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**JOB SATISFACTION, WORK VALUES AND
WORK-RELATED STRESS OF
SECONDARY SCHOOL TEACHERS**

S.D. MANESE

**JOB SATISFACTION, WORK VALUES AND
WORK-RELATED STRESS OF SECONDARY
SCHOOL TEACHERS**

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S.T.D., B.A., B.Ed., M.Ed. (Psychopedagogics)

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PROMOTER: PROF. W.J. PAULSEN

MARCH 2001

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This study is dedicated to my daughter

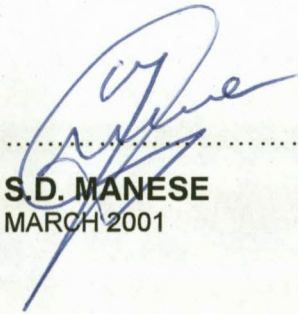
Khabonina Manese

May this serve as an inspiration for her own education



Declaration

I declare that the thesis, hereby submitted to the University of the Free State, for purpose of obtaining the Degree of Doctor of Philosophiae, is my original and independent work, and has never been submitted to any other university for degree purposes.



.....

S.D. MANESE
MARCH 2001

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"If God is for us, who can be against us?"

SIPHO DAVID MANESE
MARCH 2001

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Chapter 1

GENERAL ORIENTATION

1.1 INTRODUCTION

According to Mwamwenda (1995:86) "...the teaching profession is in serious jeopardy if the majority of its members are dissatisfied with the job of teaching and/or do not regard matters related to work as being of central concern". It therefore seems as if there is more to a job than simply a salary and that the employee wants to enjoy his or her work and wants to feel that he/she is making an important and valued contribution in the work place.

It is essential to be sure and to ascertain which factors are associated with job satisfaction and work values. Characteristics that are consistently connected to job satisfaction and dissatisfaction are the following:

- **Intrinsic factors:** Achievement, recognition, work itself and responsibility (Knoop 1991:684).
- **Extrinsic factors:** Company policy, supervision, salary, relationships with peers (Knoop 1991:684).

It appears that satisfaction is connected to motivators that promote growth, while dissatisfaction accompanies lower-order needs.

Therefore, it seems that characteristics such as conditions of work, roles, responsibilities, and classroom practices are associated with job satisfaction and work values (meaning that it is important to understand the motives of teachers who show helpful and cooperative behaviours that are not part of

their formal job requirements). Furthermore it is important to note that such behaviours appear to be essential for the effective functioning (of the organisations) of teachers (Korsgaard, Meglino & Lester 1997:160). One must not overlook the fact that there is also a need for employees to have the necessary skills, knowledge and professionalism to help them carry out their duties accordingly (Mwamwenda 1995:84).

When there are factors that prevent teachers from functioning optimally in their work situation, this may lead to frustration and indications of stress.

Research evidence (Cooper & Kelly 1993:343) indicates that many years of systematic study has generated a substantial body of evidence regarding factors which contribute to stress. This means that it is important to develop strategies for effective management of stress which seems to be likely to lead to better performances.

1.2 STATEMENT OF THE PROBLEM

Researchers (*Sunday Times*, 29 August 1999; Van Zyl & Pietersen 1999:74) clearly expose the fact that South Africa is a very stressed society and that support is becoming harder to find, as familial networks are not strong enough. This means that without support, stress has the potential of spilling over into different relationships and environments.

Furthermore, it needs to be noted that it was found by other researchers that approximately 30-40% of South Africans suffer from high levels of stress (Van Zyl & Pietersen 1999:74). The impact of stress is experienced at all levels of society from individuals to national level.

What is also of equal concern is job satisfaction or dissatisfaction. Researchers have noted factors that can lead to dissatisfaction, e.g. **a need to be appreciated**. According to the Department of Labour in the US in 1995, 46% of people who quitted their jobs, did so because **they felt**

unappreciated (Lynn 1998:46).

It can be accepted that teachers' jobs also have a potential of being stressful and constitute a threat to their esteem or well-being if the coping mechanisms are reduced (Johnstone 1989:5). Therefore it would appear that teachers can be safely included in the group of South Africans that suffers from high levels of stress. Furthermore, researchers like Van Zyl and Pietersen (1999:74) recommend that, in order to deal with teachers' level of stress, information must be obtained on the factors that give rise to the high levels of stress. It appears that the same needs to be done regarding factors associated with job satisfaction and effective work values.

There have been fundamental changes in the South African Department of Education, i.e. policy matters and operational matters, implemented by the new South African Government. Furthermore, **redress** is viewed as a fundamental principle underpinning education policy in a new education system. This further leads to the belief that educators would probably be experiencing even more stress because of the changes in the basic occupational structure of teaching (Van Zyl & Pietersen 1999). This means that change has become the watchword and the mandate for the future. Teachers' perceptions of the social and political context in which they operate have an important effect on the nature of their occupation (Bodensteyn 1994).

According to the researcher's observations, secondary school teachers' stress levels appear to be even higher as the situations in secondary schools are more complicated than in primary schools because of the following factors:

- Secondary teachers teach older students (as compared to primary teachers).
- There is more resistance from students and activities like riots (which are stressful) are common and occur frequently in secondary schools.

- Secondary school students are in a critical developmental (physiological, psychological, emotional, social) stage, therefore a more comprehensive approach needs to be taken when dealing with them.

It is evident that there is a need for teachers to experience some measure of fulfilment, enjoyment and satisfaction in their job (Mwamwenda 1995:84). There is also a need for them to have information about factors that give rise to their high levels of stress. Furthermore it is important to take note of factors associated with work values.

Hardly any specified studies have been carried out in the Free State Province, hence the rationale for investigating the complexity of job satisfaction, work values and work-related stress of teachers in some secondary schools in the Free State. Therefore, in the interest of clarity, the problem can be postulated in the form of a question that will be researched in the study:

What is the extent of the complexity and the magnitude to which teachers experience job satisfaction, work values and work-related stress, with particular reference to secondary schools in the Free State?

1.3 PURPOSE OF THE STUDY

Following from the statement of the problem, the purpose of this study is formulated as follows:

- To gain understanding of the complexity and the extent to which teachers experience job satisfaction, work values and work-related stress with particular reference to secondary schools in the Eastern Free State (Harrismith Education District).
- To determine the significance of stress among a group of secondary school teachers, as well as to determine the relationship of biographical and organisational factors on teachers' stress. Furthermore, the purpose

is to look at relations in terms of how job satisfaction and the work values (teachers' needs) of teachers are affected by work-related stress.

In an effort to supply answers to the problem question (mentioned in 1.2) of this study, the specific aim of this study is to investigate the extent of job satisfaction, job stress and work values of secondary school teachers in the Harrismith Education District. Resulting from this aim, the following specific objectives will be pursued:

- To provide a theoretical background of job satisfaction, work values and work-related stress of teachers.
- To establish the significance of stress as well as the satisfaction or dissatisfaction with their work conditions, through an empirical study.
- To provide findings and general recommendations related to teachers' existence of stress, job satisfaction and work values.

1.4 HYPOTHESES

In order to direct the empirical part of the research, the following hypotheses are formulated:

Hypothesis 1: There is a significant difference between the biographical factors (age, sex, length of service, home language, qualification, number of dependents and marital status) with reference to the teachers' level of stress.

Hypothesis 2: There is a statistically significant relationship between teachers' level of stress and the factors outside the work situation (job satisfaction and work values) which contribute to their stress.

Hypothesis 3: There is a statistically significant relationship between teachers' level of stress and their expectations and circumstances within the

work situation, which contribute to their stress.

Hypothesis 4: Teachers experience a high degree of stress.

1.5 METHOD OF RESEARCH

A literature study will be undertaken in order to acquire a broad overview of the essentials of job satisfaction, work values and the mechanisms of alleviating job stress. It is important to find how these essentials relate to maximising the work performance, the productivity and the commitment of teachers to do their job. Emphasis will be placed on intrinsic and extrinsic factors or essentials that lead to job satisfaction. An empirical study will be conducted in which standardised questionnaires will be completed by secondary school teachers in the Harrismith Education District in the Free State.

In the Free State there are 12 education district offices, namely:

- Reitz EDO¹.
- Phuthaditjhaba EDO.
- Odendaalsrus EDO.
- Welkom EDO.
- Bloemfontein South EDO.
- Bloemfontein West EDO.
- Bloemfontein East EDO.
- Harrismith EDO.
- Bethlehem EDO.
- Ladybrand EDO.
- Kroonstad EDO.
- Sasolburg EDO.

¹ Education District Office.

For the purpose of this study, only the Harrismith Education District was the focus. This is due to the fact that the researcher worked in this district during his study. As a result, it was easier to conduct an empirical research in Harrismith district than in any other district. In this district the total number of schools is 210. That includes both primary and secondary schools, as well as public schools on farms.

Secondary schools in this district have an average of approximately 13 teachers and there is a total of 28 secondary schools. Therefore approximately 364 questionnaires were prepared.

Secondary schools were used by the researcher because his observations reflect that teacher motivation and teacher morale are very low in secondary schools.

The aim of using questionnaires was to make sure that at least most, if not all, secondary school teachers were reached to obtain their responses. Other means of making an empirical study (e.g. interviews) would be expensive and will demand a great deal of assistance from other people.

1.6 OPERATIONAL DEFINITIONS

In this study the terms indicated below will mean the following:

Job satisfaction: "That is the pleasurable emotional state resulting from perception of one's job as fulfilling or allowing the fulfilment of one's important job values, providing these values are compatible with one's needs" (Mwamwenda 1995:84). Furthermore, this concept is defined as an individual's general attitude towards his/her job, work group, general working conditions, company, salary and supervision (Nkonka 1999:7).

Work values: What people regard to be favourable to their welfare and as an important element in their frame of reference, can be regarded as a value.

Therefore a value can be regarded as normative standards to judge and to choose among alternative modes of behaviours (Elizur 1984:379). Thus **work values** refers to exactly what is happening at work in relation to its extent of worth, importance and desirability (Knoop 1991:683).

Stress: How individuals perceive or interpret or even react to what is going on in their environment and to what goes on within themselves, can be regarded as stress (Gold & Roth 1993:14). This means that stress can be both pleasant and unpleasant, as it can be a state caused by specific syndromes which consist of all the non-specifically induced changes within a biologic system. This leads to the realisation of the fact that certain aspects at work are bound to be common sources of stress (Borg & Riding 1993:4).

1.7 FURTHER COURSE OF THIS STUDY

Chapters 2 and 3 will cover the literature study, i.e. job satisfaction, work values (teachers' needs) and job stress (teachers' problems). Chapters 4, 5 and 6 will form part of the empirical study, i.e. the research design, tabulation, the discussion of results and recommendations.

1.8 SUMMARY

In Chapter 1 the following has been covered: Introduction, statement of the problem, purpose of the study, the method of research, operational definitions, and the further course of the study.

In Chapter 2 attention will be given to the needs and work values which are linked to the job satisfaction and work performance of secondary school teachers.



Chapter 2

JOB SATISFACTION AND WORK VALUES (TEACHERS' NEEDS)

2.1 INTRODUCTION

A common sense view suggests that a prominent feature of the daily tumult of the present South African society is the process of transition. In order to cope with the new ways of doing things as well as dealing with policy changes, efforts must be made to address obstacles originating from the old systems, focusing on those problem areas that did not have the confidence of stakeholders (Jantjes 1996:50).

In the light of the background of the well-known history of the South African education system which reigned through a political philosophy of apartheid, almost all stakeholders have very much wanted to change the whole education system.

Teachers felt that democracy and authority must be the corner-stones of all deliberations for a new education system (Möller & Maimane 1992:411). Hence resistance to the undesirable apartheid education system led to the following:

- Chaotic and revolutionary outbursts by learners.

- Learners' behaviour started to become despicable and outrageous.
- Teachers and inspectors were blamed for all negative undesirable things in the education department, especially in the former Department of Education and Training.
- Teachers and learners were disillusioned by many factors within the education system.
- Teachers started to lack motivation to do their work.
- The conditions in schools started to be appalling (Möller & Maimane 1992:411).

From the above-mentioned it is clear that many teachers, especially black teachers would have no way of experiencing job satisfaction, hence their performance was affected. One may therefore assume that chaos, helplessness, demotivation, disrespect, and resentment of authority were in the order of the day in most of the black schools.

On 20 June 1997, during the launching of the Culture of Learning, Teaching and Service (COLTS) in the Free State, the premier, Dr Ivy Matsepe Cassaburi, emphasised the following in her speech (Cassaburi 1997:4):

- Learners made a valuable contribution in the fight against apartheid and an abhorrent system in the world was destroyed.
- The most important question at that stage was how South Africans collectively could rechannel or refocus their energies to build a new South Africa.
- Educationists' role in this new challenge should be informed by a clear

understanding of the roles of both educators and learners, i.e. to educate and to learn.

Therefore this **shift in focus** i.e. from the old dispensation to more recent views, is still not fully understood or taken into account in the provision and organisation of education and needs to be addressed if schooling is to remain relevant to society in general. Furthermore, teachers' behaviour and conduct should be realigned to its primary importance (Möller & Maimane 1992:413).

Focusing on trying to ensure that teachers experience job satisfaction needs to be addressed in such a way that positive educational dividends can be reaped. It seems that it is the joint responsibility of all South Africans who have a stake in the education and training system (not only teachers) to help build a just, equitable and high quality system for all the citizens with a common culture of disciplined commitment to learning and teaching. This necessitates the importance of trying to have a common understanding of the key concepts in the teaching profession.

2.2 KEY CONCEPTS IN THE TEACHING PROFESSION

The importance of the democratisation of the learning process with specific reference to the attribution of meaning and the acquisition of new knowledge, is an important issue (Fraser 1994). Common sense clearly suggests that this coincides with the paradigm shift in the aims and objectives of education in general. Hence the importance of giving attention in this study to concepts like "education", "teacher", "profession", "teachers' needs" and "work values".

2.2.1 Education

In Nguru (1995:60) the following researchers define education as follows:

- Aristotle defines education as "the creation of a sound mind in a sound

body”.

- Pestalozzi defines it as “the harmonious and progressive development of man’s innate powers”.
- John Dewey defines it as the “development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities”.

It appears from these definitions that education is the development of the inborn physical, moral, social, emotional and intellectual capacities of the child. Furthermore it does appear that the success of any reform - whether it be curriculum, teaching methods, school organisation or administration - depends upon teachers being “in play”, willing to participate in the search for a more powerful and enabling form of schooling as well as giving changes their best shot. Therefore it is important to look at the role of teachers in the next subsection.

2.2.2 The teacher

In society one finds people who take a keen interest in education and who have decided to make education their career. That means that there are people who are available to assist parents in educating their children. Therefore one can assume that a teacher is both a transmitter of knowledge and a moral mentor.

Claxton (1989:22) highlights the view that teachers who obtain job satisfaction feel supported by colleagues, seniors and community and can speak frankly about their ideas and difficulties. Therefore it is evident that in teaching, as in most helping service professions, the importance of recognising and using a social support system can be regarded as a positive step in alleviating work-related stress (Sarros & Sarros 1992:57). Teachers receive training to be equipped for a professional lifetime, and this necessitates a brief overview of

the word "profession".

2.2.3 Profession

"Profession" refers to certain responsibilities entailing teamwork, working together and accepting different viewpoints (Ritz 1999:90). Therefore "profession" can be regarded as a career that involves some kind of advanced learning (Tulloch 1993: 1215). What is clearly expected of professionals is that they need to keep up their skills in very specific ways in order to maintain their competence and improve the quality of their performance (Kwakman 1998:58). Therefore the relevant question on the matter will be: Does teachers' work provide sufficient opportunities for such kinds of performance? In answering this question one has to refer to the **needs** of the teachers in the classroom, in specific workplace conditions, in their cooperation with colleagues, etc.

2.2.4 Needs

It appears that people do their job well if the process of carrying out their job leads to needs satisfaction. This implies that the greater the chances to meet specific workplace needs, the higher the level of satisfaction of the concerned needs.

Tulloch (1993:016) defines the word *need* as "a want or requirement, circumstances requiring some course of action".

Therefore in this study teachers' needs will be examined by different researchers according to the following characteristics which are related to job satisfaction (Knoop 1991:684; Medcof & Hausdorf 1995:198):

- The work itself/conditions of work.
- Pay.

- Opportunities for promotion.
- Supervision.
- Co-workers.
- Roles.
- Responsibilities.
- Classroom practices.
- Teacher development and appraisal.

The above-mentioned characteristics seem to play a critical role in determining satisfaction in the workplace. Therefore satisfaction is seen to depend on motivators that promote growth needs, while dissatisfaction is seen to depend on hygiene factors that serve lower-order needs (Knoop 1991:684). Mwamwenda (1995:84) defines "satisfaction" as "a function of the gap between the rewards actually granted and rewards an individual thinks he/she deserves".

It therefore seems that people gravitate to jobs which provide opportunities to fulfil their needs. This will also appear to be true for the teaching profession, that is, it seems as if the satisfaction of particular needs influences the level of satisfaction. What happens at work (i.e. work values) also seems to be the key in the determination of job satisfaction.

2.2.5 Work values

It was clarified in 1.6 of this study that work values refer to the degree of worth, importance and desirability of what is taking place at work (Knoop 1991:683). It seems that valuation is a qualitative act that appears to have a link with work performance. Tulloch (1993:1738) defines "value" as "the worth, desirability or utility of a thing or the qualities on which these depend".

Therefore, in this study, the teachers' productivity/performance will be examined by concentrating on the following work values:

- "Exercising responsibility.
- Achievement through work.
- Influence over one's work.
- Doing meaningful work.
- Being able to use one's abilities and knowledge.
- Independence in doing one's work.
- Job satisfaction with the work itself.
- Contributing to society.
- Esteem.
- Job status.
- Recognition.
- Influence in the organisation.
- Pride in working in the organisation"

(Knoop 1991:685).

Contributing to society has been noted above as a work value. It is evident that the only way teachers can contribute to society is through their own nature of professional development (McNiff 1993:107). Hence, it is important to examine teacher development and appraisal in schools before dealing with job satisfaction and work values in detail.

At this stage, what appears to be more important, is what goes on in classrooms and workplaces, as it seems to be seen as the exclusion of the educational values of the reflective practitioners (i.e. teachers) who constitute those communities as they engage in their own educational development in an attempt to improve the quality of the process of education for the people they care about (McNiff 1993:106).

It is not wishful thinking to emphasise that teacher development and appraisal are worth considering for the improved quality of teaching in South Africa.

What happens in the classroom appears to be essential in relation to work values, hence the importance of looking at classroom performance in the next section.

2.3 CLASSROOM PERFORMANCE

Claxton (1989:32) indicates in his work that he always asks a specific question at different workshops, namely: "What is it like being a teacher?" Teachers usually answer that, in general, they feel unappreciated: unappreciated within the schools by seniors, colleagues and pupils and unappreciated by the world at large – parents, politicians, pundits, and the medium.

2.3.1 Appraisal of teachers

At this stage of the history of South Africa it appears that the days of the traditional, hierarchical performance evaluation of teachers are over. Since the 1980s teachers country-wide had campaigned against bureaucratic, closed and authoritarian appraisal systems that were characteristic of the apartheid era (*The Teacher*, May 1997:6).

Due to the rejection of the old systems of appraisal, the activities of school inspectors and subject advisers continued to be suspended in large parts of the country for a want of legitimate and more acceptable systems. This means that the required teacher evaluation should expose or be able to identify the **need** in teachers to advance their professional qualifications, providing incentive systems for improving teacher performance, improving the skills of less effective teachers, as well as advancing teacher competence and effectiveness (Mpisi 1999:16).

By the end of 1998 the Department of Education released the appraisal instrument, which contained inputs of all key stakeholders in education (see

2.3.1.3).

2.3.1.1 What is appraisal?

Appraisal aims at the means of promoting, through the utilisation of certain techniques and procedures, the organisation's ability to achieve its goals of maintaining or developing what it provides while at the same time seeking to maintain or enhance staff satisfaction and development (Poster 1991:1).

- It appears from the aim of appraisal that, for employees in any concern to perform effectively, they must be well motivated, have a sound understanding of what is expected of them, have a sense of ownership and possess the abilities and skills to fulfil the responsibilities they are charged with. Furthermore, it is evident that an effective appraisal system requires a study of the goals of schools, classroom environments, administrative matters, the content of subjects, student achievement and the contribution of school programmes to the community.

