite the fact that renting houses has serious financial implications, some teachers have opted that as a way of trying to relieve themselves of differences arising due to conflicts amongst teachers who are sharing.

Lack of opportunities for promotion

The directorate of public service management should have a well-defined criterion for promotion. Replacement of parallel progression will assist teachers to move to the next scale of progression thus motivate them. Many teachers have engaged on private studies as way of their professional development, as they complete their studies they leave teaching for other avenues which would recognize their promotion.

Rapid curriculum change

Workshops should be conducted. Familiarising teachers with curriculum teachers through workshops will help them accept and adjust quickly.

High failure rate amongst students

Teachers should provide extra lessons. Provision of extra lessons for students assist them to have more exercises and assist them to identify where they need extra help.

Poor relationships between supervisors and colleagues

Teachers should learn skills necessary in interacting with other teachers. Workshops on human relations can be conducted regularly to assist teachers to develop good working relationships.

Discipline problems

Frequent parental involvement in forums to discuss behaviour issues of students should be carried throughout, this assists teachers to discuss students' discipline problems and how these can be handled and as such guidance teachers invite external officers like police officers to address students on behaviour.

Low status of teaching profession

Government should provide salary progression for teachers. Teachers engage themselves in other extra jobs after work like offering services to private schools so that they can enhance their salaries and earn a better living as their low payment which makes them not to live a standard life makes their profession to be held at low status.

Role of ambiguity (unclear job description)

Teachers' role and responsibilities should always be clearly defined. There should be a job description. Teachers try by all means to engage themselves to specific job description within their job description.

Poor salaries

Teachers should work together with union representatives to persuade government to consider their salaries in line with the inflation rate. There are marking activities for examinations which are usually held during school vacations, most teachers join the marking activities to get marking allowance to enhance their payment for that time.

High failure rate amongst students

Besides provision of extra lessons, parents are invited for meetings so as to discuss high failure rate of students, students are being addressed time and again to sensitize them on the importance of education.

Lack of resources

Adequate facilities should be provided (e.g. staffroom space, furniture and equipment suited for the purpose). In some schools double shifts is implemented where by some teachers and teachers come to schools in the morning and others come in the afternoons so as to share the available resources. For other resources like computers, teachers queue for them and share them.

However those who did not have problems with resources came to 115(44%), followed by high failure rate is 37(14%), then 1(0.3%) who had no problem with poor salaries.

Lack of resources is not a serious problem because the government is making effort to increase the number of classrooms, building more staff rooms and providing furniture for use.

Teachers employ various stress management strategies to manage occupational stress.

4.7 Interview

In this section the researcher interpreted data obtained from respondents on management of occupational stress amongst teachers in senior secondary schools in the Northern Region of Botswana.

4.7.1 Causes of occupational stress amongst teachers.

In line with the objective of the study, which is to (investigate how teachers manage their occupational stress in the Northern Region of Botswana), the researcher included the following items in interviewing teachers, on factors that caused occupational stress in their work place.

4.7.1.1: Summary of causes of occupational stress amongst teachers (N=25)

Variable	Total
Work overload	21(84%)
Poor salaries	20(80%)
Shortage of accommodation	20(80%)
Working overtime	18(72%)
Autocratic leadership	18(72%)
Lack of opportunities for promotion	17(68%)
Lack of resources	16(64%)
Rapid curriculum changes	15(60%)
High failure rate amongst students	15(60%)
Poor relationships with supervisors and colleagues	14(56%)
Discipline problems	14(56%)
Low status of the teaching profession	13(52%)
Role ambiguity	13 (52%)

- Work overload

Out of twenty -five respondents, the majority, 21(84 %) were of the view that they were stressed by work overload.

- Poor salaries

The majority 20(80 %) reported that poor salaries stress them.

- Shortage of accommodation

Out of twenty-five respondents, 20(80%) reported that are stressed by lack of accommodation.

- Working overtime

The majority of respondents 18(72%) outlined that they have long working periods which stress them.

- Autocratic leadership

The majority of respondents 18(72%) indicated that autocratic leadership stresses them.

- Lack of opportunities for promotion

The majority of respondents, 17(68%) stated that lack of opportunities for promotion stress them.

- Lack of resources

The majority of respondents 16(64%) echoed their sentiments that lack of resources stress them. This implies that lack of resources is a concern.