Two distinct trends in appraisal are clarified by Poster (1991:1) as follows:

- **Performance review (or appraisal)** focuses on the setting of achievable, short-term goals. This review should give feedback on the following:
 - ⇒ Task clarification through a consideration of the employees; an understanding of their objectives set against those of the organisation.
 - ⇒ Training needs as indicated either by shortcomings in performance or through potential for higher levels of performance.
- **Staff development review (or appraisal)** concerns itself with developing the ability of employees to perform their present or prospective roles by means of the following:

- ⇒ The identification of personal developmental needs.
- ⇒ The provision of subsequent training or self-development opportunities.

Therefore, performance review is about the task itself, that is teaching, while staff development review is about an individual, that is the teacher him-/ or herself. Correct and proper staff development appraisal can therefore lead employees towards achieving and experiencing job satisfaction.

Thus it seems that appraisal can be seen as one of the procedures for integrating a teacher into the teaching profession and that the desired outcome is achieved in part by meeting the teacher's social and psychological needs. Failure to meet the above-mentioned needs can therefore result in the organisational or teaching profession's ill health and low job satisfaction.

2.3.1.2 Criticism of the old appraisal systems

The old appraisal systems were criticised for the following reasons:

- These systems were linked to the question of one person making judgements which are very much subjective (*The Teacher*, May 1997:6).
- Teachers concentrated on impressing superiors.
- Traditional appraisal schemes had been retrospective, taking place in the end when everything was over, in other words, when it was too late (*The Teacher*, May 1997:6).
- The old systems did not have the confidence of stakeholders.

- The old instrument used to evaluate teachers according to prescribed top-down evaluation approaches (Jantjes 1996:5).
- The rating scales of the old appraisal systems contained records of what a teacher did or did not do to convince the rater to record scores that reflected their performance (Jantjes 1987:131).

2.3.1.3 New approaches

As indicated earlier in this chapter (2.3.1), a new teacher appraisal system was negotiated by the Education Labour Relations Council. A 360-degree appraisal instrument was recommended as a relatively better system, which is widely used in industry (*The Teacher*, May 1997:6).

The 360-degree technique differs from traditional, supervisor-driven appraisal systems. Rather than having a single person play judge, people who have direct observation of work incidents can possibly form part of the jury, i.e. pupils, co-workers, parents and all other relevant stakeholders.

The new appraisal instrument released by the end of 1998 is seen to have been compiled on the basis of new recommendations by different researchers for an appraisal system.

According to information gathered from the literature study (Mpisi 1999; Poster 1991) a new appraisal system should at least strive to achieve certain objectives and the new appraisal instrument compares favourably with what are stated:

- It should be such that it enables teachers to now focus on working well with all individuals with whom they interact, rather than just concentrating on impressing superiors. The 1998 appraisal instrument, reflects this characteristic very well, because it has what is referred to as SDT's, i.e.

staff development teams, which are responsible for appraising the teacher. These SDT's are made of heads of institutions or sections, peer groups (teachers' colleagues). Meaning that not only superiors are used for appraisal by this instrument, also teachers' peers are taken very seriously, as they also contribute to the teachers' appraisal.

- It should at least produce a much more complete picture of a teacher's performance.
- It should have the ability to control a range of feedback.
- Raters should be representative of key stakeholders, rather than a single person playing judge. According to the new instrument, the head of section, peer group and even learners do participate in appraisal of the teacher.
- It should be development-orientated, that is appraisal should be about professional development, not monitoring and surveillance as occurred in the past. The 1998 appraisal instrument, is not only judgemental, but it is also developmental. It is focusing more on assisting teachers to teach their subject contents more effectively.
- It should focus on relatively few strategic objectives that add value to the education situation, for example the new instrument enables a teacher to develop or progress in his/her career or profession through its developmental intervention strategy.
- Various raters ideally should evaluate the teacher only on the behaviour or work incidents that they have directly observed.
- Raters should receive prior training, usually a one- or two-day workshop, to participate in the appraisal process. In terms of the new instrument

district officials received training on implementation of the appraisal instrument. This means that 1998 instrument honours the fact that raters should receive prior training.

- Data collected from appraisal should be used for the improvement of professional skills, recognition of achievements, identifying future needs and agreeing to appropriate targets.
- Instruments for teachers' appraisal should be negotiated and be appropriate to the teachers' environment. The 1998 instrument was negotiated through the Education Labour Relations Council (ELRC).
- Performance evaluation should be prospective and ongoing, that is teacher appraisal should be a means to an end, not an end in itself.
- Its purpose should be to review just performance in order to build for the future.
- A well-run appraisal system should benefit individual members of staff by:
 - ⇒ giving them a greater sense of purpose through clear objectives;
 - ⇒ encouraging self-development and personal initiative;
 - ⇒ providing opportunity for the dissemination of career advice;
 - ⇒ providing the opportunity to initiate problem-solving and counselling interviews.
- It should also benefit both individual members of staff and the organisation by:
 - ⇒ helping to build morale;
 - ⇒ enhancing better communication, both vertical and lateral, and the creation of a more open style of management;

⇒ providing a mechanism whereby individual effort may be recognised even when no financial reward can be given.

- The teacher appraisal system should be shaped by the political, organisational, and instructional context or environment in which it takes place.
- Teachers desire that an appraisal system should at least develop a sense of self-worth, stimulate critical self-awareness, and provide channels to express feelings (Mpisi 1999:15). This means that teachers also need an option to appeal when they disagree with the authorities.

It appears that no one system will ever achieve all the above-mentioned potential benefits of an appraisal system. Therefore it seems that the climate and the circumstances of the organisation will determine which of the potential benefits might realistically be achieved and which could not be accommodated.

Therefore the following criticisms are noted which relate to the implementation of the new 1998 appraisal instrument:

- It is difficult to implement this instrument in schools on private property (i.e. farm schools) as the school may be a one-man school (therefore almost impossible to form SDTs or panels).
- It is difficult to organize panel meetings as many of the office base educators are field workers.
- In many instances, the District Managers or Principals, who should head SDTs are either having tight schedules or they are not really committed to appraisal (refer to Figure 6.1).

2.3.2 Basic purposes of teacher appraisal

One can obviously state that the success of an appraisal scheme has to be judged in terms of how far it achieves the purposes or for which it was established. Clearly, how teachers perceive the purpose(s) of appraisal, will probably affect how they respond to it and for this reason the purpose(s) need to be fully understood and agreed to by all those involved.

It appears that the instruments for teachers' appraisal should be negotiated and be appropriate to the teachers' circumstances. This means that a teacher-friendly appraisal system is favoured more than any other approach (e.g. the prescribed top-down approach), as it is believed that it is transparent and offers teachers the right to question assessment:

"...teachers would like a teacher friendly appraisal system in contrast to the prescribed top-down approaches of the past, and it should be a transparent system; the teacher should have the right to question assessment, to get a better understanding of how to develop and to improve actively, and how to be involved in organising the system at school level" (Jantjes 1996:52).

Therefore, it is clear from the above-mentioned statement that teachers believe that appraisal should be seen as something positive to help them develop to the best of individual teachers' capacities rather than seeing it as something that is imposed on them from outside as a measure to see that they are keeping up to date. Thus teachers would like to see it as something that should push them forward rather than something from outside that is trying to pull them up. Subsequently the next important concept, i.e. job satisfaction, is discussed.

2.3.3 Curriculum 2005 (C2005)

The South African Minister of Education, Prof. Kader Asmal, appointed a committee to review C2005 during the period from April to June 2000. The Curriculum Review Committee highlighted two main dual challenges confronting curriculum designs:

- The first is the "post-apartheid" challenge which relates to efforts in order to ensure the existence of conditions with a view to greater social justice, equity and development.
- The second is the need to align the curriculum to the "global competitiveness challenge" which relates to efforts of ensuring the existence of the platform for developing knowledge, skills and competencies for innovation, social development and economic growth for the 21st century.

The Review Committee maintains that more and better education can create the conditions for enhanced social and personal development and act as a lever for social change. What appears to be a distressing reason is that the curriculum transformation policy process was put in place to address inequity in the South African education system. Instead it appears that **inequality among schools is being increased.**

This increasing (by curriculum transformation) inequality among schools is viewed or understood as follows: On the one hand

- there are schools which are well resourced;
- there are schools where teachers and principals are well qualified and trained;

- there are schools where teachers are active in professional development;
- there are schools where time for preparation and professional activity is built into teachers' work conditions.

On the other hand, the vast majority of schools are associated with the following impediments:

- A lack of basic necessities such as onsite water or electricity.
- Schools which in some cases have classes of up to 70 learners.
- Schools where there are several unqualified and underqualified teachers.
- Schools where the supply of textbooks is delayed, if it exists at all (Vally 2000:2-13).

The common sense generalisation based on the expressed sentiments (on curriculum transformation) can be identified as the lack of alignment (as indicated in the report) between curriculum policy and practice, as well as insufficient follow-up support to teachers.

Therefore it is clear that if teacher development and training is inadequate as stipulated in the report, it can possibly lead to teachers experiencing more work stress or less job satisfaction.

2.4 JOB SATISFACTION

According to Organ and Lingl (1995:339), after having conducted at least 15 independent studies, it was found that such studies support the validity of the long-held conventional wisdom, namely that satisfaction is connected to discretionary contributions of individuals rather than on task-based

performance, which may be limited by non-attitudinal factors.

At this stage it appears that, if more effort is taken to ensure that teachers experience job satisfaction, it can possibly lead to better performance, more commitment and more motivation to do better. It is further confirmed by other researchers (Medcof & Hausdorf 1995: 198) that people perform their work well if the carrying out of those jobs leads to the satisfaction of their needs. Furthermore people perform poorly if work does not lead to need satisfaction.

It appears that, whether a teacher experiences satisfaction in his/her job, depends on the degree to which he/she receives positive feedback and rewards. Those rewards are compared to what others of comparable training and experience received (Mwamwenda 1995:85). Kremer-Hayon and Goldstein (1990:287) refer to satisfaction as: "a function of the gap between the rewards actually granted and the rewards individuals think he/she deserves".

It appears that job satisfaction is associated with the following factors:

- Teaching a group of pupils or a standard what they feel comfortable with.
- Parents' authority and pupils' expression of appreciation.
- Passing on knowledge and values to others.
- Teaching pupils' favourite subjects.
- Exercising autonomy in the classroom.
- Participation in decision-making.
- Teachers' freedom to do their work as they see fit.
- An adequate supply of learning material and equipment.
- A good salary.
- A reasonable class size.
- Support and cooperation with colleagues.
- Enjoying teaching as an occupation.
- Teachers require due respect from the community.

- Principals should facilitate the staff's cooperative efforts.
- The teaching profession should keep up with expectations.
- Encouragement received from those in authority.
- Participation in policy-making.
- Cooperation from pupils, parents and teachers.
- Participation in school management.
- Job security.
- Commitment on the part of workers.
- Having friends in the same employment.
- Teacher-pupil ratios and relations.

(Mwamwenda 1995:84-86).

Although it appears that there are many factors associated with job satisfaction, the key ones appear to be related to teachers' relationship with other teachers, as well as their relationship with people they interact with more frequently, namely pupils, parents and principals (Mwamwenda 1995:86).

Factors within the classroom are also very important for job satisfaction. These are aspects like having some degree of freedom in the classroom to use one's own ideas, imagination, creativity, to have some say in the class and subjects one teaches. Teachers also feel very strongly about being part of decision-making and policy-making.

Adding to what has already been discussed, the following factors also appear to have a direct bearing on job satisfaction.

2.4.1 Intrinsic factors

Knoop (1991:684) identifies the following intrinsic factors, which appear to be consistently related to job satisfaction and dissatisfaction:

- Achievement.
- Recognition.
- The work itself.
- Responsibility.

It appears that the above-mentioned intrinsic factors seem to be the sources of satisfaction in the job situation. Hence it is necessary to discuss the intrinsic factors briefly at this stage.

2.4.1.1 Achievement

Achievement refers to a process or act of reaching, gaining acquiring or attaining by effort (Tulloch 1993:14).

Therefore it appears to be important that teachers in whatever way they are involved in the teaching profession, should be enabled to achieve their goals, that is:

- Being enabled to teach pupils successfully.
- Helping pupils to gain knowledge and wisdom from their lessons.
- Achieving the standards set by the school management.
- To experience a sense of achievement through their performance by using the available resources.

This means that teachers should at least understand how learners learn and they should try to meet those needs. By doing so, they will have a sense of their own achievement (Rich 1998:38).

2.4.1.2 Recognition

Recognition is defined as an act of showing appreciation of performance or efforts (Tulloch 1993:1279). It appears that teachers will experience a sense of satisfaction if their efforts and performance at work are recognised.

This can even be by a way of giving rewards where it is necessary. This further supports the fact that the recognition of achievement appears to be very important for teachers' maximised efforts for performance.

Through observations it is clear that the major role of supervisors is to show recognition for what teachers are doing. This further indicates that, for teachers to become better at their job, certain common procedures and approaches aimed at inspiring mutual trust between teachers and supervisors are very important.

2.4.1.3 The work itself

At this stage it is important to note that professional development refers to changes in knowledge, skills, attitudes and behaviours. Therefore these changes appear to be essential for the implementation of new developments and the improvement of the quality of the service provided to clients (Kwakman 1998:58).

According to this researchers' views work itself as an intrinsic factor leads to job satisfaction by creating conducive atmosphere at work, that makes the following possible:

- One is enabled to exercise **responsibility** and that in itself is fulfilling;
- One is enabled to **achieve** through doing the work itself;

- One is enabled **to have influence** over one's work;
- A feeling that one is doing **meaningful** work;
- Opportunities are created for one to use **one's abilities and knowledge**;
- There are chances for one to exercise **independence** in doing one's work; and
- Work itself contributes to society's betterment and development.

Therefore it is clear that the above-mentioned variables stem from the content and worth of the work itself.

2.4.1.4 Responsibility

Responsibility refers to the extent to which teachers have achieved minimum acceptable levels of competence or prescribed standards of performance (Tulloch 1993:1131).

It is very important that teachers should feel responsible for executing their duties as set and required. In the context of the discussed intrinsic factors, job satisfaction basically entails the extent to which an employee enjoys his/her work. As a result, the employee experiences pleasure and fulfilment.

2.4.2 Extrinsic factors

The following factors are regarded as extrinsic factors (originating or operating from the outside or external influence, that is, the employee's working situation and circumstances):

- Status.
- Supervision.
- Relationship with peers.
- Salary.
- Company policy.
- Security.

(Knoop 1991:684).

2.4.2.1 Status

Status refers to a rank or social position in relation to others (Tulloch 1993:1521). At work, status refers to one's legal standing which determines his or her rights and duties.

Claxton (1989:38) addressed a question to one of the teachers in a group session: "What is it that gives you the confidence to try things out?" The teacher's response is quoted below:

"It's partly the status I have within the department. I know there are people around who think I'm an OK teacher, so if I screw up occasionally that's not going to sink my reputation.... I think it's more difficult now to get that basis of status and confidence for new teachers coming into the profession, if only because there aren't the promotions or the movement of new jobs. And the status is important. You need to have someone to say 'you are good ... you're worth this'. But if you're stuck on scale 1 for years you don't feel in a position to try anything new".

According to Carlopio and Gardner (1995:321) a positive relationship exists between job satisfaction and organisational level (that is status), with ratings of job satisfaction increasing as people climb the organisational level. It

seems that characteristics of jobs that are related to job satisfaction vary across organisational levels.

It then appears that teachers who sense a possible development in their work level will experience job satisfaction and will be more willing to try new things and strategies within their work.

2.4.2.2 Supervision

Carlopio and Gardner (1995:321) indicate that "...potential advantages of supervision (e.g. more varied and interesting work, more autonomy) may account for the increases in job satisfaction".

Supervision actually refers to overseeing the actions or work of persons, managing, controlling and directing the execution of tasks (Tulloch 1996:1567). Therefore it seems that the way management teams (i.e. principals, deputy principals and heads of department) work with teachers on a daily basis has a bearing or effect towards enhancing the teachers' satisfaction.

Two contrasting supervisory styles have been identified through research (Carlopio & Gardner 1995:321). At the one end there is a deficit-dependency model and on the other end of the spectrum there is a partnership model. Brief definitions of these models of supervision are as follows:

- The deficit-dependency model refers to a situation where the trainee is assumed to be deficient in a number of pedagogical skills and must therefore depend upon and follow the advice of a more experienced person.
- The partnership model refers to a situation where the trainee and experienced teachers are both regarded as having different kinds of skills

and knowledge to be pooled collaboratively during an exercise.

Therefore if one sees supervision as a collective responsibility, then it is important that schools should develop a plan for supervision (which all stakeholders in education agree to) which may need to be revised every year to make it more relevant to prevailing circumstances in one's place of work. It seems that teachers expect supervision and control of their work, because they are looking for acknowledgement of what they have done. It seems as if, through the appreciation of their work by the authority, they derive satisfaction.

2.4.2.3 Relationship with peers

According to Mwamwenda (1995:85) Canadian teachers expressed satisfaction with "colleagues who were said to be helpful and cooperative". Thus it could be assumed that also South African teachers' job satisfaction is enhanced by the support and cooperation of colleagues.

It is important for an individual to have a positive relationship with co-workers. This type of relationship seems to be able to boost one's ability to achieve in the work situation. Subsequently interpersonal interaction appears to make the following possible:

- Sharing of ideas with co-workers.
- Getting feedback from others about one's contribution.
- Learning to work and socialise with colleagues for betterment.
- Learning to respect other people's opinions.
- Discussions with co-workers appear to enable one to be better prepared

for delivering good work in one's classroom and also to even develop new techniques and styles of handling challenging situations in one's class.

Furthermore the importance of teachers' relationship with colleagues can be summarised as follows:

- A pleasant, relaxed relationship with staff members is to the benefit of all those associated with a school. This type of relationship is a prerequisite for the pupils' own actualisation.
- As they are able to compare themselves with others, teachers work harder and are more successful in their teaching. Hence they are able to actualise their full potential as teachers.
- When teachers are not subjected to unnecessary stress arising from negative relationships with their colleagues, less time is spent on unproductive disputes, unpleasant polarisation and even gossip (Mwamwenda 1995:85).

It appears that teachers find themselves in many relationships in their daily tasks and these relationships contribute towards their actualisation (hence they feel satisfied with their jobs). Teachers, for example, have relationships with seniors, juniors, peers, pupils, parents, God, subject content, etc.

2.4.2.4 Salary

Salary refers to a fixed regular payment, usually weekly, monthly or quarterly made by an employer to an employee, especially a professional or a white-collar worker (Tulloch 1993:1358).

It seems that salary is also one of the major sources that cause employees to experience job satisfaction. Those who receive a good salary or living wage

are usually much more willing and prepared to perform and be productive. Those with lower salaries appear to be less productive.

According to Schoderbek and Deshpande (1993:391)

“...an effective pay system can increase individuals' motivations to perform by as much as 40%, subsequently increasing productivity, decreasing costs, and increasing competitiveness.”

On 6 and 7 August 1997 teachers country-wide in South Africa were on a strike, demanding a salary increment of 9,5%, while the government was only prepared to go up to 8%. It was not the first time that there has been a strike in South Africa by teachers demanding a salary increment. Hence it appears that salary is a very important source of ensuring that employees are happy in their jobs.

Furthermore, teachers feel unappreciated, overloaded, confused and pushed around, while they have a very clear need, namely to feel appreciated for what they deliver (Claxton 1989:1). The next characteristic believed to be having an impact on job satisfaction is company policy.

2.4.2.5 Company policy

It usually works better for schools if the school policies can be drawn up after proper consultation with all the stakeholders in the community. One would like to believe that, if teachers are involved in drawing up or drafting policies for schools, they would keep to the standards they have drafted for themselves.

According to the researcher's observations and teaching experience, the below-mentioned issues should be taken into account when drawing up a school policy:

- The school should focus on successful learning for children.
- The school should affirm the values and uniqueness of each person, recognising differences - culture, gender, learning style, age, language, and role - as well as checking on different perceptions and contributions to design a shared future that works for all.
- The school should work to build a sense of community among children and adults (both professional educators and community members) that ensures a continuity of values and cohesion between the school and the community it serves.

2.4.2.6 Security

It seems that if teachers experience the following conditions which allow them to experience security, their job will only then start to be satisfying:

- If they occupy permanent posts.
- If they gain the confidence of parents and pupils as they are enabled to meet set standards.
- If they feel no threat exposed to their family, that is financially, socially or in any other way.

It is important to note that one of the organisational variables regarded to be having an impact on work satisfaction, is to have a **secure and orderly school climate**. Therefore, if work situations are unclear and unpredictable, a feeling of safety is highly unlikely (Johnson & Holdaway 1991:53). Furthermore, a climate that is likely to make employees feel safe and secure at work, is seen to be characterised by the following:

- When the management is perceived to be flexible and supportive.
- When employees are free to exercise control over their own work.
- When there are clear agreed-upon organisational roles and norms, as well as freedom of expressing feelings and opinions (Johnson & Holdaway 1991:53).

After this analysis of job satisfaction, it appears important at this stage to focus on worthwhile and desirable values concerning what happens at work.

2.4.3 Locus of control

Although teachers worldwide have different ways to improve education on all levels, their ultimate aim is to provide the best possible education. What is necessary to achieve this is a positive job attitude of all staff members. With regard to control to achieve job satisfaction, those teachers who prefer internal control, Cheng (1994:180) found to have a more positive job attitude in terms of organisational commitment, intrinsic satisfaction, role clarity and a feeling of a job challenge. They also have more positive perceptions of the school organisation in terms of the principal's leadership, organisational structure and teachers' social norms.

Cheng (1994:186) concludes that locus of control seems to be a powerful indicator of teachers' job attitude and feeling, perceptions about the ways the organisation are structured and thus about their level of job satisfaction.

2.4.4 Role tensions

Bacharach and Bamberger (1990:321) clearly state that role conflict and role ambiguity are significantly related to job satisfaction but directly related to job

satisfaction and eventually job stress. Newell (1995:40) agrees that role ambiguity and role conflict are possible sources of stress at work.

According to Mullins (1989:338) the tension developing in a work situation easily can develop in role stress. A certain amount of stress can be psychologically beneficial as it can improve performance. On the other hand, high amounts of stress can be harmful, causing tension, frustration and dissatisfaction.

2.4.5 Leadership

According to Bohloko (1999:44) principals have a challenging managerial role. They have to lay the groundwork for the sound motivation toward organisational goals by involving staff members in planning and formulating the organisational goals.

It should be clear that the teachers' job satisfaction depend on the relationship between the teachers' perception and experience of the principal's behaviour and their own expectations, values and skills. In whatever leaders do, directly or indirectly, they influence the satisfaction of their subordinates (Strauss 1977:299). The direct influence lies in their daily interactions while the indirect one lies in the management activities that design systems for the organisation.

Tarrant (1991:33) states that the quality of education should be determined by the success of educational leaders, arguing that these leaders have a significant role in the overall morale and effectiveness of teachers and as well as on the success of the students.

2.5 WORK VALUES

In the work situation, work values are regarded as of the utmost importance

(Knoop 1991:683). In this context valuation can be seen as a qualitative act, an inner estimation and judgement of what gives value to exertion and effort.

As values are defined as worthwhile and desirable concerning what happens at work, different types of behaviours (other orientated values) have been identified to be necessary for the effective functioning of organisations, namely:

- Collective morality.
- Social interest.
- Social responsibility.
- Prosocial orientation.
- Organisational citizenship.
- Prosocial behaviour.
- Organisational spontaneity.
- Selflessness.
- Cooperation.
- Concern for the welfare of others.

(Korsgaard, Meglino & Lester 1997:160).

In the researcher's view, these work values are assumed to influence teachers' satisfaction to a very large degree. For example, collective morality can be related to the fact that social support may also be regarded as indicative of a favourable school culture or a collaborative climate, which may also be regarded as a significant factor in professional development.

The social aspects of work values are important within the context of job satisfaction because these relate to relationships with important fellow workers. These relationships could lead to better understanding of one another and real concern for the welfare of others. Social responsibility develops and the school setting becomes a place where concerns, problems, happiness and other personal matters are shared.

Therefore it appears to the researcher that the professional activities that teachers perform most frequently are sharing (cooperation) experiences and activities relevant to new developments and this appears to be how teachers cultivate experiences of satisfaction.

Table 2.1 attempts to reflect the interrelation of different work values that appear to be important to leading employees or teachers to attaining job satisfaction which seems to enhance maximum performance. Hence the importance of looking into different categories of work and people related values under the sections to follow.

2.5.1 Intrinsic work-related values

Common sense view suggests that everybody, whatever their sphere of activity, should be engaged in a continuous search for improvement. One of the constructs of this value is achieving through work, meaning that success may also be thought of in terms of examination results, few absentees, active participation by pupils, good classroom behaviour by pupils, etc. (Rowland & Birkett 1992:46). This could then lead to the teacher feeling that he/she is functioning independently in the classroom, achieving success and being of value in the society.

Table 2.1: Factor structure

Values	Their constructs
<ul style="list-style-type: none"> Intrinsic work-related values 	<ul style="list-style-type: none"> Being responsible. Achieving through work. Influence over your work. The opportunity to use your abilities and knowledge. Made to feel independent in your work. Being of value to society through your contributions. Job satisfaction as regards the work.
<ul style="list-style-type: none"> Intrinsic work outcomes values 	<ul style="list-style-type: none"> Esteem (being valued as a person). Job status.
<ul style="list-style-type: none"> Extrinsic job outcomes values 	<ul style="list-style-type: none"> Recognition for work well done. Making a difference in an organisation. Take pride in working for an organisation. Benefits (better salary, vacation, pension). Job security. Job satisfaction with pay.
<ul style="list-style-type: none"> Extrinsic people-related values 	<ul style="list-style-type: none"> Relating with supervisors and authorities. Relating with co-workers and peers.
<ul style="list-style-type: none"> Extrinsic job-related values 	<ul style="list-style-type: none"> Possibilities of promotion. Convenient working hours. Working conditions. Conditions of service.

(Knoop 1991:686)

2.5.2 Intrinsic work outcomes values

One of the constructs of this value is recognition for work well done. It is evident that authorities' or supervisors' comments or responses to teachers' efforts of going an extra mile, has a significant impact on teachers' satisfaction at work. Therefore management should be viewed as human behaviour which is inescapable and should be purposefully directed for the **good** of the

organisation (Smith 1999:318). This means that when teachers feel they are recognised as of being of value to the organisation, they will easily be able to make a valuable contribution to society. This positive disposition will motivate teachers to work hard because they take pride in working in their school.

2.5.3 Extrinsic job outcomes values

It appears that satisfaction with the pay or salary fits in well with all the other extrinsic job outcomes, i.e. working conditions and convenient hours of work.

Although much is suspected about the importance of linking rewards to performance, research (Schoderbek & Deshpande 1993:391) has shown that an effective pay system can increase an individual's motivation to perform by as much as 40%, with subsequently increasing productivity, decreasing costs, and increasing competitiveness.

2.5.4 Extrinsic people-related values

Relating to co-workers and peers appears to be another important construct related to employee's satisfaction. Another effective strategy is **teamwork**, meaning that teams work together to maximise the efforts of each member in order to reach the team's goals, eventually reaching individuals' goals or satisfying individual needs.

2.5.5 Extrinsic job-related values

The possibilities of promotion is one of the constructs of this value. Some people pursue a particular career because they have a strong feeling that it is a calling for which they are well qualified and they see it as a role where they can make a recognisable contribution to society. Therefore it appears important for working conditions to be such that they offer opportunities for career development, which will lead to promotion.

Furthermore in relation to values in education, the Minister of Education, Prof. Kader Asmal, set up a working group which came up with the summarized recommendations below:

The South African National Department of Education came up with a working group, in February 2000, which was given a mandate to research and report on values in education. The working group (Prof. Wilmot James, Mr Franz Auerbech, Ms Zubeida Desai, Dr Herman Giliomee, Dr Pallo Jordan, Ms Antjie Krog, Mr Tembile Kulati, Mr Khetsi Lehoko, Ms Brenda Leibowitz and Ms Pansy Tlakula) in May 2000 came up with a report that highlighted the following values, which need to be promoted in the South African education system:

- **Equity:** This in essence refers to the fact that the need for equality of opportunity is a perspective that educators must bring to bear on the learning environment and must therefore be a central part of the pre-service and in-service training of administrators and teachers. Furthermore this perspective needs to be supported by all sectors of society (i.e. business, government and civil society) especially in how they allocate resources and set priorities.
- **Tolerance:** This refers to a meaningful concept of mutual understanding, reciprocal altruism and active appreciation of the value of human difference.
- **Multilingualism:** The main value that is promoted in this area of language, is the importance of studying through the language one knows best, and then the fostering of multilingualism.
- **Openness:** The issue principally in this area, has to do with the value of being open and receptive to new ideas and willingness to debate ideas in

order to arrive at quality decisions.

- **Accountability:** The basic principle here is that teachers and administrators must be leaders and set the example, because children learn by examples consciously or unconsciously. Therefore everybody has to take responsibility.
- **Honour:** According to the working group, for the average person, the limits of one's immediate culture are limits of employability, social acceptance, dignity, social honour and citizenship. Meaning that all our efforts should include our sense of honour and identity (NdoE: May 2000).

At this stage it appears important to move from work values to teachers' needs. This means that the next section will deal in depth with teachers' needs that should be met in order for them to experience job satisfaction.

2.6 TEACHERS' NEEDS

It is evident that teachers regard a **need** for an acceptable evaluation system as most important. They seek an appraisal instrument that is enabling, that allows self-revelation and forms part of teaching (Jantjes 1996:50). This means that teacher evaluation should help to identify demotivated teachers so that such teachers could be offered in-service training that will boost their morale and confidence.

At this stage of the history of education in South Africa it seems that a critical number of teachers who see their job as not just delivering education, but as recreating it in however small a way, is the absolute precondition for change that is purposeful and cumulative (Claxton 1989:3).

The following have been identified as key areas which appear to be teachers' needs:

- The basic demand teachers are making is that the instruments for their appraisal should be negotiated and be appropriate to their context.
- Teachers need good salaries; reasonable class sizes; support from colleagues; as well as cooperation from pupils, students and teachers.
- When it comes to school management, it is very clear that teachers would like to have a chance of participation (Claxton 1989:3).

From this analysis of teachers' needs, it becomes clear that new policies are needed to reverse the trends which dominated the troubled history of South African education and training. It also seems that a century or more of discriminatory provision has entrenched huge disparities in physical facilities, professional services and teaching quality.

Other categories for teachers' needs are highlighted below:

- **A need for instructionally-focused school leadership**

This entails clear expectations that good management should at least be able to bring about order and consistency by designing formal plans, putting up clear organisational structures and then analysing results against the acceptable plans. This means that leadership should address the issues of change, i.e. establishing direction by cultivating a vision of the future (Robbins 1998:347).

- **Support from the district**

Clear guidance and directives from the Education District Offices and the Department of Education are essential.

- **Involvement and support from parents**

Parents and community members should recognise teachers' work which is well done and support them when dealing with difficult matters related to their learners. Furthermore parents need to know that everything about education is **cooperative**, and that teachers expect parents to work with them in mutually supportive ways (Rich 1998:39).

2.7 SUMMARY

In this chapter the following aspects (or subsections) were given attention:

- Work values were discussed under the following headings: Intrinsic work-related values; intrinsic work outcomes values; extrinsic job outcomes values; extrinsic people-related values; and extrinsic job-related values.
- Classroom performance was viewed in the context of the appreciation or unappreciation of the work done by the teacher in the classroom.
- Under the subsection of teacher appraisal it became clear that appraisal should be seen as one of the procedures for integrating a teacher into the teaching profession and that the desired outcome is achieved in part by meeting the teacher's social and psychological needs.
- Job satisfaction was viewed in the light of intrinsic factors (i.e. achievement, recognition, the work itself and responsibility) and extrinsic factors (status, supervision, relationship with peers, salary, company policy and security).
- The important aspect of work values received attention by referring to certain intrinsic and extrinsic factors.

- Teachers' needs were identified with regard to the correct instrument of appraisal that is appreciated and agreed upon by all stakeholders.

It appears that, for one to be able to meet one's needs in the working situation, one has to feel and experience job satisfaction, which appears to be leading towards maximum performance and commitment.

One other aspect identified to be of greater concern in the teaching profession is the stress which teachers experience in their teaching practices. Therefore Chapter three will address the issue of job stress.



Chapter 3

JOB STRESS (TEACHERS' PROBLEMS)

3.1 INTRODUCTION

For teachers to deal with stress effectively and intelligently, they need to understand and manage their own stress before they can even think about bringing about changes (Claxton 1989:42).

Therefore it seems that, if teachers lack effective stress management that results in the fact that they are unable to meet their needs at work, it may furthermore result in difficulty to experience job satisfaction. Hence their performance is likely to be poor in such circumstances. Therefore a lack of effective stress management may negatively affect people's well-being, lead to dissatisfaction, to reduced job performance and feelings of not being fully committed or motivated to do one's job.

What appears to be most needed at this stage is the answer to the question of how teachers have to cope with stress in order to maintain or improve their job performance. It appears that the first step in dealing with stress is to acknowledge its existence in teaching. Understanding the dynamics of stress seems to be important as far as teachers are concerned, so that they will not associate stress with personal weakness and professional incompetence (Dunham & Cotgrove 1986:1).

3.2 DEFINITIONS OF STRESS

Many efforts have been made in recent years to increase knowledge about stress which is experienced at work. According to Mazibuko (1996: 17), a standard definition of the term "stress" that is accepted by most national and international researchers on stress hardly exists. The following are some definitions of stress:

- Rowland and Birkett (1992:166) define stress as lack of correlation between an individual and his or her environment.
- Sandovals (1988:393) defines stress as a call for a response or an action when one's potentialities and abilities appear to be insufficient to meet a need for personal resources.
- Mazibuko (1996:18) defines stress as "...a condition that arises when a person's perception of an environment demand exceeds his perception of resources to cope with it ...".
- Johnstone (1989:4) defines stress as "...a neutral physiological phenomenon, in terms of the non-specific response of the human body to any demand ...".
- Elias (1989:398) emphasises that stress refers to individual responses that are mental, emotional, physical and behavioural to an anxiety-producing event.

Therefore the researcher feels that stress refers to an obvious imbalance between coping resources and intensified demands or needs. To be more relevant to this study, teachers' stress appears to be referring to the experience of unpleasant feelings such as anger, anxiety, depressions,

nervousness, frustration and tension resulting from the circumstances of their work as teachers.

According to Dunham and Cotgrove (1986:1-4), there are three specific approaches to a better understanding of the nature of stress in teaching:

- The first approach focuses on pressures exerted on teachers in schools. From this angle stress is seen as a “set of courses, not a set of symptoms” (Dunham & Cotgrove 1986:1). One can gather from this definition that it appears as if stress can be tolerated up to a certain point, but when it becomes intolerable, damage may result, either psychologically or physiologically or both. Therefore it becomes clear that stress is not necessarily a bad thing. A certain amount of stress is still essential for survival and to get other things in motion (Rowland & Birkett 1992:167). When there are too many demands on teachers to deliver, that is what can possibly result in too much stress, which is dangerous.
- The second approach focuses on the teachers' reactions to the pressures. From this angle, stress is viewed as unpleasant feelings related to tension, frustrations, anxiety, fatigue and depression (Dunham & Cotgrove 1986:2). It therefore seems that teachers' reactions to pressures exerted upon them consist of emotional and bodily manifestations, such as headaches, muscular tension and stomach ailments.
- The third approach looks at both pressures and reactions and also coping resources which teachers use when they attempt to cope with their difficulties. From this angle, stress is defined as too many pressures and not enough coping resources (Dunham & Cotgrove 1986:3). From this definition it appears important to try and identify demands which teachers perceive and experience as stressful as well as their behaviour in response to these demands.

In summary, it needs to be noted that stress in this study (and other studies) is interpreted as a process of complex (physiological, physical, emotional and behavioural) reactions caused by new or long overdue demands or pressures which are significantly more than coping resources (Dunham & Cotgrove 1986:3; Van Zyl & Pietersen 1999:75).

In the next section terms associated with stress are defined, as these terms are used more frequently when referring to stress. The terms as defined below will be used in this study in the context of the given definitions. A definition of these terms will further help to obtain a better understanding of the concepts analysed in this chapter.

- **Stressors**

According to Hayward (1993:5), a stressor is a feeling within or outside the individual which leads to stress response. On the basis of that experience or feeling, which is an individual's unique perception, stress can then be viewed as negative or positive. Gold and Roth (1993:15) refer to a negative perception of stress as distress, which is an unpleasant experience, and the positive aspect is referred to as eustress, which is an event that is experienced as pleasant.

- **Coping strategies**

Coping strategies are viewed as factors that boost people's efforts to bring stress under control. This means that strategies may fall into categories in their processing that might be a reaction to what is already experienced or planning for what is anticipated.

Therefore it appears that teachers need to develop a specific set of cognitions and behaviours to deal with situations perceived to be stressful.

- **Senior management team**

The researcher defines "senior management team" as those members of the school staff (Heads of Departments, Deputy Principals, Principals) who hold promotional posts at the school in the context of the Free State Education Department.

3.3 MODELS OF STRESS

Rigby, Bennett and Boshoff (1996:38) state that a teacher's stress does not only affect the teacher, but also the students, the school, the teaching profession and the educational system. This fact is indicated by the model in Figure 3.1.

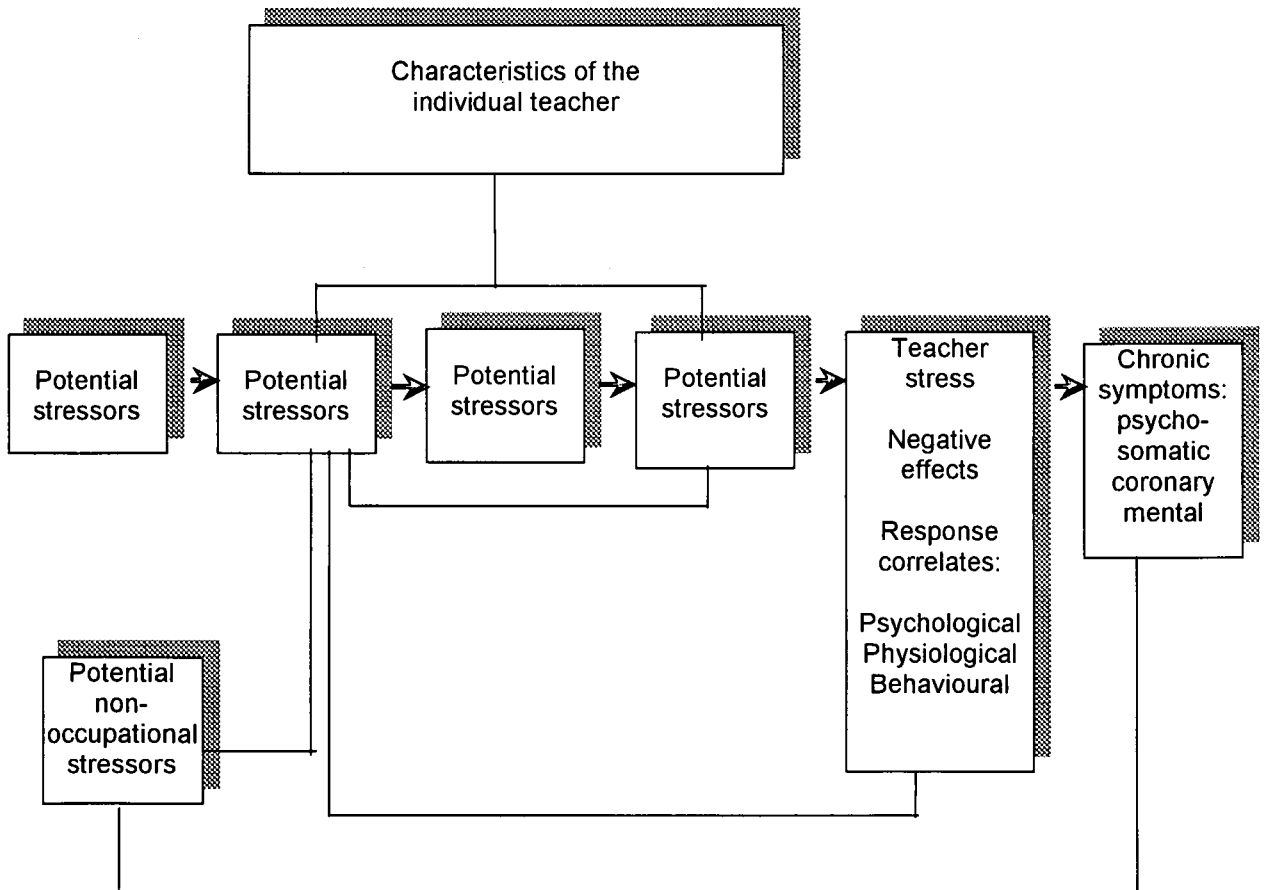


Figure 3.1: A model of teacher stress (adapted from Rigby *et al.* 1996:39)

What is clear in this model is that unpleasant feelings have the potential of negatively affecting teachers' health (i.e. psychologically, physiologically, [e.g. increased heart rate] and physically), posing a threat to coping strategies.