- Rapid curriculum changes

The majority of respondents, 15(60%) reported that rapid changes in the teaching service stress them. They further explained that that the rapid changes demands a lot of time from them.

- High failure rate amongst students

The majority of respondents 15(60%) indicated that they are stressed by high failure rate amongst students. This implies that high failure rate is a concern.

- Poor relationships with supervisors and colleagues

The majority of respondents, 14(56%) stated that poor relationships with supervisors and colleagues stress them.

- Discipline problems

Many respondents 14(56%), indicated that they are stressed by students who display disruptive behaviour towards them.

- Low status of the teaching profession

The majority of the respondents, 13(52%) were of the view that the teaching profession is held as a low status profession.

- Role ambiguity

The respondents at 13(52%) expressed their opinions that role ambiguity stress them.

Discussion of causes of occupational stress amongst teachers.

Work overload

21(84%) because of too much teaching loads, there is a lot of marking for students, the number of students in a class is too much to handle, and the syllabus is too long. The fact that the syllabus is too long binds teachers to engage students over the holidays thus taking away their time to rest.

Poor salaries

20(80%) because poor salaries amongst teachers is a concern internationally, it is not a case of Botswana only, teachers are poorly paid. Salaries of other professions are higher than those of the teaching profession, this is evidenced by the high exodus from the teaching profession by teachers to join other sectors which are lucrative.

Shortage of accommodation (housing)

20(80%) because of shortage of accommodation, teachers are sharing houses and end up fighting. The strained relations due to sharing of houses makes teachers to experience a lot of occupational stress, since the situation at home is not conducive for them to relax and relieve themselves of occupational stress.

Working overtime

18(72%) because respondents indicated that working overtime is a concern, teachers work for ever they even work overtime even during weekends, they take work with them home and attend sports activities after working hours. Comparing the teaching profession with other professions, teachers are not paid overtime allowances whereas with other professions working overtime is paid for.

Autocratic leadership

18(72%) because the majority of school heads do not allow teachers to have their say, too, in the running of the school. In most schools teachers are commanded do this, do that, they do not have a say.

Lack of opportunities for promotion

17(68%) because school heads do not follow the criteria used for promoting teachers. Teachers have not been promoted irrespective of the fact that they produce excellent results, some of the promotions are under promotion, those concerned teachers do not deserve that, and they just climb up the ladder mysteriously.

Lack of resources

16(64%) because there is shortage of classrooms, staffrooms and resources like computers. Some teachers do not have a workroom to sit and attend to marking of students' work they end up using storerooms and classrooms which are not conducive.

Rapid curriculum changes

15(60%) because respondents are concerned with rapid curriculum changes which includes introduction of new subjects. Teachers are not taken on board to handle the rapid curriculum changes. Some of the changes leave teachers behind making it difficult to deal with the new changes.

High failure rate

15(60%) because most students do not show interest in their school work, and also do not consider their schoolwork seriously. Many students who do not deserve to be admitted in the system because of their low academic performance, stress teachers as they have serious indiscipline cases.

Poor relationships with supervisors and colleagues

14(56%) because majority of supervisors do not have good interpersonal relationships with their colleagues or supervisees. Strained relationships result in splitting teachers into groups and results in gossip which do not build instead destroy peace in the workplace.

Discipline problems

14(56%) because the majority of students misbehave towards teachers. Indiscipline of students also frustrates teachers because such students who display unbecoming behaviour cause problems which stretches teachers' tempers to the limit.

Low status of the profession

13(52%) because the teaching profession is not accorded the respect it deserves. As compared to other professions, poor conditions of service in the teaching profession relegate the profession to a very low status.

Role ambiguity

13(52%) because respondents do not have a specific job description. Teachers are subject to other duties which do not call for them like supervising cleaning campaigns and evening studies after hours.

4.7.2 Effects of occupational stress amongst teachers

In line with the aim of the study, the researcher asked the following questions to derive information on effects of occupational stress amongst teachers: What are the effects of occupational stress amongst teachers?

4.7.2.1 Summary of effects of occupational stress amongst teachers (N=25)

Variable	Total
Resignation	21(84%)
Demotivation	20(80%)
Low work performance	17(68%)
Displacement	16(64%)
Loss of interest on the job	14(56%)

- Resignation

The majority of respondents, 21(84%) mentioned that teachers resort to resignation, which affects students badly and eventually results are negatively affected. There is a high turnout of teachers to join other sectors or even embark on private businesses to run away from the occupational stress they are burdened with. The mass movement ultimately affects the performance of students because they keep on changing teachers which affects consistency in the quality of teaching.

- Demotivation

The majority of respondents, 20(80%) expressed their views that occupational stress demotivate them. Coming to the work place under stress demotivates teachers.

- Drop in work performance

The majority of respondents, 17(68%) indicated that occupational stress leads to low performance.

- Displacement

16 (64%) as the majority of the respondents indicated that they end up venturing their emotions onto the wrong people who have nothing to do with their occupational stress problems in the workplace.

- Loss of interest on the job

The majority of respondents, 14 (56%) indicated that they lack interest on what they are doing on the job, they lose love and stop loving their job.

Discussion of effects of occupational stress

The researcher ranked the highest effect to the lowest

Resignation

21(84%) because respondents resign when their problems are not resolved. Once the teachers' problems are not solved, they find themselves trapped in problems that cause occupational stress and find the ultimate solution being to pull out of the profession.

Demotivation

20(80%) because respondents are demotivated, they do not have the zeal to wake up and go to work. Teachers as facilitators drag their feet to work, their spirits are always to their lowest ends, and they further stated that they are demoralized.

Drop in work performance

17(68%) because respondents expressed their feelings that poor performance of teachers would automatically have ripple effects on students and eventually performance is lowered.

Respondents further explained the production becomes less, there is low productivity because teachers are not happy, and students' work suffers.

Respondents indicated that they do not enjoy their profession which they chose whole heartedly. It affects their performance in the work place, and they end up not performing according to their fullest. Respondents mentioned that they end up not attending lessons and that negatively impacts performance of students.

Displacement

16(64%) of teachers vent out their emotions to other people in the work place who do not have anything to do with their problems. In several cases, when teachers reach the work place they develop occupational stress and vent their emotions on colleagues and students they interact with.

Loss of interest on the job

14(56%) teachers lose interest in their job. Teachers become disinterested in the job and when they are supposed to go to work they feel they can go to the doctor and be given sick leave which they do not deserve just to stay away from the work place.

4.7.3 Stress management strategies linked with the above-mentioned causes (cf. paragraph 4.7.1.)

4.7.3.1 Summary of respondents according to stress management strategies linked with the above- mentioned causes (cf. paragraph 4.7.1)

Variable	Total
Work overloads	21(84%)
Poor salaries	20(80%)
Shortage of accommodation(housing)	20(80%)
Working overtime	18(72%)
Autocratic leadership	18(72%)
Lack of opportunities for promotion	17(68%)
Lack of resources	16(64%)
Rapid curriculum changes	15(60%)
High failure rate amongst students	15(60%)
Poor relationships with supervisors and colleagues	14(56%)
Discipline problems	14(56%)
Low status of the teaching profession	13(52%)
Role ambiguity	13(52%)

- Work overloads

The majority of respondents, 21 (84%) stated that work should be divided amongst teachers that is when co-operation comes in, delegate work amongst teachers and break a structure into small modules and teachers would be able to do the work to a good level. Respondents emphasised that more trained teachers should be employed to reduce workload.

- Poor salaries

The majority of the respondents, 20(80%) said that teachers should combine their teacher unions to have a strong union that will be able to speak with one language concerning the

issue of poor salaries. Respondents further emphasised that government has to consider the issue of poor salaries and that the teaching profession needs to be treated just like any other profession and given enough salary.

They further stated that they need to be paid satisfactory salary just like their colleagues in other departments which are not in the Education Department. Respondents further indicated that engaging in class- related activities outside the school that will assist to get income like offering service in study groups and offering tutorials to other people can assist them with sources of income. They further added that an initiative has to be taken for teachers to be taught ways of using the little money they get (taught financial management).

- Shortage of accommodation (housing)

The majority of respondents, 20(80%) expressed their feelings that there should be more provision of accommodation for teachers and that they should occupy houses free of rent just like other officers like army officers. Respondents indicated that there is need to have some agreement with banks for teachers to build their houses , or even buy houses, with that kind of arrangement teachers can afford with low salaries when government meet them half way. They explained that they are forced to dig too much in their pockets, move outside the schools to find accommodation and pay more and encounter situations whereby they rent outside their work places. Respondents further emphasised that government should subsidise them when they build their own houses.