Furthermore, from this teacher stress model, two types of interventions are identified to address either the teachers' primary appraisal or their secondary appraisal in the stress transaction:

- Teacher Stress Inoculation Intervention (TSII);
- Coping Skills Intervention (CSI) (Rigby *et al.* 1996:4).

3.3.1 TSII and CSI

The comparison between Teacher Stress Inoculation Intervention (TSII) and the Coping Skills Intervention (CSI) is indicated as follows:

Table 3.1: Comparison between TSII and CSI

TSII	CSI
<ul style="list-style-type: none"> - Cognitive appraisal potential stressors - Aims at facilitations of the development of alternative cognitions of potentials in the teaching situation - Consists of eight phases: <ul style="list-style-type: none"> * relationship-building and education * data collection and integration * cognitive concepts * skills acquisition * palliative coping * cognitive structure and process * self-reward and self-efficiency statements * generalisation and maintenance 	<ul style="list-style-type: none"> - Development of coping skills to deal with the stressors encountered in teaching - Aims at the facilitation of the development and acquisition of coping skills and effective responses which could be used by teachers to deal with the actual stressors - Consists of six phases: <ul style="list-style-type: none"> * education phase * cognitive restructuring * assertiveness training * autogenic training * physical exercise

(Rigby *et al.* 1996:41)

From this table it appears that CSI aims at reducing the level of stress related to the actual task of teaching. This seems to lead to the fact that teachers who have effective coping strategies for dealing with stress are better able to cope with or to organise their work loads.

TSII appears to focus mostly on reducing teachers' state of anxiety, that is their feelings of tension, nervousness, worry and apprehension. Therefore it seems to help teachers increase their levels of satisfaction with life in general (Rigby *et al.* 1996: 43).

The interrelatedness of the two interventions is hereby reflected in Figure 3.2:

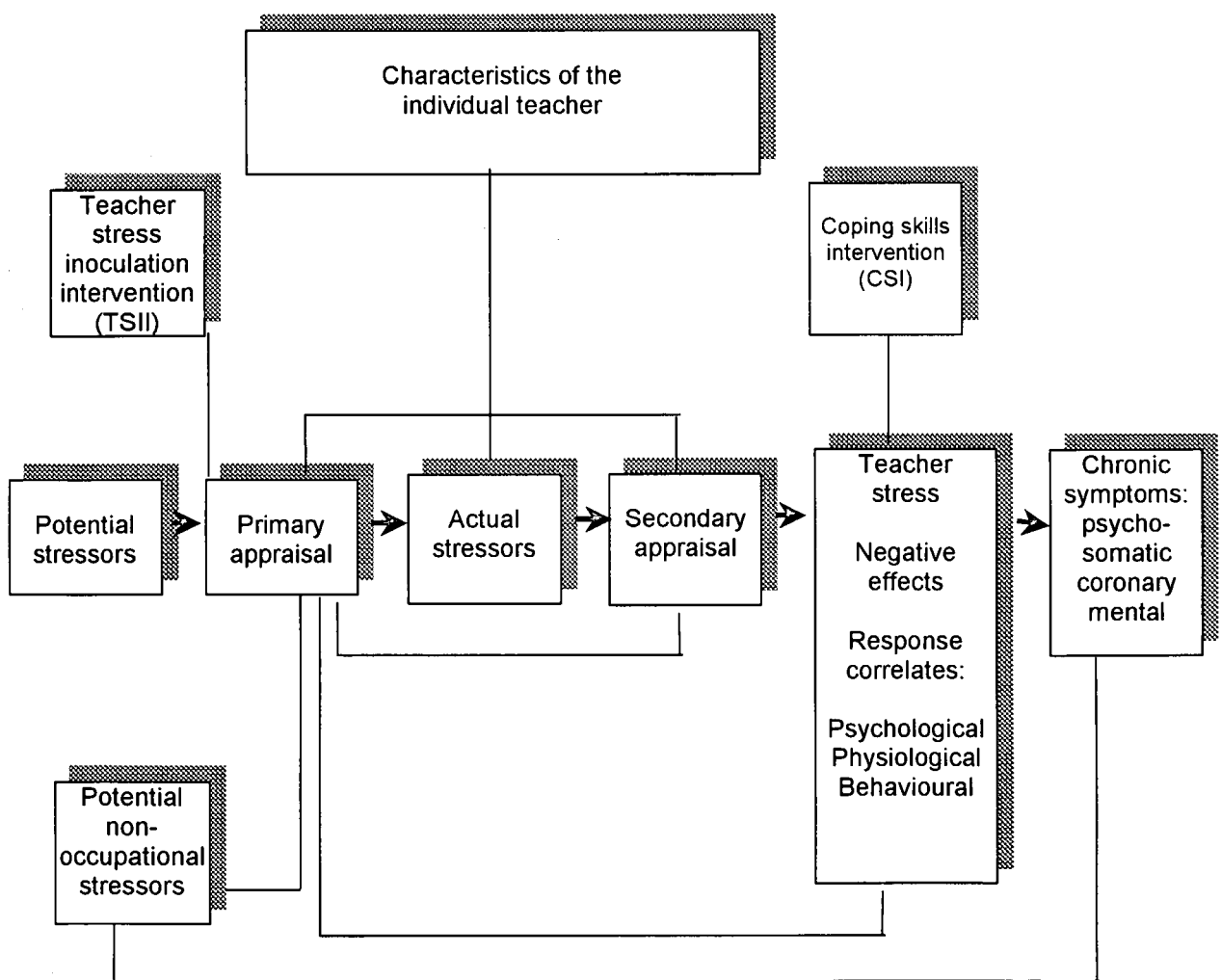


Figure 3.2: A model of teacher stress (adapted from Rigby *et al.* 1996:4)

It also appears that teachers who are able to restructure their perceptions of stressors in the primary appraisal stage, are more likely to see themselves as more healthy, more satisfied with life in general and less anxious. This situation, from the researcher's view, confirms that it is essential for teachers to develop stress management skills for better health which will lead to better performance.

3.3.2 Stress performance versus demand

As mentioned in 3.2 a moderate level of stress is necessary to ensure the healthy functioning of the individual. Therefore it appears important that the balance between performance and demand or arousal should be maintained. Figure 3.3 reflects the situation regarding maintaining balance as described:

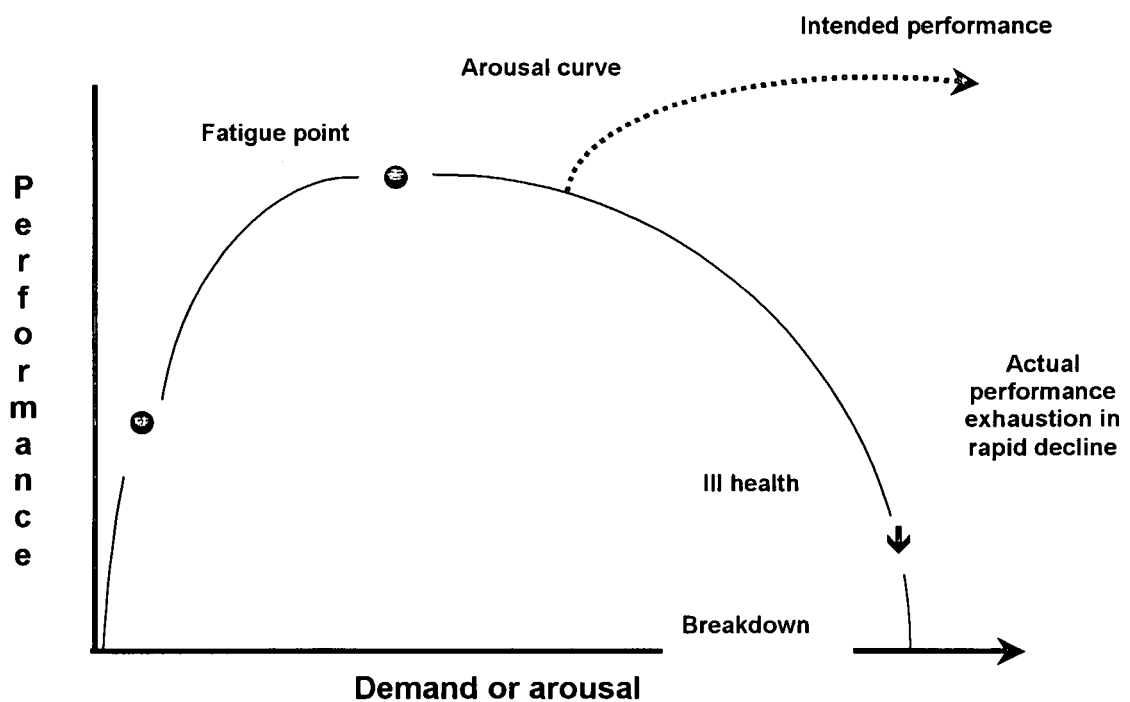


Figure 3.3: Performance vs. arousal (Hayward 1992:4)

From this figure it follows that, if the stress level is unremitting, too intense damage may occur. According to Hayward (1992:5) "...professional stress is often activated by developments and changes over which the individual practitioner in the caring professions has little or no control - South African education is on the brink of fundamental changes. There will be inevitable stressful consequences as teachers adapt to their new realities".

Therefore it seems essential that teachers and the top management teams of schools should learn to understand themselves and others better through a greater awareness of the stress involved in teaching. Learning outcomes anticipated by teachers are dealt with in the next subsection.

3.3.3 The teacher's sense of efficiency

The teacher's sense of teaching efficiency puts focus on the learning outcomes teachers expect will result from their teaching. The teacher's sense of personal teaching efficiency "...is an integrating construct that mediates the relationship between teacher's expectations about the efficiency of teaching specific students and teacher's classroom interactions with those students" (Ashton & Webb 1986:7).

Figure 3.4 represents the fact that the teachers' sense of teaching efficiency is derived, at least in part, from their more general beliefs about response outcome contingencies and the more general category of response-outcomes beliefs:

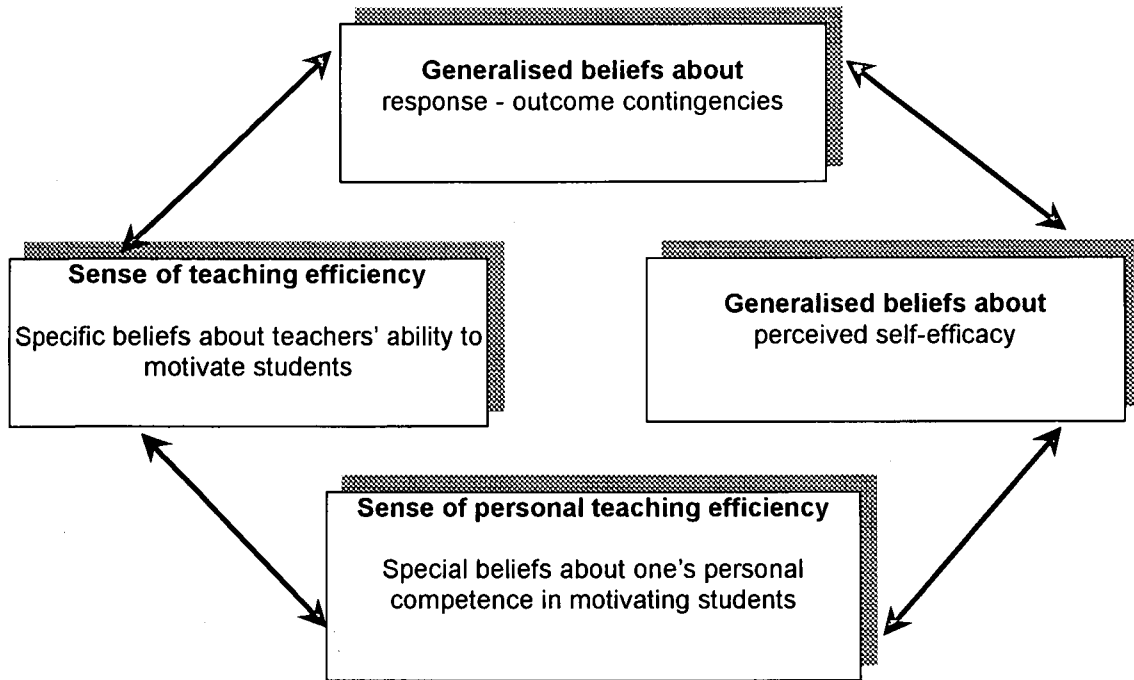


Figure 3.4: Model of the teacher's sense of efficiency
(Ashton & Webb 1986:7)

Furthermore it appears important at this stage to also look at teachers' low sense of teaching efficiency.

3.3.4 The teacher's low sense of efficiency

According to Ashton and Webb (1986:6) research on learned helplessness clearly reflects a difference between a low sense of teaching efficiency and a low sense of personal teaching efficiency. This leads to a further distinction between the following:

- (a) Universal helplessness; and
- (b) personal helplessness.

- **Universal helplessness** is experienced by those teachers who do not expect that they, or any other teacher, will have much effect on the achievements of their poorest students. It is difficult for such teachers to realise that such students can be helped. Furthermore, these teachers who experience universal helplessness are unlikely to experience high levels of stress or guilt or suffer a loss in their professional self-esteem when their poorest students perform poorly.
- **Personal helplessness:** This type of helplessness seems to be experienced much more often by teachers with a low sense of personal teaching efficiency. The implication here is that these teachers, instead of placing the responsibility for low achievement solely on the shoulders of the students, share the blame for student failure. These teachers appear to be quite sure that low-achieving students could learn if only they were better teachers and more knowledgeable, talented and dedicated.

When asked to teach low-achieving students, these teachers with a sense of personal helplessness are likely to feel guilty, to experience a high degree of stress, and to suffer a loss of professional self-esteem.

Thus Figure 3.5 represents a comparison between universal helplessness and personal helplessness.

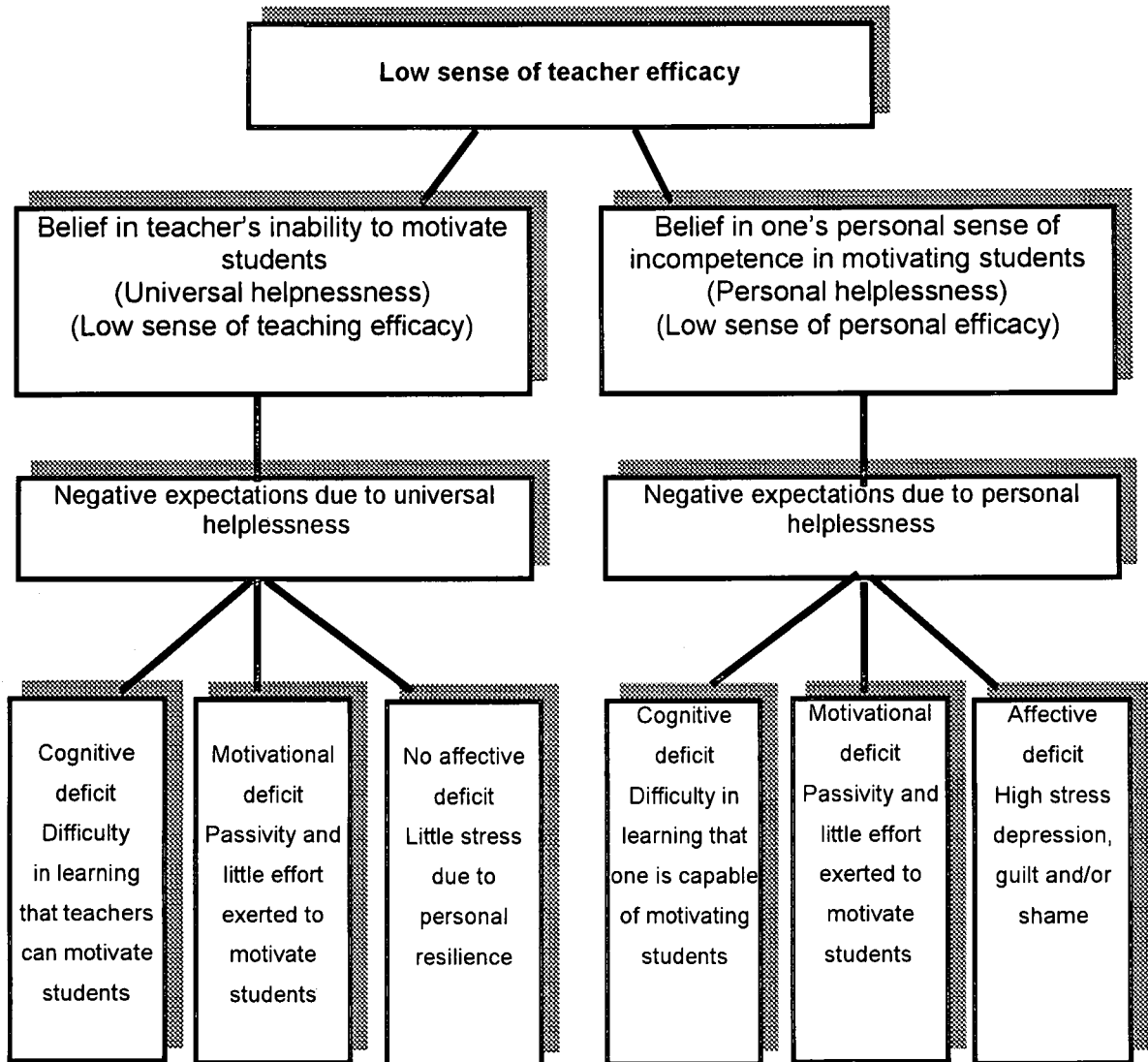


Figure 3.5: Comparison of universal and personal sense of inefficacy
(Ashton & Webb 1986:7)

In the researcher's view it is essential for employees to be well informed about these models.

In the light of all these different models of teachers' stress, it appears at this stage essential to put more focus on the question of how stress affects teachers. Hence different perspectives of the effects of stress are given attention to in the sections which follow.

3.4 DIFFERENT PERSPECTIVES OF STRESS

Attention will be given to determine what teachers are talking about when they say they are stressed or suffering from stress. The process of stress can be seen as a chain of manifestations of how a person perceives, appraises, reacts and interacts with the environment.

According to Beard (1988:53) it appears that the common strategy in most research is to identify important relationships between one or several factors in the environment and some stress reactions, that is, perceived strain, job dissatisfaction or psychosomatic complaints. Therefore it appears that stress affects people in different ways, namely physically, psychologically, emotionally, and physiologically. Hence at this stage it seems essential to look in detail at the different effects of stress on teachers.

3.4.1 Physical perspective

Stress affects the following:

- The circulatory system: The heart rate increases; the blood pressure increases; people may suffer from nose bleeds, possible heart attack, strokes or other serious circulatory problems.

- Breathing: This is accompanied by shortness of breath, panic attacks in which people are unable to catch their breath and asthma attacks.
- Digestion: Some people may have bouts of diarrhoea; others get constipated; people may feel sick; ulcers can develop.
- The skin: People may go clammy; sweat; lose their colour; develop spots, boils, or rashes; eczema or psoriasis can break out.
- Hair: People's hair may start to go grey very early; premature balding may result.
- Posture: People often look slumped; their shoulders sag; they have a clenched jaw and muscle tics; involuntary twitches can arise; and for some people, cramp is stress-related.
- Sleep: Some people nod off as soon as they get home and sit down. At times they wake up at midnight and they cannot fall asleep again till much later. Anxiety causes these things to happen.
- Eating: People may lose their appetites or pick at their food. These manifestations can develop into clinical obesity, anorexia or bulimia.
- Consumption of drinks and drugs: Alcohol consumption can increase; smoking can increase; people may start using pills of various sorts, including non-prescription drugs such as marijuana, cocaine and even heroin.
- Sex: People may lose interest; women's periods are often affected, either by losing their regularity or even disappearing for a while.

- Energy levels: People may feel persistently wiped out. Teachers often feel that they simply do not have the energy to take advantage of even free time or periods. By half-term many teachers feel exhausted. They feel that they spend the days stretched to the limit and end days emotionally drained. They can also feel hyped up, restless and agitated, or in a kind of listless, uninterested state that makes them feel dead and dispirited (Claxton 1989:43-45).