- Working overtime

The majority of respondents, 18(72%) indicated there is need for them to develop work schedules. that they end.

- Autocratic leadership

The majority of respondents, 18(72%) opted for democratic leadership where all teachers would sit down and share their ideas, disagree and agree upon their discussions of ideas. They also mentioned that leaders should apply participatory leadership.

- Lack of opportunities for promotion

The majority of respondents, 17(68%) mentioned that teachers should know the criteria used for promotion, so that they, too should be accountable for their promotion. They also mentioned that it is important for the management to have a progression plan for teachers.

- Lack of resources

The majority of respondents, 16(64%) indicated that more classrooms need to be built, staffrooms, more furniture need to be supplied to schools and resources like computers.

- Rapid curriculum changes

A lot of respondents, 15(60%) indicated that regular workshops on rapid curriculum changes should be conducted for teachers.

- High failure rate amongst students

The majority of respondents, 15(60%) indicated that teachers should provide extra lessons for students and further mentioned that students should be streamed so that there are high performers and slow performers.

- Poor relationships with supervisors and colleagues

The majority of respondents 14(56%) respondents outlined that good working relations need to be exercised in the workplace. Respondents expressed their views that teachers should learn skills necessary in interacting with others.

- Discipline problems

The majority of respondents, 14(56%) indicated that parents should be should involved in forums to discuss student behaviour.

- Low status of the teaching profession

The majority of respondents 13(52%) indicated that salary progression should be provided for teachers. Respondents further mentioned that the Minister of Education minister should consider teachers' welfare seriously. They indicated that they advocated for the introduction of the teaching council to regulate the profession, because presently teaching is not regarded as a profession that is why people do not respect it.

Respondents further expressed their views and opinions that capacity and personality building workshops should be enforced, and conducted in full force to deal with the pressures that teachers encounter. They also mentioned that assertiveness workshops should be conducted to build teachers' morale.

- Role ambiguity

The majority of respondents 13(52%) alluded that their roles need to be specified and have clear job descriptions.

Discussion on management strategies linked with the above causes in (cf. paragraph 4.7.1)

Work overloads

21(84%) because when work is divided amongst teachers it becomes manageable. Teachers share duties as such it becomes manageable.

Poor salaries

20(80%) because teacher unions keep on discussing the issue of poor salaries and teachers have to hope that their salaries will be increased. Teacher unions have mounted insurmountable pressure to have better salaries and other forms of remuneration like marking fees and invigilation fees.

Shortage of accommodation (housing)

20(80%) because respondents have resorted to sharing of houses and renting outside the school premises. Teachers try by all means to seek for transfers that would enable them to work at their home places so that they can stay in their homes and avoid sharing houses at the work place.

Working overtime

18(72%) because respondents engage in too much marking and take the school work to their homes and mark during weekends. Teachers use their time of break time during hours to attend to other duties so that they do not have extra time to attend other duties after hours.

Autocratic leadership

18(72%) because respondents have hope that through their suggestions they make when workshops on Educational Human Resources Management are conducted regularly to management, they will gradually change positively. Some teachers keep silent during meetings through out to avoid saying out their views which are usually not listened to.

Lack of opportunities for promotion

17(68%) because respondents have discussed with their employer that the use of parallel progression which allows all teachers to progress at the same level should be replaced. Teachers keep on raising the issue of replacing parallel progression which allows teachers to move to the next scale after every two years.

Lack of resources

16(64%) because resources like classrooms are being built yearly. The supply of resources like computers are being increased, schools receive more computers to enable teachers to have enough.

Rapid curriculum changes

15(60%) because discussions that supervisors and supervisees should agree to come up with objectives to discuss to bridge the communication gap are on and promising that it will be according to the wish of the respondents. Teachers try to group themselves to identify particular changes which stress them and discuss with other colleagues and ask for help where there is a need.

High failure rate amongst students

15(60%) because students are being addressed to consider their school work seriously. Teachers utilize their own time during school vacations to attend to students so as to improve their performance.

Poor relationships between supervisors and colleagues

14(56%) because discussions on the need to exercise transparency are on as well as giving of feedback on professional issues. Teachers are encouraged to exercise the skills they acquire when workshops on human resources are mounted

Discipline problems

14(56%) because regular meetings of parents, teachers and students are conducted to discuss issues of the conduct of students. Group counselling for students who misbehave are conducted for them.

Low status of the teaching profession

13(52%) because workshops on Capacity and Personality Building workshops are being conducted for them. Many teachers are engaged on private study for other courses which will enable them to find work elsewhere, where they will be recognized.

Role ambiguity

13(52%) because discussions on the use of a clear job description by the respondents are on and respondents hope that this will be enforced. Teachers raise the issues of role ambiguity in their meetings with union representatives and have hope that role ambiguity will be rectified.

The highest management strategy employed by respondents is division of work amongst teachers to manage work overloads 21(84%), followed by on-going discussion of poor salaries by teacher unions 20(80%) to address poor salaries as a cause of occupational stress amongst teachers which tally with sharing and renting of houses to address the issue of shortage of accommodation. This is like this as teachers have no choice on handling work overloads but instead find it better to divide work amongst themselves, also the rate at which inflation rate has fluctuated, force teachers to discuss poor salaries with their teacher organisations, as for the issue of shortage of accommodation teachers have just resorted to sharing and renting houses outside the school premises houses unwillingly just to present themselves at work.

The lowest rank include discussion with the government through teacher unions on the use of clear job description to address role ambiguity 13(52%) which tally with engaging of capacity building workshops and engaging on private study to address issue of low status of the teaching profession 13(52%). This is so because teachers discuss the issue of role ambiguity so as to have a clear job description and also the majority of them engage on private studies so that they acquire higher qualifications in order for the public to recognise them, as most people believe they are teachers because of their lower qualifications.

4.8 Conclusion

In this chapter data was obtained through the interview and the questionnaire.

CHAPTER 5

SUMMARY AND CONCLUSION

5.1 Introduction

This chapter consolidates and presents a brief summary of the study. Further, it presents the recommendations on the basis of the findings obtained from this investigation.

5.2 Statement of the problem

Managing of occupational stress amongst teachers is a major issue in schools. The problem of the study is to find out how teachers manage their occupational stress, and whether their stress management strategies link with their causes of occupational stress.

5.3 Objective of the study

The main objective of this study was to investigate how teachers manage their occupational stress in the Northern Region of Botswana. The questions on how to attain the objective are stated in cf. par.1.4 (these were achieved as per the findings obtained from the study).

5.4 Chapter 2

In chapter two is the discussion of the review of literature related to the nature and scope of management of occupational stress amongst teachers. Literature suggests that there are several factors that cause occupational stress amongst teachers (Moore, 2005: 25), Dunham 1995: 130). These factors are:

- Work overloads
- Poor salaries
- Lack of accommodation(housing)
- Working overtime
- Autocratic leadership

- Lack of opportunities for promotion
- Lack of resources
- Rapid curriculum change
- Role ambiguity

Literature also revealed the following effects of occupational stress amongst teachers (Gold & Roth, 2002: 6).

- Health problems, for example: headaches, diabetes, hypertension, , heart problem, high blood pressure, ulcers , muscle and joint problems and many more.
- Psychological imbalances for example: anxiety, depression, burnout, irritability, frustration, fear and many others.
- Behavioural inconsistencies like resignation, demotivation, lack of interest on the job, low performance and displacement.

Managing occupational stress amongst teachers include:

- Physical fitness and exercise
- Relaxation
- Communication(talking about the occupational stress)
- Eating a proper balanced diet
- Sleeping patterns(Johnson, 2005:2)

Linking causes with stress management strategies

- Work overload: Managers should ensure that workload is in line with teachers' capabilities and resources
- Poor salaries: Teachers should work together with union representatives to persuade government to consider their salaries in-line with inflation
- Shortage of accommodation: Teachers should occupy houses rent-free.
- High failure rate amongst students: Teachers should provide extra classes.

5.5 Chapter 3

In chapter three outlines research design and methodology used in this study. The qualitative research methodology was used and the rationale for following that methodology. The instruments of data collection in this study were in-depth interviews and questionnaire.

5.6 Chapter 4

The qualitative was used to analyse the views of the respondents about causes, effects and management strategies of occupational stress amongst teachers descriptively. Both findings from the questionnaire and the interview have revealed the prevalence of causes, effects and management strategies of occupational stress amongst teachers.