3.4.2 Physiological perspective

It appears that physical and physiological perspectives are more or less interrelated. Some key concepts under the physical perspective also form the important part of the physiological perspective.

The concern here is based on the fact that it seems that prolonged stress can lead to ill-health. Certain kinds of illness and illness proneness that can be experienced, are mentioned below:

- People are more likely to catch cold or flu.
- They suffer from mysterious, but more debilitating viruses, e.g. glandular fever.
- They suffer from different kinds of aches and pains, e.g.:
 - headaches;
 - migraines;
 - neck and shoulder pains;
 - backaches; and
 - perhaps the recurrence of old injuries (Claxton 1989:45).

It has become clear through research (Jevne, Zingle, Eng, Ryan, Hazen & Mortemoire 1994:3) that illness is taking a heavy economic, educational and personal toll. Therefore the economic cost of sick leave, the educational implications of being taught by teachers whose competence is compromised by illness, the toll of disruption within an academic year, and the personal suffering are combining to create what is being called the "crisis in education" (Jevne *et al.* 1994:3).

The study by Jevne *et al.* (1994) confirms that allocating subjects to an educator that he/she does not prefer or that he/she is not even prepared for, does have the potential to contribute to a health disabling condition. Therefore the lives of many people other than the educator who is ill are influenced by the experience.

Thus it becomes clear from this perspective that - while the individual faces the loss of health, of various personal and professional roles, of status, of self-esteem, and of security - the system loses predictability and resources.

3.4.3 Psychological perspective

According to Beard (1990:110), despite the acknowledgment of stress and burn-out as important occupational hazards among many professional and teaching groups, a process whereby committed professionals disengage from their work in response to job stress is characterised by the following symptoms:

- Dissatisfaction.
- Anxiety.
- Tension.
- Conflict.
- Pressure.

- Nerves.
- Boredom.
- Fatigue.
- Strain.
- Depression.

(Beard 1990:110).

It appears essential that teachers should be able to deal with the psychosocial dimension of their profession and their lives, hence the need to be given the knowledge and skills to support themselves and to have the support of others in order to employ their skills effectively. Therefore it is essential for teachers to be able to recognise how they react to their own feelings, which have the potential of disturbing their ability to teach. Furthermore research reflects that teachers who leave the profession complain of emotional disturbances such as frustrations (Gold & Roth 1993:51).

If teachers therefore are able to realise what is happening to them and if they are able to identify their emotions and their reactions to them, their ability to deal with them should be much greater.

3.4.4 Emotional perspective

People usually enjoy the pleasurable feelings and emotions they experience and they often try to deny or change the negative ones. Furthermore, on the other hand, in most cases people **are not aware** of how they permit their emotions to affect them personally.

At this stage it is essential to look at how teachers' lives can be influenced by their good or bad behaviours:

- People normally learn to react to their feelings when they copy the

behaviour of their parents and other family members.

- It seems that there is a common pattern according to which teachers react to their feelings and, in cases where the reactions develop into behaviours which are negative, the consequences to the teachers' self-confidence are inevitable.
- Emotions often are a signal to people that they have unmet emotional needs which must be addressed or there could be serious consequences.
- It also seems that teachers have emotional needs of various kinds and degrees, namely:
 - ⇒ the emotional need to be loved;
 - ⇒ the emotional need to be accepted by others;
 - ⇒ the need to feel worthwhile;
 - ⇒ the need for security and self-confidence.
- It is necessary for teachers to pay attention to their feelings rather than just react to them or deny them. It should be helpful to analyse one's present situation and to determine one's feelings about the people and events in one's life (Gold & Roth 1993:61-63).

3.4.5 Social perspective

The following appear to be possible societal stressors (from the researcher's point of view):

- The contemporary South African society - comprising a diversity of

languages, cultures, and religions - is making many different and conflicting demands on the teacher concerning the inculcation of values and the aim of the education system.

- Whichever value system is adopted by the individual teacher or groups of teachers within a particular school, there might be colleagues, pupils and parents of that same school who will reject those selfsame values.
- Society is not only asking those who educate to prepare the new generations for conditions which exist at present, but also for the needs of the future society.
- It seems as if society has changed its attitude towards teachers:
 - ⇒ No longer does the parent give unqualified support to the teacher in the presence of the child.
 - ⇒ No longer is the teacher regarded as a person whose acquisition of knowledge, sense of vocation and self-sacrifice is to be admired.

Therefore, it is clear that aspects of the society can be a source of professional job satisfaction and achievement of teachers. Conversely, it seems societal factors can cause considerable teaching stress.

Ashton and Webb (1986:29-31) note the following:

- The life experiences of most teachers demonstrate their allegiance to the ethic of vertical mobility, self-improvement, handwork, deferred gratification, self-discipline and personal achievement.
- The individualistic values rest on the assumption that the social system generally works well, is essentially fair, and moves society slowly - but inevitably - towards progress.

- Teachers in particular are made anxious when they discover that:
 - Their salaries are lower than those of most workers with comparable training and responsibility;
 - Their profession provides limited opportunities for continued economic and status achievement;
 - Their salary increases have fallen behind the rate of inflation;
 - A stereotypical image of teachers' work and worth, promulgated by the press and widely held by public, has lowered the status of the teaching profession;
 - Their achievements apparently go unrecognised by the public and by school administrators.

According to Ashton and Webb (1986:30) any of the above-mentioned conditions can throw teachers into what is called status panic. That panic becomes particularly acute when all of the above-mentioned conditions are perceived to be at work simultaneously, as is apparently presently the case in education. Furthermore it is evident that all schools are highly dependent upon their teachers to provide an effective and efficient service. Thus it is imperative that teachers are sufficiently well equipped to cope with the unique brand of pressures which they face.

For teachers to deal effectively with stress, it is equally important that they should have a clear understanding of the sources of stress. Hence the concept of the sources of stress is investigated in the following section.

3.5 THE SOURCES OF STRESS

McManus (1989:1) offers a bewildering collection of definitions, estimates of prevalence, claims about trends, historical evidence, and speculations regarding the causes and cures of stress. Research evidence (Johnstone 1989:7) also clearly reflects that there are a number of studies or reviews dealing with the identification of what might be regarded as the stressful elements of teachers' work.

Johnstone (1989:7) further indicates that many writers concur in finding major sources of stress in teaching, namely:

- Pupils' failure to work or behave.
- Poor working conditions.
- Work load.
- Poor school ethos.

McManus (1989:97) also indicates the following principal causes of stress:

- Poor staff communication.
- Disruptive and noisy pupil behaviour.
- Poor working conditions.
- A lack of time and too much work.
- Trying to uphold standards.

Another picture emerges when Rowland and Birkett (1992:173) in Table 3.2 indicate possible sources of stress in life events.

Table 3.2: Life events vs. stress

LIFE EVENT		INTENSITY OF STRESS OR LIFE CRISIS UNITS
1	Death of spouse	100
2	Divorce	73
3	Marital separation	65
4	Jail term	63
5	Death of close family member	63
6	Personal illness or injury	53
7	Marriage	50
8	Fired at work	47
9	Marital reconciliation	45
10	Retirement	45
11	Change in health of family member	44
12	Pregnancy	40
13	Sex difficulties	39
14	Gain of new family member	39
15	Business readjustment	39
16	Change in financial state	38
17	Death of close friend	37
18	Change to a different line of work	36
19	Change in number of arguments with spouse	35
20	A large mortgage or loan	30
21	Foreclosure of mortgage or loan	30
22	Change in responsibilities at work	29
23	Son or daughter leaving home	29
24	Trouble with in-laws	29
25	Outstanding personal achievement	28
26	Spouse begins or stops work	26
27	Begin or end school or college	26
28	Change in living conditions	25
29	Change in personal habits	24
30	Trouble with the boss	23
31	Change in working hours or conditions	20
32	Change in residence	20
33	Change in school or college	20
34	Change in recreation	19
35	Change in church activities	19
36	Change in social activities	18
37	A moderate mortgage or loan	17
38	Change in sleeping habits	16
39	Change in number of family get-togethers	15
40	Change in eating habits	15
41	Holiday	13
42	Christmas	12
43	Minor violations of the law	11

(Rowland & Birkett 1992:172)

Given the existence of all these possible sources of stress in general, common sense does then indicate that stress is not inevitable for all teachers all the time. It also appears from this table that dealing with people appears to be very stressful because all the events refer to personal encounters.

Overall, it appears that the sources of stress seem to fall into six major categories, namely:

- Poor motivation on the side of the pupils.
- Pupils lack discipline.
- Poor working conditions.
- Time pressure.
- Work pressure.
- Low status.
- Conflicts with colleagues.

Although these six major categories have emerged as the most commonly identified sources of stress (Cole & Walker 1989:32), there are a number of other minor issues related to sources of stress that need to be kept in mind, namely:

- In most cases any aspect of the teacher's work may result in extreme stress.
- Secondly, there are many changes taking place in schools, therefore an understanding of the current major sources of stress needs to be based on

up-to-date information.

Up to this stage, the researcher has deliberated on sources of stress in general. In the next subsections key sources of teachers stress are briefly discussed.

3.5.1 Children's behaviour and attitudes

In this section it appears essential that the concepts mentioned below are worth commenting on:

- ⇒ Troublesome behaviour.
- ⇒ Poor motivation on the side of the pupils.
- ⇒ Pupil indiscipline.

• Troublesome behaviour

Troublesome behaviour needs to be seen in the context of classroom structures. According to McManus (1989:2) troublesome behaviour refers to any behaviour by any student that is seen by a teacher to be initiating a vector of action that competes with or threatens the primary vector of action at a particular moment in the classroom activity.

Research evidence (McManus 1989:96) reflects clearly that, confronted by troublesome behaviour, teachers can never be sure how much they themselves have contributed to the problem. Most teachers appear to suspect that the gap between perfection and what they manage to achieve most days could be filled with extra effort on their part. Furthermore it has been indicated in other studies that there are professions that can claim an 80 percent satisfaction rate, meaning that these professions are not confronted with complex pressures that form part of daily school activities (McManus

1989:96). Poor motivation on the side of pupils can be one of these daily pressures.

- **Poor motivation on the side of pupils**

Pupils' poor attitude towards school and their lack of motivation have consistently been identified as a major source of stress in numerous studies (Cole & Walker 1989:31). Therefore it seems important that all pupils of whatever age must be active, either mentally or physically, during all the lessons.

The teacher must at least have different ways of motivating pupils. Obviously the subject matter will determine the type of activity to a large extent, but means must be devised to achieve the desired kind of and a high level of activity. Through observation, one can safely indicate that classes that are not properly managed or controlled, are characterised by too much noise.

Too much noise is seen as a probable source of stress and as being capable of keeping the teachers unsettled, annoyed or aggressive, which could be an unconscious signal of loss of control (Claxton 1989: 47).

According to the researcher's observations, noise is not the only reason for students to be less motivated. Other factors like disorder and lack of control can also contribute. Therefore, it seems that the problem of poorly motivated pupils is more complex.

- **Pupil indiscipline**

In classroom activities it is possible that a tense and highly unpleasant exchange between a teacher and pupils can take place. The obvious fact is that such exchanges can be extremely stressful at the time, although - in most cases - they are quickly over. Assertiveness and a calm outward appearance

have been identified as effective in maintaining discipline in classrooms (Rowland & Birkett 1992:46).

Therefore it seems that discipline should not be seen as a negative activity, but the exercise of discipline should be a habit in the classroom. Constant monitoring and vigilance, using a consistent tone of voice and body language usually will engender respect.

It appears that, if teachers are inexperienced or lack the proper ability to deal with pupils, troublesome behaviour and more stress are likely to prevail.

3.5.2 Poor working conditions

According to Cole and Walker (1989: 31) poor working conditions refer to the following:

- ⇒ Problems such as inadequate equipment.
- ⇒ Poor staff room facilities.

- **Inadequate equipment and poor staff room facilities**

A lack of resources or materials in classrooms is identified as an issue that limits teachers' efforts to do better (Cole & Walker 1989:16).

Many teachers see themselves in a dilemma, i.e. contradictions abound: On the one hand, education departments promote teaching methodology, while on the other hand, they do not equip teachers with what they need to put content into practice.

According to the researcher's observations, a lack of resources may not only be a matter of teaching materials, but also issues like the following:

- A problem of space.
- Poorly preserved buildings.
- Poor quality furniture.
- Inadequate heating/cooling.
- A lack of suitable premises.

Apart from the lack of resources, it appears that institutional limitations also exist, for example:

- Timetable problems.
- Internal rules.
- Standards laid down by teaching institutions or inspecting bodies.
- The need to set aside time for meetings:
 - ⇒ between members of staff;
 - ⇒ between staff and students;
 - ⇒ between staff and the governing body;
 - ⇒ to discuss examinations.

The above-mentioned circumstances indicate that improvement attempted by the teacher requires an extra effort in order to get what he/she needs.

3.5.3 Time pressure

Gray and Freeman (1987:62) state the following:

“Frequently we switch tasks from one priority to another as we manipulate our work-load. At other times we have high energy and cram a lot into a short time while at others everything seems to be spaced out over a long, leisured period. Few of us keep up the same pace all the times, indeed to do so is to put

ourselves under extreme pressure and to become stressed”.

From this statement of Gray and Freeman one can make the following inferences, namely:

- It appears that human beings are never free of moods, preferences, idiosyncrasies and fluctuation in enthusiasm. All this hardly makes straightforward rational behaviour possible.
- It appears that it is not always easy to decide what is personally and/or professionally important, but it seems that it may be easier to decide on what is urgent and therefore needs to be attended to more urgently.
- It seems that when people have work that is tedious, it is often better to do it bit by bit. Some people like to do work all at once, however.

Therefore it is essential to have a clear idea of which work is supposed to be done, so as to be able to pace one's work more accurately.

Rowland and Birkett (1992:50) clearly emphasise the importance of time management in order to avoid stress:

“Time is a finite resource when we feel that there isn't sufficient time to do what we want to, we have to either reduce our demands of it or use it more efficiently”.

From the above statement it appears that teachers do not have enough time to do the job that they ought to do and want to do. The following areas of work have been identified by Claxton (1989:29) as factors which lead to stress time management:

- It seems teachers do not have enough time even for short-time demands, e.g.:
 - ⇒ Preparation.
 - ⇒ Marking.
 - ⇒ Report-writing.
 - ⇒ Sorting out pupils' disputes.
 - ⇒ Clearing up the heat of the moment misunderstandings with colleagues.

- Long-term demands:
 - ⇒ No time to clear the backlog of paperwork.
 - ⇒ Replying to letters.
 - ⇒ Ordering supplies.
 - ⇒ Planning schemes of work.
 - ⇒ Setting up meetings with educational psychologists for pupils who have problems, etc.

Pressure of time starts to be conspicuous when people rely on stopgap decisions. Those are issues that should have taken at least an hour of discussion with colleagues or pupils who are concerned, but that have to be dealt with in a few minutes.

What also needs to be noted, is that the very nature of teaching is filled with interruptions which militate against a task being completed timeously. Examples are:

- Intrusions of intercom announcements.

- Telephone calls.

- Unscheduled staff meetings at short notice.
- Practices for school activities.
- Numerous visitors in the form of school nurses, doctors, psychologists, orthodonticians.

It therefore appears that all these interruptions forestall the teachers' efforts to reduce the workpile and therefore contribute further to teaching stress.

3.5.4 Conflict with colleagues

In general terms, it does appear that conflict is an inevitable part of life in modern organisations. Common sense reflects that clashes of interests and personalities do prevail in different institutions and organisations. Therefore, what appears to be the most important thing, is how to deal with the situation in order to alleviate the potentiality of conflict as also being a source of stress.

According to Hayward (1993:7), a great deal is constantly expected from teachers, because it appears that teachers need to act as diplomats, mediators, counsellors, disciplinarians and imparters of knowledge. Furthermore it is clear that all these roles are not easy roles and they sometimes conflict with one another.

The general point is that change may lead to stress by introducing conflict or ambiguity into a previously stable teaching situation. According to the researcher's observations, change might equally be welcomed as an alleviation of stress, depending upon the circumstances and the participants.

Therefore, in this section, it appears essential to look at two concepts that appear to determine the working relations with colleagues, namely:

- Leadership style.
- Communication.

3.5.4.1 Leadership style

Through observations, it becomes evident that the leadership style adopted by the senior management team has a pivotal role in determining the kind of school in which teachers carry out their professional duties.

From observations, it also appears that the most common leadership styles are the autocratic, democratic and *laissez-faire* types. Each leadership style seems to have a contribution to make to the effective management of the school. Therefore it is important to indicate how these leadership styles contribute to effective management, i.e.:

- **Autocratic:** According to the researcher's observation, the autocratic leadership boosts effective management, if it is applied where it is relevant. For example, if the employer and employee have agreed on the target date, one has to be very much autocratic in insisting that people stick to original target dates. Furthermore that will assist the organisation to meet its set goals.
- **Democratic:** Effective management of the school will be boosted by a democratic leader, because he/she brings into a system, awareness of democratic values, such as equality, justice, freedom, diversity, integrity, dignity, honesty, empathy and most importantly respect for human life (Nguru, 1995:61).
- **Laissez-faire:** According to the researcher's observations, *laissez-faire* leadership style plays a unique role in the process of developing effective school management, that is through its allowance of **independence**,

people are free to do as they wish, they are given enough chance to have influence in their own work. It does seem, however, as if there are too many schools where this style is in constant use with the expected result of chaos in these schools.

Therefore a clear warning is that principals should not adhere rigidly to any one style.

In trying to work with colleagues, the most important question at this stage is how a leader should try to deal with situations where there are personality clashes. How should he/she contribute most effectively in group situations and gain effective contributions from others? The figure that follows, tries to address the above stipulated questions:

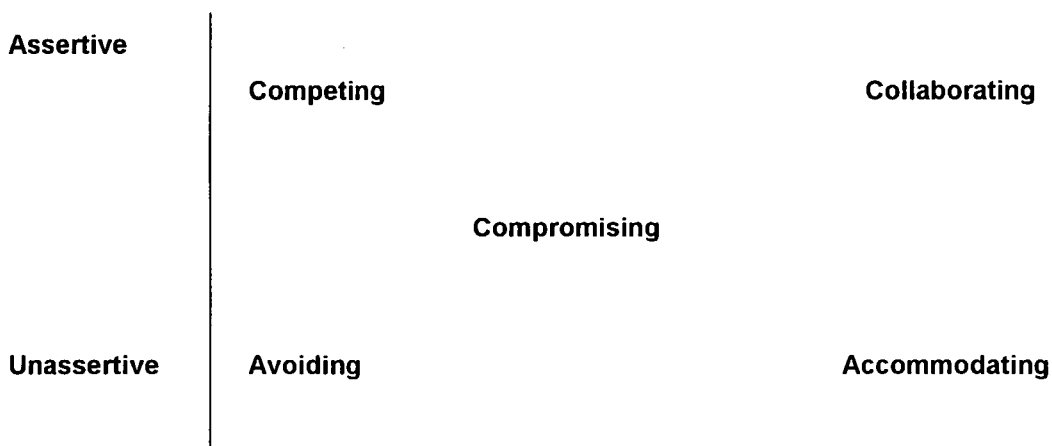


Figure 3.6: The Managers Guide to Self-development

(Adapted from Rowland & Birkett 1992:30-35)

Rowland and Birkett (1992:34) indicate the style of handling differences between oneself and others:

- **Avoiding behaviour.** This is a behaviour that is unassertive and unco-operative. The individual prefers not to deal with or discuss the particular conflict at the given moment.
- **Accommodating behaviour.** That is giving in to someone else's point of view. This behaviour is also viewed to be unassertive and cooperative.
- **Compromising behaviour.** This behaviour is seen to be intermediate in both assertiveness and cooperation. This is a way of trying to satisfy both parties.
- **Competing behaviour.** This behaviour is deemed to be assertive and unco-operative. In this situation the individual focuses only on winning and defending his position.
- **Collaborating behaviour.** This is seen to be both assertive and cooperative. This follows a problem-solving approach and attempts are made to try and reach a solution which satisfies both parties by trying to resolve a resource problem.

The other concept that has a bearing when it comes to conflict with colleagues is communication.

3.5.4.2 Communication

Hayward (1993:9) states that: "...when communication within the school is open and honest, most teachers feel that they are making an important contribution to accomplishing the school's objectives. The communication

system within a school affects morale and may therefore increase or decrease stress”.