5.7 Chapter 5

Chapter 5 research findings and recommendations were presented.

5.7.1 Research findings

Research question 1

The first research question sought to investigate the factors that cause occupational stress amongst teachers. The results have shown that the respondents mentioned the following factors that cause occupational stress hence stress them. These factors include:

- Work overload
- Poor salaries
- Lack of accommodation
- Working overtime
- Autocratic leadership
- Lack of opportunities for promotion
- Lack of resources
- Rapid curriculum changes

- High failure rate amongst students
- Poor relationships with supervisors and colleagues
- Parents and pupils' attitudes towards teachers
- Low status of the profession
- Role ambiguity (cf. paragraph 4.7.1)

Research question 2

In research question number 2, which aimed at finding out effects of occupational stress amongst teachers' well- being revealed the effects of occupational stress as follows:

- Resignation
- Demotivation
- Drop in work performance
- Turnover and absenteeism
- Loss of interest on the job (cf. paragraph 4.7.2).

Research question 3

In research question number 3 which aimed at how teachers link causes with management strategies. The findings have revealed the following:

(a) Work overload: Managers should ensure that work loads are in line with teachers' capabilities and resources. Teachers should take less work at home.

(b) Shortage of accommodation (housing): Teachers should occupy rent free just like other officers

(c) Lack of opportunities for promotion: Have –well defined criteria for promotion.

(d) Poor relationships with supervisors and colleagues: Teachers should learn skills necessary in interacting with other teachers.

(e) Discipline problems: Increase parental involvement in a forum to discuss academic issues of students.

(f) Low status of the teaching profession: Provide salary progression

(g) Role ambiguity (unclear job description): Teachers' roles and responsibilities should always be clearly defined. There should be a clear job description.

(h) Poor salaries: Teachers should work together with union representatives to pursue government to consider their salaries in-line with inflation rate.

(i) Autocratic leadership: Leaders should apply participatory leadership.

(j) High failure rate amongst students: Provide extra lessons.

(k) Lack of resources: Adequate facilities should be provided for example staff room space, furniture and equipment suited for teaching various subjects (cf. paragraph 4.7.3).

5.8 Recommendations

The following suggestions for further research are made based on the findings of the investigation.

Recommendation 1

Work overload: Schools should develop work schedules.

Recommendation 2

Poor salaries: Government should review teachers' salaries and take into consideration market- related salaries.

Recommendation 3

Shortage of accommodation: Government should build houses.

Housing subsidy should be introduced.

5.9 Conclusion

The researcher started with the causes of stress so that when dealing with stress management strategies they link with the causes. This necessitated the inclusion of a section that deals with linking causes with strategies. Because of the devastating effects of stress on the well-being of an individual, the effects too were included in the study.

Respondents in this study revealed that teachers experience occupational stress. As one of their stress management strategy, teachers emphasized that schools should conduct workshops on stress management strategies. In these workshops, teachers too should be included.

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APPENDICES

Appendix A

Questionnaire

Appendix A

The purpose of the questionnaire is to obtain information on how teachers manage their occupational stress:

- Please complete this form
- Names should not be written on this form
- Information provided will be treated as confidential

SECTION A: Biographical information

Please kindly answer the following questions by putting a cross (x) on the appropriate box .

1. Gender

1.1	Male	
1.2	Female	

2. Age

2.1	Below 25	
2.2	26-30	
2.3	31-35	
2.4	36-40	
2.5	41-45	
2.6	46-50	
2.7	Above 50	

3. Position occupying

3.1	School head	
3.2	Deputy School head	
3.3	Head of department	
3.4	Senior Teacher	
3.5	Teacher	
3.6	Assistant teacher	

4. Number of years in the teaching profession

4.1	0-5	
4.2	6-10	
4.3	11-15	
4.4	16-20	
4.5	20 and above	

5. Highest qualification

5.1	Diploma	
5.2	Bachelor's degree	
5.3	Honours degree	
5.4	Masters degree	
5.5	Others (specify)	

6. Location of the school

6.1	Rural	
6.2	Urban	

SECTION B: Causes of occupational stress amongst teachers

NB: Respond to the following statements by selecting a column which appropriately express your views.