A class or subject teacher communicates with a variety of people every day, i.e. children, parents, colleagues and school administrative officers. Therefore different styles of communication are needed and it is possible that stress may result in the process. It then appears that communication is essential for positive and meaningful interpersonal relations. Hence interaction with others seems to be necessary to meet one's needs and to make one's life more fulfilling as one begins to resolve one's problems and issues.

At this stage it is essential to try and see how communication and leadership style can influence each other (Hayward 1993:9):

- The autocratic leader is recognised by a one-way (top down) style of communication.
- The democratic leader is seen by two-way communication, i.e. suggestions made by subordinates are listened to and receive consideration.

Therefore it seems that teachers become angry, frustrated and stressed when they are not given the opportunity to participate in two-way communication with the senior management team.

Gold and Roth (1993:120-123) identify the following aspects that are essential and form a critical part of the support process:

- **Accepting and caring:** Accepting is seen to be a non-judgemental way of dealing with people who seek support. The relationship is sensitive to those people's feelings and attitudes, while caring indicates to the other person that it really matters to you what happens to him or her. A real

message is sent to the person who seeks help.

- **Empathy:** Empathy refers to the fact that an endeavour is made to see others' problems as they experience them, i.e. trying to become congruent with the other people and seeing the world as they see it.
- **Non-threatening, non-evaluative:** The helper tries to communicate with somebody who seeks help in such a way that his/her views or advice is not perceived as a threat. Similarly the helper needs to free the receiver from the threat of being evaluated. Therefore what it means is that the helper needs to provide the receiver with the recognition that the centre of the responsibility lies within him- or herself, not with any external person.
- **Trust:** Trust refers to the fundamental aspects of building a positive helping relationship. Trust is characterised by honesty, openness and sharing confidence. Therefore when the receiver has trust in the helper, then he/she is more likely to be free of fear of ridicule or humiliation because he/she trusts the other person to respond with compassion and honesty.
- **Individuation:** This is seen to be the "ability to maintain `separateness of persons' in a helping relationship... Each person in a relationship must be strong enough to contribute to the goals of that relationship without requiring the other person to conform to their own personal values or preconceived ideas" (Gold & Roth 1993:122).
- **Recognising growth:** Here the emphasis is on the fact that the helper should have a clear understanding that the receiver is in the process of becoming. The aim here is only to assist the receiver to reach his/her goal or potential and not to judge him/her on the basis of past or current inadequacies or levels or achievement.

It becomes clear from this discussion that leadership style and communication are critical elements when it comes to working relations with colleagues, including one's seniors. The better understanding of the dynamics surrounding one's relationship with others will lead to a better understanding of a role that one is expected to play. Hence it is important to closely look at role conflict and role ambiguity in the next section.

3.5.5 Role conflict and role ambiguity

Role conflict is defined by Jevne *et al.* (1994:14) as follows:

“...the simultaneous occurrence of two or more sets of inconsistent expected role behaviour for an individual. It occurs when a person cannot reconcile the inconsistency between these sets of role behaviour”.

What it really means in practice is that the school's expectations contradict the person's expectations i.e. the person/teacher might be having two or more strong influences affecting him or her.

This type of scenario is also clearly reflected in South African schools, where teachers are often heavily involved in extramural activities and a particular teacher has more roles to play than simply being a class or subject teacher. After school hours, the selfsame teacher might play many roles such as a soccer coach or referee and therefore role conflict starts to build up as all roles start to become very important to the teacher concerned. That is where stress starts to emerge. Role ambiguity is defined as inconsistent or insufficient knowledge related to one's duties, benefits, rights, responsibilities and confusion related to how one's duties can best be performed (Jevne *et al.* 1994:14).

This definition reflects the following:

- The person is unclear about how to perform.
- The person is unclear about what is expected.
- A lack of clarity exists concerning job performances and expected consequences (rewards, penalties, etc.).

Therefore it seems that if the educational manager does not demarcate, preferably in writing, the wrong expectations of each teacher can lead to unnecessary stress.

Johnstone (1989:25) indicates that conflict, ambiguity and overload are all mediated by people's personalities (e.g. key personalities, being anxiety-prone, being introvertal, being flexible). Note a few explanations of examples of people's personalities:

- Anxiety-prone persons or those who are introverts and experience role conflict more intensely.
- Those who are flexible usually account for almost the entire effect of the conflict, whereas the more rigid personalities usually reflect no greater tension in high conflict situations than in the low conflict ones.
- Role ambiguity seems to alleviate stress by leaving loopholes in accountability or by allowing for personal initiatives.

The number of different and often explicitly contradictory roles that teachers have to fulfil, lead to a great deal of stress. Hence stress arises from the pressure on the person in adjusting between roles. Teaching seems to involve so much and such frequent role changes that it is no wonder that pupils often consider teachers somewhat less than human.

Common sense dictates that people are different from one another and perceive the organisation(s) to which they belong differently. Therefore it seems that organisations are arenas of potential conflict. Thus schools, like other organisations, must also work through the conflicts that arise in them and the sooner and more fully they are resolved, the better for all concerned, since the consequences always seem to increase personal stress.

Organisations or schools (faculties/departments) need to be aware of their own peculiar and specific sets of stress signals. Realistically, stress signals might be sending a clear message about the make-up of the organisation(s) or the array of organisational ills. That especially includes people working in the organisation. This question of stress signals necessitates the importance of looking at the burnout symptoms which might be forming part of stress signals.

3.5.6 Management and leadership

At this stage it seems essential to analyse the question of whether there is a difference between management and leadership or whether they are the same. According to the researcher's understanding, if these two concepts (in terms of their difference) are not clearly understood, that can possibly lead to considerable job stress.

By highlighting the following differences, Adair (1991:53) indicates that leadership and management **are not the same**:

- Managers are expected to be accountable for all resources, e.g. money, machinery and people. Furthermore they are expected to be concerned with the proper and efficient use of resources.

- Leaders are expected to be concerned with giving direction, building teams and inspiring others by word and example.
- Furthermore managers strive for a good administration, while leaders care about administration.

It is clear from this analysis that management and leadership overlap considerably. It also appears that both concepts are about achieving objectives, i.e. getting results through other people.

According to the researcher's point of view, teachers, principals and school management teams should be able to **recognise the distinctive features** of these concepts (so as to be able to achieve a sense of job satisfaction or less job stress). Hence the importance of specifically analysing the distinctive features of leadership and management.

Schuitema (1994:28-30) indicates the following distinctive features of **management**:

- **Power:** The way the manager exercises his/her power, determines as to whether the employee's trust will be granted or withheld. Therefore the manager should be able to pacify the people on the floor and be able to reassure them that management does in fact care for their well-being.
- **Wealth:** The manager should be able to make people produce something bigger than the total of that which each individual is taking from the system. Furthermore the manager must be able to reveal the fact that wealth is created by people who are generous, because they give more than they take.

- **Discipline:** The manager should be disciplined. That also entails being able to stick to the organisation's plans, so as to ensure maximum production, which will possibly lead to job satisfaction and the achievement of set goals.
- **Courageous:** The manager should be prepared to go into dangerous places and blast them out for the benefit of the organisation and all its employees. He/she should have the noble qualities of the human will.

Adair (1991:58) indicates the following distinctive features of leadership:

- **Giving direction:** Leaders are supposed to indicate the way forward, to have a sense of direction and be able to identify new objectives, new services and new challenges.
- **Source of inspiration:** Leaders are supposed to the pace or supply organisational motivation by providing examples and by illustrating moving energy.
- **Building teams:** Leaders should be able to transform groups of individuals into teams. At the same time seems teams should assist in meeting the needs of individuals and that will possibly lead to less work stress.
- **Example:** Leaders are expected to lead.
- **Acceptance:** The leader should be able to win the hearts and minds of those who work with him/her.

Therefore it appears that a problem (which can contribute to work stress) only starts when managers or leaders develop a tendency to see people as

"things" or "human resources" and *not* as persons that are free and equal, intelligent and motivated, as well as immensely capable.

Furthermore it is clear that effective leadership will have an end product and a high performance team. That means that there appears to be no way according to which a good leader, who is not also a good manager or administrator, can be envisaged.

3.5.7 Leadership and change

It appears that change is capable of being a source of stress. The implication may be that managing an organisation without much change may be less stressful.

Anderson (1992:54) indicates that:

"The necessity of integrating management and leadership knowledge and skills within each key decision maker (or at least on each team) is becoming more critical as world history faces us with increasing complexity, spastic change and unpredictability. Each manager must lead and each leader must manage in a world where both leadership and management dimensions must be developed in order to respond to constant change and pressures, both internal to and external to an organisation".

Therefore it appears essential to manage change so as to be able to ensure that change is envisioned, anticipated and adapted to our environment. This implies that a manager should enable his/her employees to effectively cope with increasingly accelerated change. Furthermore it seems that, more than ever, people need innovative and creative leadership.

According to Anderson (1992:62) there are **ten** key practices relating to leadership and change:

- Seeking opportunities to change, grow, innovate and improve.
- Being prepared to take risks and learn from accompanying mistakes as well as being prepared to explore and experiment.
- Having a clear vision for the future and being able to predict the future through making adjustments along the way.
- Responding to important input from the floor and enlisting others in a common vision by recognising everybody's values and interests.
- Building trust and making contact with employees at all levels and sharing concern for the development of others and the organisation as a whole by fostering collaboration.
- Being more committed to positive relationships with others and strengthening people by sharing important information with them in addition to increasing freedom for people's discretion and visibility.
- Behaving in ways that are consistent with what one preaches, i.e. leading by example.
- Enabling people to gain some wealth from their productions, i.e. deliberate plans for small wins to foster commitment.
- Recognising every contribution made by individuals and the impact of their participation for improvement.
- Providing dignity and respect to team accomplishments through regular

celebrations.

These ten practices clearly reflect to those in positions of leadership that, with these kinds of complex demands facing them, it is not puzzling that it is expected that a wide range of skills should be exposed in the behaviours of those who are most effective and efficient. It therefore appears that managing the process of change can possibly contribute to job satisfaction and less work stress.

3.6 BURNOUT SYMPTOMS

The term "burnout" has been defined by different researchers as follows:

- **Three states**, noted as emotional exhaustion, depersonalisation and personal accomplishment burnout. This syndrome can also be related to physical, emotional and mental exhaustion (Sarros & Sarros 1992:57).
- Furthermore burnout syndrome is related by other researchers to the following: feelings of helplessness; the development of a negative self-concept and negative attitudes; a lack of energy and ideals; failure due to excessive demands on energy strengths or resources (Mazibuko 1996:29).

The two terms, "burnout" and "burning out" can be differentiated as follows:

- **Burning out:** This process is seen to be gradually occurring over extended periods of time. Thus "burning out" in teachers appears to be more appropriately referring to the gradual erosion of important technical, psychological and social resources. Therefore "burning out" appears to be cumulative and more clearly related to the long-term negative impact of occupational stress on teachers' coping resources.

- Burnout: This is seen as a long-term gradual process in teachers and refers to an end-state phenomenon, which within the proposed framework, is best employed as a concept indicating a point at which the student/teacher experiences a substantial depletion of critical coping resources and a significantly reduced capacity for effective performance (Mazibuko 1996:30).

Rowland and Birkett (1992:169) emphasise the importance of recognising burnout by coming up with a checklist of symptoms:

- Increased pulse level.
- Higher blood pressure.
- Palpitations.
- Cold hands and feet.
- Aches and pains.
- Change in appetite.
- Diarrhoea.
- Constipation.
- Queasiness.
- Frequent colds.
- Migraine.
- Blurred vision.
- Skin eruption.
- Frequent urination.
- Getting irritable more frequently.
- Feeling anxious for no apparent reason.
- Going on the defensive.
- Being more critical.
- Feeling depressed.
- Crying more than usual.
- Being more aggressive.
- Being unable to concentrate.

- Vacillating in decision-making.
- Making more mistakes.
- Being more forgetful.
- Being irrational.
- Being unreasonably negative.
- Being less able to make realistic judgements.
- Changing work habits.
- Neglecting personal habits.
- Being unable to sleep.
- Being more lethargic.
- Drinking more alcohol.
- Smoking more.
- Changing eating habits.
- A reduced sex drive.
- Increase in absenteeism.
- Being more accident prone.
- Relying more on medication.

Fatigue is the body's warning signal which tries to prevent people from carrying on until total exhaustion. Unfortunately people are often not aware that their work performance is declining at the point where fatigue becomes exhaustion.

Naturally some symptoms on the checklist could be indicative of physical illness (e.g. back pain, loss of weight, tension headaches, absenteeism), although it seems physical illness might in turn relate to classroom stress. Equally, some symptoms could be indicative of hard but stressful work (for example feelings of exhaustion, over-eating, increased consumption of alcohol, moodiness).

Therefore it appears from this analysis that an important element in the growth of the problem is the lack of support. Especially in African society, citizens usually wash their hands of the education of their young and try to make teachers solely responsible when, in many cases, the problems are those of society and require social solutions.

The phrase "teacher burnout" has become a catch phrase in educational literature and includes all the reactions, apathy, aggression, anxiety, neurosis, defeatism or sheer bloody-mindedness which can be observed in today's teachers (Rowland & Birkett 1992:166-170).

3.6.1 Teacher burnout

Through observations one realises that many teachers learn that they have unrealistic expectations regarding teaching. This appears to be especially true of teachers who had support and collegiality during their training period, yet were left to their own resources once they began teaching. It seems that once teachers become discouraged and frustrated in their goals, disillusionment usually follows. They appear to have no one to talk to about their expectations.

According to Gold and Roth (1993:33) "burnout was essentially caused by a mismatch between what workers feel they are getting in return from their work and what they feel they are giving to others". Furthermore three patterns of change that professionals demonstrate when they are in a state of burnout are identified, namely:

- They lose sympathy and tolerance for clients and are inclined to blame them for their own difficulties.
- They demonstrate a loss of their own sense of idealism and optimism regarding change.

- They look outside their professional work to find fulfilment.

In this model it is further indicated that burnout is caused by a loss of commitment and purpose in work. Whenever the expectation level is dramatically opposed to reality and the person persists in trying to reach that expectation, trouble is on the way.

3.6.2 Burnout factors

According to Gold and Roth (1993:32)

“...the burnout syndrome appears to be a response to chronic, everyday stress rather than to occasional crises ... what changes overtime is one’s tolerance for this continual stress, a tolerance that gradually wears away under the never-ending onslaught of emotional tensions”

Therefore it seems that the role of stress leads to withdrawal of the individual who might be working in a human service position. Gold and Roth (1993:35 to 45) indicate burnout factors as follows:

- (a) **Lack of social support.** The following functions are important:
- Professional support.
 - Professional challenge.
 - Emotional support (i.e. having someone who is on your side and who appreciates what you are doing.
 - Emotional challenge.
 - The sharing of social reality.

This means that there is an essential relationship between social support and

burnout (Sarros & Sarros 1992:57).

- (b) **Demographic factors.** Findings from numerous studies (according to Gold & Roth 1993) reflect that men are more vulnerable than women and may need more social support and assistance. This appears to be especially true since there are in most cases fewer males in elementary schools, resulting in less male camaraderie or even male bonding. Furthermore, for those teachers who teach in junior high, middle and high school, higher burnout appears to be high in comparison to those teaching low grades.
- (c) **Student violence, classroom discipline and control.** Trying to control students who are difficult, disruptive and disrespectful has long been a problem for many teachers.
- (d) **Self-concept.** It appears that teachers with higher self-concepts are more resistive to stress and more likely to maintain a sense of personal accomplishment while working under pressure. Furthermore it appears that teachers often feel that their sense of self-worth and belonging is affected when they become disillusioned and discouraged. They at times begin to question their reason for being teachers and even wonder if they have anything to offer their students.
- (e) **Administrative pressures.** If teachers see the administrator as one who is mainly interested in running the school and offering little or no support where discipline problems or parental dissatisfaction is concerned, feelings of satisfaction in their teaching and with their job are often affected. Furthermore it appears that burnout is related to a lack of support for teachers on the part of administrators.
- (f) **Difficult parents.** It appears that there are two types of parents that often cause teachers serious problems and contribute to their feelings

of disappointment and disillusionment that frequently lead to burnout if some form of intervention is not begun.

- (i) The first kind of parents are those that show a lack of support and interest. This lack of parental support appears to be usually evident during special programmes or events at schools.
 - (ii) Another type or group of parents usually complain that teachers are not well prepared and are underqualified for the job. These parents are usually highly critical and often verbally abusive of teachers (Rich 1998:37).
- (g) **Role conflict and role ambiguity.** It is reflected that role conflict and role ambiguity may be related to burnout. Two common sources of conflict as far as teachers are concerned, are the following:
- (i) Teachers are usually expected to provide quality education, while they are often hindered from using the best curriculum material available and proven instructional methods.
 - (ii) They are usually held responsible for handling the disciplinary problems in their classes while they are not given the authority to do so.
- (h) **Isolation.** It appears through observations that teachers are an isolated group, vulnerable to public criticism and attack. In fact, it seems teachers are not respected by many of their students, parents and even administrators. They are quickly reminded of their failures and only on rare occasions are they praised for their successes.
- (i) **Disillusionment.** This is seen to be the final stage which ultimately leads to burnout. Gold and Roth (1993:41) further indicate a gradual

progression which often is as follows:

- (i) A sense of frustration, negative feelings and anger, which lead to feelings of dissatisfaction.
 - (ii) Feelings of hopelessness begin to set in.
 - (iii) Multiple physical ailments and a feeling of apathy appear.
 - (iv) Withdrawal and depersonalisation from others become common.
 - (v) A loss of caring about others and often oneself is experienced
 - (vi) Disillusionment and a near total feeling of giving up or burnout results.
- (j) **Unmet needs.** It appears that when individuals perceive that their needs are not being met over a period of time, they become discouraged, angry and depressed. It has been identified that unmet needs fall into three major areas:
- (i) Emotional and physical needs.
 - (ii) Psycho-social needs.
 - (iii) Personal-intellectual needs (Gold & Roth 1993:42).
- (k) **Unfulfilled expectations.** Most teachers usually begin teaching with the expectation that they will make a difference in the lives of the children they teach. Expectations are often shattered for both beginning and experienced teachers who have not been prepared to handle the challenges caused by limited language proficiency and the broad range of individual needs. These unmet expectations can produce feelings of irritability, anger, depression and hopelessness. Then, as stress increases, physical disorders occur and the teacher begins the steady and gradual decline toward burnout.
- (l) **Psychological symptoms.** Burnout appears to be actually a psychological state, where feelings of depression, anger, guilt, sadness, alienation, anxiety, disillusionment and despair may manifest

themselves when emotional needs are not being met, especially when teachers are unaware of how they can identify and meet these needs.

- (m) **Physical symptoms** refer to types of illness that are usually related to burnout, for example flu, insomnia, headaches, and serious long-term illness such as heart diseases, cancer and others.

3.6.3 The stress-burnout relationship

To eliminate confusion between stress and burnout, the relationship between these two concepts is outlined in Table 3.3:

Table 3.3: Relationship between stress and burnout

Stress	Burnout
(i) Stress is a condition of disequilibrium in the intellectual, emotional and physical state	(i) Burnout is a syndrome of progressive disillusionment
(ii) Cultivated by one's perceptions of threat	(ii) Results from an individual's perceptions of unmet needs and unfulfilled expectations
(iii) Results in physical and emotional reactions which are positive or negative	(iii) Characterised by psychological and physical symptoms which diminish self-esteem depending on one's interpretations
(iv) May be of short or long duration	(iv) Develops gradually over a period of time

(Gold & Roth 1993:44)

From Table 3.3 it can be concluded that stress is followed by burnout. Burnout is therefore a process which starts with too high and extended levels of stress. This stress situation causes strain and anxiety in the teacher and this results in the teacher withdrawing himself/herself from the work situation and becoming cynical, apathetic or rigid.

Therefore, what appears to be essential at this stage, is the ability of the teachers to be able to cope with stress or their managerial strategies of stress. Therefore it is important to look at teachers' coping resources in the next section.

3.7 TEACHERS' COPING RESOURCES

Johnstone (1989:32-33) outlines the following ways of coping with stress:

- keep things in perspective;
- avoid confrontation;
- relax after work.

Dunham (1984:109) indicates the following strategies:

- Set aside a certain amount of time during evenings or weekends when you take a total break from anything connected to work.
- Try to learn from each individual situation.
- Talk about stressful situations with close ones (husband/wife/ family).
- Be fully involved with family/friends when you are out working.
- Say "No" to unnecessary demands.
- Try to bring feelings and opinions into the open.
- One should learn to admit one's limits more easily.
- Accept a problem.
- Talk about your problem with colleagues at school.
- Always try to be consistent and honest.
- Come up with some sort of teaching routine.
- Keep the children occupied, etc.