- Key: SA: Strongly Agree
A: Agree
D: Disagree
SD: Strongly Disagree

	SA	A	D	SD
1. Work overload				
2. Poor salaries				
3. Shortage of accommodation(housing)				
4. Working overtime				
5. Autocratic leadership				
6. Lack of opportunities for promotion				
7. Lack of resources				
8. Rapid curriculum change				
9. High failure rate amongst students.				
10. Poor relationships between supervisors and colleagues				
11. Discipline problems				
12. Low status of the profession				
13. Role ambiguity (unclear job description)				

14. Mention other causes of occupational stress amongst teachers.

SECTION C: The Effects of occupational stress amongst teachers

N.B: Indicate by simply placing an “x” in the appropriate box.

15. Have you had the feeling of wanting to leave your work because of the occupational stress that you experienced?

Yes	No

16. Do you leave the workplace early, just to get away from the occupational stress?

Yes	No

17. Are you unpunctual because of lack of enthusiasm?

Yes	No

18. Have you experienced the following illness (es) which may be attributed to occupational stress?

(a) Increased high blood pressure

Yes	No

(b) Ulcers

Yes	No

(c) Depression

Yes	No

(d) Sleeplessness

Yes	No

(e) Skin problems

Yes	No

(f) Headaches

Yes	No

19. Have you used the following temporary relievers of occupational stress?

(a) Drugs

Yes	No

(b) Alcohol

Yes	No

(c) Smoking

Yes	No

(d) Eating too much

Yes	No

(e) Other (specify)

20. Have you displayed the following behaviour?

(a) Resignation

Yes	No

(b) Demotivation

Yes	No

(c) Lost of interest on the job

Yes	No

(d) Displacement

Yes	No

(e) Drop in work performance

Yes	No

(f) Other (specify)

21. Have you experienced the following emotional problems?

(a) Low- self esteem

Yes	No

(b) Fatigue

Yes	No

(c) Irritability

Yes	No

(d) Frustration

Yes	No

(f) Anger

Yes	No

(g) Anxiety

Yes	No

(h) Fear

Yes	No

(i) Other (specify)

SECTION D: Strategies of managing occupational stress amongst teachers

N.B : Indicate by simply placing an “x” in the appropriate box .

22 .Which of the following strategies do you employ to manage occupational stress ?

(a) Regular exercise

Yes	No

(b) A balanced diet

Yes	No

(c) Enough leisure time to relax

Yes	No

(d) Spiritual life

Yes	No

23. Is freedom of expression allowed in your work place?

Yes	No

24. Which of the following strategies recommended below, would you use to manage your occupational stress?

(a) Confiding in a trustworthy friend

Yes	NO

(b) Confiding in a trustworthy relative

Yes	No

(c) Developing hobbies

Yes	No

(d) Writing your problems on a piece of paper and tearing that paper

Yes	No

(e) Planning for each day

Yes	No

(i) Other (specify)

SECTION E: Linking causes with stress management strategies

NB: Tick () with an “x” in the appropriate column.

CAUSES	STRATEGIES	Yes	No
25. Lack of resources	Adequate facilities should be provided (e.g. staffroom space, furniture and equipment suited for teaching various subjects)		
27. Work overload	Managers should always ensure that workload is in line with teachers' capabilities and resources. There should be job description.		
28. Working overtime	Develop work schedules		
29. Role ambiguity (unclear job description)	Teachers' roles and responsibilities should always be clearly defined		
30. Poor relationships between supervisors and colleagues	Teachers should learn skills necessary in interacting with other teachers (e.g. effective communication, active listening, team work)		
31. High failure rate among students	a) Provide extra lessons		
32. Discipline problems	Increase parental involvement by providing a forum where parents and teachers discuss behaviour and academic issues of students.		
30. Low status of the teaching profession	a) Provide salary progression for teachers		
31. Lack of opportunities for promotion.	Have well- defined criteria for promotion.		
32. Autocratic leadership	Leaders should apply participatory leadership.		
33. Shortage of accommodation (housing)	a) Teachers should occupy houses rent free just like other officers(police, army officers)		

34. Poor salaries	Teachers should work together with union representatives to persuade government to consider their salaries in-line with the inflation rate .		
35. Rapid curriculum changes	Workshops and follow ups on changes by senior officials and principals should be conducted.		