The following activities have also been identified as ways of reducing stress:

Mediation, jogging, relaxation, becoming more detached, listening to music, talking to the Deputy and the Head, living in a small community, letting off steam verbally, swimming, dancing (where great concentration is needed, but of a different quality to that of school work), going out and getting drunk, taking the pressure off by playing squash, making love, developing a sense of humour, seeking promotion elsewhere, learning greater self-control, writing poetry, grumbling a lot (Dunham 1984:110).

Furthermore other researchers like Rowland and Birkett (1992:178) indicate the following practical suggestions for coping with stress at work:

- Listen to others' opinions.
- Before talking, ask yourself three questions:
 - Do I have something important to say?
 - Does anyone want to hear it?
 - Is this the time to say it?
- Be positive about current changes.
- Look at others' coping systems.
- Make a personal development plan.
- When getting frustrated or irritable, ask yourself why you are allowing it to annoy you; use the time to relax and think positively.
- When you are feeling pressured, **stop!**. Ask yourself, "Must I do it now or can it wait until I have time?". Think properly.
- Learn to say "No" - do not overcommit yourself. You should try to cut out irrelevant meetings and courses.
- One needs to be realistic about deadlines and target dates.
- Try to build in "breathing spaces" during the day.
- An attempt to do one thing at a time helps.
- The ability to keep an element of detachment in one's work does help.

- Note the importance of checking on the following:
 - Eat a balanced diet.
 - Get enough sleep.
 - Vigorous exercise.
 - Have regular health check-ups.

From the above-mentioned it is clear that some sort of physical activity, for example playing tennis, bowls, jogging, swimming, dancing, etc. is an excellent way of taking one's mind from the factors that contribute to one's stress.

3.8 SUMMARY

This literature study appears to lead to an understanding of the fact that stress can be reduced by strengthening personal, interpersonal and organisational strategies. The best way to make this possible appears to be to listen to teachers and by putting their recommendations into practice.

The literature study in Chapters 2 and 3 will subsequently be followed by an empirical study in Chapter 4. The latter includes the questionnaire which was used to obtain facts regarding the issues concerning teachers' stress.



Chapter 4

RESEARCH DESIGN

4.1 INTRODUCTION

In the previous chapters, literature on areas of job satisfaction and job stress among teachers was reviewed. Reference was also made to work values. In addition, attention was paid to opportunities to alleviate job stress which appears to negatively affect job satisfaction.

The necessity of this research project is reflected by its efforts to expose how school managers (Principals, School Governing Bodies [SGBs], the Education Department) should deal with the needs of the Free State secondary school teachers so as to lead to job satisfaction, which appears to be essential for productivity, performance and teacher morale.

Regarding morale in the teaching profession, Education Minister, Kader Asmal, indicated in his speech on 27 July 1999 (Asmal 1999) that teacher morale is low: "I agonise over low teacher morale". Hence in this study it is regarded as of being of importance to devote attention to the question of how the needs of teachers can be met, a process which is associated with job satisfaction, which is essential for morale, productivity, commitment and fulfilment.

4.2 OBJECTIVES OF THE STUDY

The general objectives of the empirical study are to:

- identify ways and means of helping secondary school teachers to develop coping behaviours that will minimise the impact of stress and alleviate its negative consequences;
- identify opportunities to satisfy the needs of teachers;
- analyse the data for relative identification of the relationship between the level of occupational stress and job satisfaction in an attempt to improve the quality of teaching and learning in the province.

Therefore, the results of this research should identify and highlight the following:

- Opportunities to improve the job satisfaction of secondary school teachers, as a means of satisfying their needs.
- Opportunities to alleviate secondary school teachers' job stress.
- To determine whether job stress does affect job satisfaction, work values, teachers' motivational levels, their commitment, productivity and their abilities to achieve.
- To identify a sample of stressors of secondary school teachers.

From these general objectives it is evident (as stated in 1.3 of this study) that the **basic purpose** of this study is to gain understanding of the **complexity** and the extent to which teachers experience job satisfaction, work values and work-related stress with particular reference to secondary schools.

4.3 HYPOTHESES

For the reasons stated in 4.2 of this study and following from the discussions in the literature, the hypotheses can be stated as follows:

- There is a significant difference between the biographical factors (age, sex, length of service, home language, qualification, number of dependents and marital status) with reference to the teachers' level of stress.
- There is a statistically significant relationship between teachers' level of stress and the factors outside the work situation (job satisfaction and work values) which contribute to their stress.
- There is a statistically significant relationship between teachers' level of stress and their expectations and circumstances within the work situation, which contribute to their stress.
- Teachers experience a high degree of stress.

4.4 SUBJECTS

The subjects of this research were secondary school teachers working in schools that go up to grade 12 within an area of the Harrismith Education District which covers the towns of Warden, Harrismith, and a portion of QwaQwa.

The researcher decided to conduct this research with secondary school teachers, due to the following factors:

- The experience he obtained when he served as a secondary school

teacher and also as a head of department and a principal from 1987 to 1996.

- His observations of stress symptoms and difficulties prevailing in secondary schools (especially those with grade 12).

Permission was obtained from the Head of the Education Department of the Free State to have the questionnaires distributed to the secondary school teachers mentioned above.

4.5 SAMPLE

As indicated earlier in Chapter 1, there are 12 education districts in the Free State and the Harrismith District would serve as a sample, due to the following reasons:

- The Free State Province was chosen due to the fact that the researcher is a resident in this province.
- The Harrismith district was chosen out of 12 other districts to serve as a sample as a result of its accessibility, as the researcher (during the period of conducting this study) worked in this district. Therefore it would be easier to access schools for the empirical study.
- Financial considerations as it would be far cheaper to conduct the whole process in the Harrismith District.

Secondary schools in this District have an average of approximately 13 teachers and there is a total of 28 secondary schools in the Harrismith District. Therefore approximately 364 questionnaires were prepared.

4.6 MEASURING INSTRUMENT

The researcher considered an instrument like interviews to obtain self-reports of teacher stress, job satisfaction and work values, but this was considered to be not appropriate for the purpose of the present study, because interviews would be expensive and will demand a great deal of assistance from other people.

4.6.1 Questionnaire

The researcher deemed the questionnaire to be the most relevant investigating method for dealing with this research project. According to Best (1970:51), a questionnaire should comply with the following requirements:

- It must be concise and neat.
- The instructions must be easy to follow.
- The items must be of an objective nature.
- The data gathered must be easy to analyse and quantify.
- The questionnaire must strive to obtain data which cannot be obtained otherwise.

The questionnaire that was used met the requirements mentioned above.

The researcher made an informed decision (informed by the above-mentioned requirements and opinions of other researchers) to select one of the available questionnaires developed by the Human Sciences Research Council (HSRC). The questionnaire which was selected, is labelled: *Experience of work and*

life circumstances.

Furthermore, this questionnaire was regarded as the most appropriate for this study for the following reasons:

- It covered all the areas that needed to be investigated.
- Its validity and reliability had been tested.
- Its questions were such that they touched on all the variables essential in this study, namely work-related stress (WRS), job satisfaction (JS) and work values (WV).

Items covered in the literature study, i.e. the work itself, salary, opportunities for promotion, relationship with supervisors, conditions of work, fulfilment, enjoyment, satisfaction, performance, commitment, teacher appraisal and emotional conditions were all more or less covered in the questionnaire.

4.6.2 Aim of the questionnaire

The aim of the questionnaire was to expose tendencies prevailing in the teaching profession in as far as the variables stated in this study were concerned. The expectation was that there is a decline in teacher morale and an increase in job stress or job insecurities. This also seems to be due to many changes (rationalisation and redeployment) taking place in the teaching profession.

Furthermore, the questionnaire aimed at dealing with health abnormalities (e.g. tension headaches and anxiety) caused by physical depletion; a feeling of hopelessness; an emotional drain; and the development of negative attitudes towards teaching, life, parents, pupils and colleagues.

The researcher also requested his colleagues (about ten) to go through the questionnaire and thereafter to voice their opinions in terms of whether it was accurate in what it intended exposing (according to the researcher's briefing). Most colleagues were positive about the aims of the questionnaire regarding reflecting job stress, job satisfaction and work values in the work place.

4.7 STRUCTURE OF THE QUESTIONNAIRE

The selected questionnaire has three sections, namely the following:

- Section A, consisting of 40 questions (most questions covering WRS).
- Section B, consisting of 23 questions (covering mostly issues as regards JS and WV).
- Section C, consisting of 53 questions (covering issues regarding WRS and JS).

The respondents were instructed to choose one answer from the given five options (one best answer according to their knowledge, experiences and their circumstances). Under general instructions, the respondents were informed of the following:

- Their answers would be treated with strict confidentiality.
- There were no "right" or "wrong" answers; the best results would be obtained if the respondents indicated their true feelings.

4.7.1 Construction

In answering the questionnaire, a particular feeling was indicated by writing down any number from 1 to 5. All scales were as follows:

1	=	Virtually never
2	=	Sometimes
3	=	Reasonably often
4	=	Very often
5	=	Virtually always

4.7.2 Structure of the questions

One of the reasons for selecting this questionnaire is that (except for relevancy), throughout the questionnaire the questions were kept easy, clear and were in an understandable language.

The piloting of this questionnaire was also undertaken for the following reasons:

- To check if it was suitable for local use, in respect of both content and language.
- To make the researcher aware of the possible time that could be spent in answering the questionnaire.
- To expose possible limitations and constraints in dealing with the questionnaire.
- To expose possible subtractions or additions to the questionnaire itself.

Questions in the selected questionnaire are related to concepts and symptoms of job stress, job satisfaction and work values addressed in the literature study, namely:

- Key concepts in the teaching profession: teachers, education, needs.

- Classroom performance: teacher appraisal, comments on the old appraisal system, and basic purposes for teacher appraisal.
- Job satisfaction: intrinsic factors like achievement, recognition, the work itself, etc.; extrinsic factors like status, supervision, relationship with peers, salary, school policy and security.
- Work values: being responsible, achieving through work, being of value to the society, job status, and making a difference in an organisation.

4.7.3 Biographical information

The biographical information section was regarded necessary to investigate the respondents' particulars, so that the researcher might have a picture of the personal circumstances that the respondent was operating under. This section enquired about particulars such as identification (surname and initials), age, the organisation's particulars, the respondent's post level, sex, qualifications, marital status, and so on.

Information on each particular was required for a specific purpose, e.g. marital status: the researcher would like to relate the responses of married and unmarried respondents and establish if there is any pattern or trend. In Chapter 3 of this study, for instance, Table 2.1 (adapted from Rowland & Birkett 1992:172) indicates the effects of the following life events on stress levels:

- Divorce has an intensity of 73.
- Marital separation has an intensity of 65.
- Marriage itself has an intensity of 50.

Hence the importance of knowing the marital status of the respondent. Therefore all information required in this biographical section was required for a specific purpose and it was felt that such information would help to ascertain the following:

- Which sex and age groups experienced more stress and maybe less job satisfaction.
- Which sex and age groups recognised and operated according to work values.
- Whether the post level was making a difference.
- Whether the level of qualifications of teachers can be a stressor.
- Whether home language can be a stressor.
- Whether the number of dependents can lead to more job stress and/or less job satisfaction.
- Whether the length of service can contribute to job satisfaction and/or job stress or adherence to work values.

The researcher used the answers to the questions in the biographical section to determine which biographical variables relate to job satisfaction, job stress and work values.

4.7.4 Scale A

From the literature study it was found that a feeling inside or outside an individual can be regarded as a stressor. Therefore Section A attempted to

expose the respondents' feelings in relation to work.

The main question, for instance, (that led to 40 other questions) started as follows:

- How often in your work do you feel:
 - ⇒ afraid, not knowing of what exactly? (inside);
 - ⇒ worried, bored? (inside);
 - ⇒ that you are disturbed whenever you work hard at something? (outside);
 - ⇒ that someone or a situation is annoying you terribly? (outside);
 - ⇒ afraid of colleagues and/or supervisors? (outside).

Stressors both inside and outside an individual, were being addressed by questions in this section. Chapter 3 of this literature study reflects the fact that teachers also need to pay attention to their feelings rather than just react to them or deny them. Therefore it appears helpful to analyse one's present situation and to determine one's feelings about the people and events in one's life.

4.7.5 Scale B

This section aimed at revealing the respondents' feelings about important circumstances within and outside their work. Therefore this part contained questions regarding the nature of the respondents' "circumstances" and their "expectations".

The basic question (representing 23 other questions in this section) started as follows:

- How often in your organisation do you feel that:

⇒ you are dissatisfied about the nature of your work (for example, it is not interesting and challenging or it does not correspond with your aptitudes)?

What is important is that teachers who sense a possible development in their work level will experience job satisfaction and will be willing to try new things and strategies within their work.

- How often in your everyday life do feel that:

⇒ social situations with friends and/or relatives are difficult to handle?

In this study it is revealed that the contemporary South African society is making many different and conflicting demands on the teacher concerning the inculcation of values and the aim of the education system.

Furthermore, it is revealed that whichever value system is adopted by the individual teacher or groups of teachers within a particular school, there might be colleagues, pupils and parents of that same school who will reject those selfsame values.

Hence, questions like the following were asked: How often in your everyday life do you feel that:

- your own views differ from those of other people?
- your status among friends and relatives sometimes causes you embarrassment?

4.7.6 Scale C

For Section C it is important to note that, unlike in the case of the previous questions (in Sections A and B) a low score (virtually never) represented a negative trend, while a high score (virtually always) represented a positive trend.

Most of the questions attempted to expose trends in work values and job satisfaction, for example:

- How often in your organisation do you feel that:

⇒ you are able to assume full responsibility for all you do?

In this study it is indicated that it is very important that teachers should feel responsible for executing their duties as set and required.

All other questions covered issues regarding job satisfaction and work values, for example:

- Do your fringe benefits supplement your salary adequately?
- Are your abilities and skills developed and extended?
- Do personnel regulations (for example those regarding transfers and working hours) contribute to your satisfaction?
- Are you able to talk to your supervisor whenever you want to?

4.8 APPLICATION

The Head of Education in the Free State (Mr N.S.L. Nkonka) granted

permission to the researcher to conduct his research as requested (Appendix B). The SMDs (school management developers of the three clusters of secondary schools in the Harrismith District) were also briefed with a view to obtaining their permission and then making arrangements for conducting the research project concerned.

The three clusters of secondary schools are as follows:

- Warden (all secondary schools in Warden);
- Harrismith (all secondary schools in Harrismith and Intabazwe);
- QwaQwa (all secondary schools in Tseseng, Makeneng and Makwane).

During the dates agreed upon, the researcher arrived at the cluster venues (i.e. Iphondle-Warden, Lerato-thandi-Harrismith and District Office Phuthaditjhaba) and personally handed out the questionnaires to the respondents (i.e. the secondary school teachers).

The respondents were assured that the researcher was not interested in the names of teachers or schools and that all information would be held in the strictest confidentiality. After the questionnaire had been completed, the researcher collected all the questionnaires.

4.9 RELIABILITY AND VALIDITY

The fact that the researcher used or selected one of the questionnaires developed by the Human Sciences Research Council (HSRC), boosted his confidence concerning the standard and reliability of the questionnaire. Therefore the reliability of the selected questionnaires had already been tested.

According to Huysamen (1988:55), reliability refers to the extent to which variation in individual scores reflects differences in whatever the test measures rather than random fluctuations. One other thing to note is that the value of a high reliability factor is that the data collected can be used with confidence because results should be such that the same process can be repeated in similar circumstances.

Emphasis on the fact that the researcher was more interested in the information respondents supplied (rather than in their names and school particulars) appeared to have helped respondents to feel free to answer questions according to real situations and not to be afraid of being victimised by anyone.

Furthermore, the fact that there were only a few spoiled questionnaires reflects to the researcher that the respondents took the research very seriously and endeavoured to answer questions to the best of their knowledge and abilities.

The questionnaire is a standardised test and is constructionally valid and its reliability coefficients as measured by the Kader-Richardson Formula and vary between 0,62 and 0,92 (Van Zyl & Van der Walt 1994).

4.10 PROCEDURES OF ANALYSING RESULTS

4.10.1 Scoring

The selected questionnaire was such that the responses from respondents could be coded and analysed by a computer. Therefore all the completed questionnaires (after the questionnaires with missing cases had been sorted out and regarded as spoiled by the researcher) were taken to the Computer Centre (at the UOFS) for summarising the make-up of answers.

4.10.2 Interpretation of results

For the purpose of this research, teachers' responses will be seen to mean the following (as explained to them before completing the questionnaires):

- **Virtually never:** It refers to an incident that did not happen at all.
- **Sometimes:** It refers to an incident that occurs occasionally or sometimes.
- **Reasonably often:** It refers to an incident that takes place frequently or many times.
- **Very often:** It refers to an incident that, to a high degree, takes place frequently or many times.
- **Virtually always:** It refers to an incident that essentially or practically takes place at all times or on all occasions, whatever the circumstances.

It is extremely important, for purposes of accurate interpretation, to note the following:

- Questions in Section A (which referred to how frequently a particular "feeling" occurred) and questions in Section B (which referred to how often particular "circumstances" occurred), were such that the *low score* (virtually never) represented a "positive trend", while a high score (virtually always) represented a negative trend.

For example: **Section B, Question 5**

- ❖ Do you find it difficult to deal with social matters?

- If the answer was “virtually never”, it represented a positive trend.
 - If the answer was “virtually always”, represented a negative trend.
- The questions in Section C were of such a nature that a low score (virtually never) represented a negative trend, while a high score (virtually always) represented a positive trend.

❖ Do you receive recognition for what you do?

- If the answer was “virtually never”, it was a negative trend.
- If the answer was “virtually always”, it was a positive trend.

4.11 LIMITATIONS

- The language of the questionnaire itself was English. English was the teachers' second language and that in itself could have influenced results.
- During the time when the questionnaires were taken to cluster centres, one or two teachers were on leave. Therefore a few secondary school teachers could not participate in this project.

4.12 SUMMARY

In this chapter the researcher dealt with the following:

- Objectives of the study and the hypothesis.
- The subjects, sample and measuring instrument.
- The structure of the questionnaire, application and reliability.

- Procedures for analysing results, i.e. scoring and the interpretation of results, as well as limitations.

In the next chapter the tabulation of results, the interpretation of results and their discussion will be dealt with.



Chapter 5

RESEARCH RESULTS

5.1 INTRODUCTION

The results of the study are presented in this chapter in the form of statistical tables. The discussion of findings is focused around the following themes:

- **Hypothesis 1:** There is a statistically significant difference between the biographical factors (age, sex, length of service, home language, qualification, number of dependents and marital status) with reference to the teachers' level of stress.
- **Hypothesis 2:** There is a statistically significant relationship between teachers' level of stress and the factors outside the work situation (job satisfaction and work values) which contribute to the teachers' stress.
- **Hypothesis 3:** There is a statistically significant relationship between teachers' level of stress and the teachers' expectations and circumstances within the work situation which contribute to the teachers' stress.
- **Hypothesis 4:** Teachers experience a high degree of stress.

Therefore, throughout this chapter, a statistical analysis and a significant contribution of items in each field or scale will be thoroughly analysed.

5.2 BIOGRAPHICAL INFORMATION

The first thing that the respondents were confronted with when dealing with the questionnaire, was the general instructions. Thorough emphasis was placed on general instructions (e.g. "Make sure that you do not skip questions. Some questions may perhaps seem very personal, but remember that your answers will be treated strictly confidential.").

Respondents' confidence in answering questions appeared to have also been boosted by general instructions like: "There are no 'right' or 'wrong' answers. The best results will be obtained when you indicate your true feelings".

For more guidance in answering the questions, respondents were also confronted with specific instructions for dealing with each scale, for example:

"Indicate in Scale A how frequently a particular feeling occurs by writing down any figure from 1 to 5. The scale is as follows:

- | | | |
|---|---|--------------------|
| 1 | = | Virtually never |
| 2 | = | Sometimes |
| 3 | = | Reasonably often |
| 4 | = | Very often |
| 5 | = | Virtually always". |

In the light of the small number of spoiled papers, it is clear that general and specific instructions had a positive input or influence in ensuring that questions were answered accordingly. Out of 360 questionnaires given to respondents, only three were regarded as spoiled and 357 were filled in accordingly. The analysis which follows has to do with the biographical information.