36. Mention other strategies of managing occupational stress among teachers.

***THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE.
YOUR PARTICIPATION HAS BEEN HIGHLY APPRECIATED.***

APPENDIX B

Consent form

CONSENT FORM FOR SENIOR SECONDARY TEACHERS PARTICIPATING IN RESEARCH ON MANAGING OCCUPATIONAL STRESS AMONGST TEACHERS IN SENIOR SECONDARY TEACHERS IN THE NORTHERN REGION OF BOTSWANA

I, the undersigned, (Prof/ Dr/ Mr/Mrs/Ms)....., do hereby indicate that I have read and understood the conditions for participation in above-mentioned research as outlined below. I hereby give my written consent for my contributions within the topic of managing occupational stress amongst teachers. I also give my written consent to be interviewed on these conditions:

1. That the interview may be recorded on the MP3.
2. That I may withdraw from the study at anytime without having to furnish reasons for such a withdrawal.
3. That I will be allocated a pseudonym in the research process and that my identity will be concealed unless I indicate otherwise in writing.
4. That I will not suffer any form of detriment by taking part in this study
5. That I will be afforded the opportunity to comment on the findings from my interview
6. That the researcher undertakes to store the interview in a locked up facility

.....

Signature of participant

.....

Date

Appendix C

a. INTERVIEW SCHEDULE

1. What are the causes of occupational stress amongst teachers?

- Work overload
- Poor salaries
- Shortage of accommodation
- Working overtime
- Autocratic leadership
- Lack of opportunities for promotion
- Lack of resources
- Rapid curriculum change
- High failure rate amongst students
- Poor relationships between supervisors and colleagues
- Discipline problems
- Low status of the teaching profession
- Role ambiguity (unclear job description)

2. What are the effects of occupational stress amongst teachers?

- Resignation
- Demotivation
- Drop in work performance
- Displacement
- Loss of interest on job

3. How would you manage the following causes of occupational stress amongst teachers?

- Work overload
- Poor salaries
- Lack of professional allowance
- Shortage of accommodation (housing)
- Autocratic leadership

- Lack of opportunities for promotion
- Lack of resources
- Rapid curriculum change
- High failure rate amongst students
- Poor relationships between supervisors and colleagues
- Discipline problems
- Low status of the teaching profession
- Role ambiguity (unclear job description)

APPENDIX D



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

MEMO

FACULTY OF EDUCATION School of Postgraduate Studies

Tel: +27 18 389 2128
Fax: +27 18 389 2342
E-mail: madiala.loate@nwu.ac.za

Private Bag X2046
Mmabatho
2735

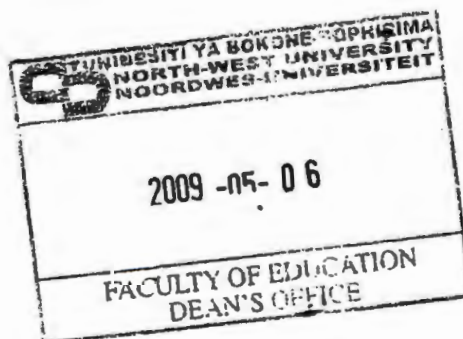
2009-05-06

TO WHOM IT MAY CONCERN

Kindly allow Ms. R.M. Simeon(Students No. 16952227) to conduct research on **Management of occupational stress amongst teachers in Senior Secondary Schools in the Northern Region of Botswana**. Please allow her to visit schools that can provide the necessary information for the study.

Thank you for your co-operation

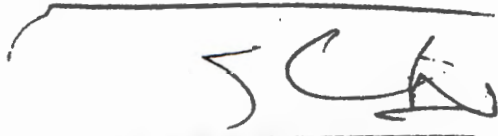
Madiala Loate, PhD (supervisor)



APPENDIX E

SAVINGRAM

FROM: Chief Education Officer
Ministry of Education (North)


P. L. Sechele

TEL: 2415623/1423181

TO: School Heads

- ❖ Mater Spei College
- ❖ Tutume McConnell College
- ❖ Shashe River School
- ❖ Francistown Senior Secondary School
- ❖ Masunga Senior Secondary School

REF: RSE 1/9/1/5 II (6)

24th September 2007

RESEARCH WORK - Ms. R. M. Simeon

The above is a student at the University of North West in South Africa.

You are therefore requested to allow her to do research work in your schools under the topic "Work Related Stress on Teachers of Senior Secondary Schools in the North Region of Botswana."

Thank you for your cooperation.