5.2.1 Tabling biographical information

Table 5.1: Age

Age	Frequency	Percent
24 – 28	20	5,6
29 – 33	69	19,3
34 – 38	123	34,5
39 – 43	65	18,2
44 – 48	31	8,7
49 – 53	10	2,8
54 – 59	8	2,2
	31	8,7
Total		100

The highest percentage (34,5%) of respondents, were between 34 and 38 years of age.

Table 5.2: Post level

Post level	Frequency	Percent
1	276	77,3
2	48	13,4
3	11	3,1
4	13	3,6
Total		100

The majority of the respondents (77,3%) were on post level 1.

Table 5.3: Length of service

Experience	Frequency	Percent
Less than 2 years	7	2,0
2 – 5 years	36	10,1
6 – 10 years	107	30,0
More than 10 years	203	56,9
	4	1,1
Total		100

It seemed that the respondents were quite experienced, because more than half (56,9%) had more than ten years' experience.

Table 5.4: Qualifications

Qualifications	Frequency	Percent
Std. 10	4	1,1
Std. 10 + 1, 2 + 3 years	143	40,9
More than Std. 10 + 3 years	201	56,3
Std. 8 – 9	1	0,3
	5	1,4
Total		100

The majority of the respondents had a Std. 10 plus at least one year training.

Table 5.5: Gender

Sex	Frequency	Percent
Male	213	59,7
Female	139	38,9
	5	1,4
Total		100

The majority of the respondents (59,7%) were male.

Table 5.6: Dependents

Number	Frequency	Percent
1	67	18,8
2	117	32,8
3	83	23,2
4	38	10,6
5	16	4,5
More than 5	9	2,5
	27	7,7
Total		100

The majority of the respondents had dependents ranging from one to more than five (92,4%).

Table 5.7: Marital status

Status	Frequency	Percent
Married	260	72,8
Unmarried	93	26,1
	4	1,1
Total		100

By far the most (72,8%) were married.

Table 5.8: Home language

Language	Frequency	Percent
Afrikaans	24	6,7
English	2	0,6
Ndebele	1	0,3
N.Sotho	3	0,8
Shangaan	0	0,0
S.Sotho	240	67,2
Swazi	2	0,6
Tsonga	0	0,0
Tswana	3	0,8
Venda	0	0,0
Xhosa	7	2,0
Zulu	72	20,2
Other	3	0,8
Total		100,0

The majority had South Sotho as their home language (67,2%).

5.2.2 Interpretation

The biographical profile of the investigation group is provided in Tables 5.1 to 5.8 which indicates the following:

The majority of the respondents were rather young, namely 59,4% (5,6% + 19,3% + 34,5%) were 38 years and younger. The majority, namely 77,3% were on post level one, while 56,9% had more than ten years' teaching experience. The majority, namely 56,3% were well qualified with at least three years' tertiary training, while 59,7% of the respondents were male. All of the respondents had at least one dependent or more. The majority, namely 72,8%, were married and 67,2% had South Sotho as home language.

The fact that the majority (77,3%) of the secondary school teachers in the sample were on post level one, while most of them had more than ten years' teaching experience, can be a stressor to educators, in the light of few opportunities for promotion. Therefore insufficient income could be a stressor, as the majority had dependents ranging from one to more than five.

5.3 ANALYTICAL TOOLS

For the sake of investigating the hypotheses, the t-test for differences in means and one-way analysis of variance (ANOVA), as well as the F-test were used. Therefore it is important to discuss the definitions of the t-test, the F-test, and ANOVA.

5.3.1 t-test

The purpose of the t-test is to compare the means of two groups in order to find out whether the difference in the means is attributed to chance or if it is genuine differences (Mazibuko 1996:120). Statisticians usually use phrases such as "differ by chance" or "sampling error", which are normally used as

synonyms for “variability due to chance”. This means that the value of sample statistics will probably be in error as a result of a particular observation that happened to be included in the sample. Therefore error in this context does not imply carelessness or mistakes (Howell 1985:100).

“Mean” refers to what is generally meant when people use the word “average”. The mean is defined as the sum of the scores divided by the number of scores (Howell 1989:45).

5.3.2 F-test

The significance of the difference between variances is exposed through the F-test. Therefore the F-test could be used to determine the impact of the independent variables on the dependent variable (Mazibuko 1996:123).

5.3.3 ANOVA

ANOVA is an abbreviation for the “one-way analysis of variance”, which refers to the total variance of measurements of the dependent variable which is subdivided into different levels of the independent variable. Although ANOVA aims at testing the hypothesis involving three or more population averages, it is also an alternative to the t-test for independent samples when testing the null hypothesis that two group averages are equal (Jaeger 1983:234).

This statistical procedure permits more than two population averages to be compared at the same time. Furthermore the null hypothesis of identical population averages can be tested against the alternative hypothesis that the population averages differ.

The usefulness of this procedure can be noted as follows:

- Firstly, it deals with differences among sample means.

- Unlike the t-test, it has no limit regarding the number of averages.
- Rather than merely asking whether two means differ, we can ask whether 3,4,5,6 or K means differ.
- It permits us to handle two or more independent variables simultaneously.
- It allows us to look into the **interacting effects** of two or more variables, rather than just handling the individual effects of each variable separately (Howell 1989:220).

5.4 HYPOTHESES INVESTIGATIONS

It is imperative at this stage to briefly explain the statistic called **correlation coefficient**, which refers to the extent or degree to which two variables co-vary. Therefore, if variables co-vary, one variable can be predicted from the other.

According to different researchers (Jaeger 1983:69; Howell 1989:100) the strength of the relationship between two variables can be inferred as follows:

- If the **correlation coefficient is equal to $\pm 1,00$** , then it means that 100% of the variance of one variable would be predictable, using the other.
- If the **correlation coefficient is equal to zero**, then it means none of the variance of one variable was linearly predictable from the other.

To investigate the hypotheses, the t-test for differences in means and the one-way analysis of variance (ANOVA) as well as the F-test were used. **Only these results where significant differences were found**, will be provided.

5.4.1 Hypothesis 1

This hypothesis was indicated earlier as follows:

“There is a statistically significant difference between the biographical factors (i.e. age, sex, length of service, home language, qualifications, number of dependents and marital status) with reference to the teachers’ level of stress”.

Table 5.9: t-test for the difference between the means in the case of marital status

Variable	Frequency	Mean	Standard Deviation	t-value	p-value
Marital status					
Married	260	76,58	17,35	-1,00	0,017*
Unmarried	93	78,80	20,82		

* significant at the 5% level

According to the results of Table 5.9, the significant difference for marital status is at the 5% level, the implication being that the level of stress for unmarried teachers is significantly higher than those of married teachers. Therefore hypothesis 1 is accepted in the case of marital status only.

5.4.2 Hypothesis 2

This hypothesis was indicated earlier as follows:

“There is a statistically significant relationship between teachers’ level of stress and factors outside the work situation (job

satisfaction and work values) which contribute to the teachers' stress".

The correlation coefficient between **factors outside the work situation** and **teachers' level of stress** is 0,5316 and it is significant at the 1% level.

Therefore hypothesis 2 is accepted, meaning that job satisfaction and work values do influence teachers' level of stress (or vice versa).

5.4.3 Hypothesis 3

This hypothesis was indicated earlier as follows:

"There is a statistically significant relationship between teachers' level of stress and the teachers' expectations and circumstances within the work situation (fields 1 – 6) which contribute to the teachers' stress".

Table 5.10: Correlation coefficients between teachers' level of stress and teachers' expectations and circumstances within the work situation (fields 1 – 6)

Teachers' expectations and circumstances within the work situation	Teachers' level of stress
Field 1: Organisational matters	-0,3694**
Field 2: Personal matters	-0,3313**
Field 3: Physical working conditions and job equipment	-0,2108**
Field 4: Career matters	-0,4208**
Field 5: Social matters	-0,4245**
Field 6: Relations	-0,2900**

** → significant at the 1% level

According to the results of Table 5.10, all the correlation coefficients are significant at the 1% level of significance. Hypothesis 3 is therefore accepted

in all the instances. The fact that all the correlation coefficients are negative, means that the higher the teachers' level of stress, the lower the teachers' expectations and the circumstances within the work situation become.

5.4.4 Hypothesis 4

This hypothesis was indicated earlier as follows:

"Teachers experience very high levels of stress."

The group as a whole obtained a mean stress score of 77,0924. Table 5.11 shows that this score implies normal levels of stress and it may therefore be accepted that this group of secondary school teachers experience normal levels of stress. It must be noted though that the mean score is very near to 81, which is the lowest value for the "high" interval. Hypothesis 4 is therefore rejected, but it is clear that the secondary school teacher have some degree of stress.

Table 5.11: Levels of stress according to norm table

Score	Interpretation according to norm
40-80	Normal
81-94	High
95 and higher	Very high

(Van Zyl & Van der Walt 1994:76)

5.5 SIGNIFICANT CONTRIBUTIONS

It is imperative at this stage to briefly explain concepts such as "multiple regression analysis" and "stepwise multiple regression":

- **Multiple regression analysis** refers to the procedure whereby a subject's score on a dependent variable is predicted from his/her scores on more

than one independent variable, meaning that any number of independent variables can be used to predict scores on a dependent variable. It is usually clear from the context which variables are to be taken as either independent or dependent variables (Hubert & Blolock 1979:451-452).

- **Stepwise multiple regression** refers to the statistical procedure whereby the order in which the variable will enter the prediction equation, by first handling the independent variable that has the highest correlation with the dependent variable and then adding predictors one at a time, according to their contribution to the multiple correlation coefficient (Jaeger 1989:305). **Regression** refers to attempts to work at an equation for predicting one variable from another (Howell 1985:207).

By using multiple regression analysis, it was determined which of the biographical particulars contributed significantly to the teachers' level of stress.

Table 5.12: Biographical particulars and teachers' level of stress

Independent variable in the equation	B	SE B	Beta	T	Significance (sig.T)
Marital status	5,33	2,56	0,12	2,08	0,038*
Independent variables not in the equation	Beta In	Partial	Min. Tolerance	T.value	Significance (sig.T)
• Age	-0,005	-0,005	0,930	-0,984	0,933
• Length of service	-0,031	-0,031	0,923	-0,521	0,603
• Qualifications	-0,004	-0,004	0,988	-0,073	0,942
• Sex	0,029	0,028	0,931	0,482	0,630
• Dependents (number)	0,038	0,037	0,944	0,638	0,524
• Home language	0,065	0,065	0,976	1,114	0,266

* Significant at 5% level.

According to the results in Table 5.12, only the marital status contributed significantly to the teachers' level of stress. This corresponds to the previous findings as indicated in Table 5.9.

By using stepwise multiple regression it was also possible to determine which of the factors from outside the work situation and expectations and circumstances within the work situation (fields 1-6) contributed significantly to the teachers' level of stress.

Table 5.13: Factors outside and inside the work situation and level of stress

Dependent variables in the equation	B	SE B	Beta	T.	Significance (Sig.T)
• Factors outside the work situation (scale B)	0,90	0,09	0,44	9,71	0,00**
• Physical working conditions and job equipment (F3)	0,27	0,13	0,10	2,01	0,04**
• Career matters (F4)	-0,58	0,17	-0,22	-3,50	0,00**
• Social matters (F5)	-0,54	0,19	-0,17	-2,85	0,00**
Dependent variables not in the equation	Beta In	Partial	Min Tolerance	T.	Significance (Sig.T)
• Field one	-0,08	-0,06	0,35	-1,09	0,28
• Field two	-0,04	-0,03	0,42	-0,63	0,53
• Field six	0,06	0,06	0,40	1,07	0,28

* Significant at 1% level.

According to the results in Table 5.13, Scale B (factors outside the work situation), field 3 (physical working conditions and job equipment), field 4 (career matters) and field 5 (social matters) contributed significantly to the teachers' level of stress. The other fields also contributed to the teachers' level of stress, but not to the same extent. These findings correspond to previous findings (compare 5.4.2 and 5.4.3).

5.6 OTHER COMPARATIVE STUDIES

- Van Zyl and Pietersen (1999:76-77) found in their study that married female teachers experience significantly more stress than unmarried female teachers.
- Brazelle (2000) found the following concerning job satisfaction:
 - The overall level of job satisfaction of educators in the Free State is 67,74% which can be seen as moderate.
 - Principals enjoy a higher level of job satisfaction than their colleagues.
 - Female educators have a higher level of job satisfaction than their male colleagues.
 - Educators with more than 20 years of teaching experience enjoy a higher level of job satisfaction than their less experienced colleagues.
 - Educators with the higher academic qualifications enjoy a slightly higher level of job satisfaction than their lower qualified colleagues.
- Brazelle (2000) found the following five aspects of their jobs as the main

sources of dissatisfaction of educators in the Free State:

- (1) Compensation: A person's salary and the amount of work he/she does.
 - (2) Departmental policies and practices: The way departmental policies are put into practice.
 - (3) Security: The way one's job provides for steady employment.
 - (4) Advancement: The chances for promotion.
 - (5) Working conditions: Refers to physical working conditions.
- Van Zyl and Pietesen (1999:74-75) refer to the following research results:
 - Van Zyl and Van der Walt (1994) who found that approximately 30-40% of South Africans suffer from high levels of stress.
 - Findings by a number of researchers like Beard (1990); Hayward (1994); Hock (1988); Marais (1992) and Prinsloo (1990) show that teachers are exposed to a wide variety of multi-dimensional stressors within the work situation (for instance, inadequate working conditions, pupil problems, the threat of redundancy, work pressure, little participation in decision-making and distribution of tasks and inadequate salaries).
 - Biographical factors (for instance age, marital status and education) have a direct effect on work stress (Decker & Borge 1993; Furnham & Walsh 1993; Long 1990; Pretty, McCarthy & Catano 1992).

5.7 SUMMARY

In this chapter the following aspects were given serious attention, namely the different analytical tools, tables reflecting actual results, hypotheses investigations, as well as significant contributions. The next chapter will contain the summary, recommendations and conclusions following from this research.



Chapter 6

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

6.1 INTRODUCTION

It appears that a lack of effective stress management results in important decrements in well-being, as well as dissatisfaction and a lack on the side of teachers to perform. This research was therefore conducted with particular reference to teachers in the Eastern Free State with a view to find out the relationship between the teachers' level of stress and job satisfaction/work values (i.e. teachers' expectations and circumstances).

Therefore in the light of the literature review and empirical study, the summary, conclusion and recommendations will be dealt with in this chapter.

6.2 SUMMARY

As the results are based on a literature study and an empirical study, it seems important to start with the findings of the literature study. The literature review in this research consists of two chapters, i.e. Chapter 2 (Job Satisfaction/Work Values: Teachers' needs) and Chapter 3 (Job Stress).

6.2.1 Literature review

The findings in Chapter 2 revealed that all new approaches, such as policy changes, should target problems inherent in the old systems, particularly issues that did not have the confidence of stakeholders (compare 2.1). Teachers feel that democracy and authority must be the corner stones of all deliberations for new education systems. Chaos, helplessness, demotivation, disrespect and resentment of authority have been the order of the day in most black schools. In the light of these experiences, teachers are eager to experience job satisfaction which needs to be addressed in such a way that positive educational dividends can be reached (compare 2.1).

❖ **The most important characteristics which affect job satisfaction and work values of secondary school teachers were found to be the following:**

- Chaotic and revolutionary outbursts by school pupils, which started to be seen as despicable and outrageous. Teachers and inspectors were blamed for all negative undesirable things in the Education Department, especially in the ex-Department of Education and Training. Teachers were disillusioned and started to lack motivation to do their work. Furthermore, conditions in schools were appalling (compare 2.1).
- A failure of teachers to participate in the search for a more powerful and enabling form of schooling and to give proposed changes their best shot. It became clear that the success of any reform - whether with regard to curriculum, teaching methods, school organisation or administration - depended upon teachers being "in play", i.e. participating actively in school matters, but clearly that has not been the case (compare 2.2).

- A failure to clearly realise the role of the teacher, which is that of being both a transmitter of knowledge and a moral mentor (compare 2.2.2). The findings clearly indicate that the teacher should be able to do the following: to determine teaching aims and learning objectives; choose learning content in accordance with pupils' abilities; select relevant teaching strategies; assess the progress of his/her pupils; help pupils to develop all their faculties in a balanced way; have positive attitudes towards responsibility and hard work; realise that his/her job extends beyond the business of simply teaching children subject matter; clearly isolate the place of the teacher in society; and, furthermore, be more willing to learn about their areas of specialisation.
- An inability to meet or fulfil the needs of the teacher. This finding reflects that people do their job well if the process of carrying out their job leads to need satisfaction (compare 2.2.3). The satisfaction of the following needs was identified to be important for teachers: the work itself/conditions of work; pay; opportunities for promotion; supervision; co-workers; roles; responsibilities; classroom practices; teacher development and appraisal.
- Despite the question of fulfilling the needs of teachers, an inability to live according to certain work values (i.e. degree of worth, importance and desirability of what is taking place at work) has been identified to be an issue that affects teachers' performance (compare 2.2.5). Therefore teachers' productivity and performance have been examined and found to be concentrated on the following work values: exercising responsibility; achievement through work; influence over one's work; doing meaningful work; being able to use one's abilities and knowledge; independence in doing one's work; job satisfaction regarding the work itself; contributing to society; esteem; job status;

recognition; influence in the organisation; and pride in working in the organisation. It became very clear that what happens in the classroom is essential in the realisation of work values, hence it is important to critically give classroom performance the recognition it deserves.

- A bureaucratic, closed authoritarian appraisal system has been seen to be a problem affecting teacher performance (compare 2.3.1). Criticism aligned to this system is, for example, the following: one person making judgements which are subjective; teachers concentrating on impressing superiors; undesirable appraisal systems have been retrospective - taking place in the end when everything was over, in other words, when it was too late; appraisal systems did not have the confidence of stakeholders; in the past they were used to evaluate teachers according to the prescribed top-down evaluation approaches; their rating scales contained records of what a teacher did or did not do to persuade the rater to record performance or to record numbers that reflected performance.
- The organisation - which is rigid in its unwillingness to expose any mismatch between the individual and the institution - creates a climate of intense frustration; demotivation; low effectiveness; adaptability; poor morale; low job satisfaction; high staff turnover and the rest of the ills that beset a sick organisation. Therefore there is a need for appraisal to be seen as one of the procedures for integrating a teacher into the teaching profession and that the designed outcome is achieved in part by meeting the teachers' social and psychological needs. Hence failure to meet the said needs results in the organisation's or teaching profession's ill health and low job satisfaction.
- It was found that success in ensuring that teachers experience job

satisfaction possibly leads to teachers' performance being improved and they become more committed and motivated to do better (compare 2.4). This means that people do their jobs well if performance of their jobs leads to the satisfaction of their needs and that people perform poorly if job performance does not lead to need satisfaction.

- It was also found that job satisfaction is associated with the following factors: teaching pupils subjects which teachers feel comfortable with; parents' and pupils' appreciation of teachers' work; transmitting knowledge and values to others; exercising autonomy in the classroom; participation in decision-making and policy-making; an adequate supply of resources and a good salary; job security and teacher-pupil ratios and relations; frequent absence from work and behaving aggressively in the cause of work; an inclination to quit one's job and psychological withdrawal from work. It has become clear that many factors associated with job satisfaction are the main ones where a positive relationship exists between teachers and those who have a direct bearing on their work such as colleagues, pupils, parents and principals.

- Factors influencing job satisfaction have been found to be divided into the following major categories:
 - **Intrinsic factors** refer to the following: achievement, recognition, the work itself, and responsibility (compare 2.4.1).

 - **Extrinsic factors** refer to the following: status, supervision, relationship with peers, salary, company policy, and security (compare 2.4.2).

 - **Locus of control**, role tensions and leadership.

- For the effective functioning of organisations, the following behaviours have been found to be worthwhile and important: collective morality; social interest; social responsibility; prosocial orientation; organisational citizenship; prosocial behaviour; organisational spontaneity; selflessness; cooperation and concern for the welfare of others (compare 2.5).
- Work values were found to be divided into five major categories, i.e. intrinsic work-related values; intrinsic work-outcomes values; extrinsic job-outcomes values; extrinsic people-related values and extrinsic job-related values. The constructs of these five major categories were found to be the following: being responsible; achieving through work; influence over your work; the opportunity to use your abilities and knowledge; being made to feel independent in your work; being of value to the society through your contributions; being valued as a person; job status; recognition for work done; job security and job satisfaction with pay; relating with supervisors, authority, co-workers and peers; possibilities for promotion; being happy with the conditions of service; convenient work hours; benefits (better salary, vacation, pension).
- In summary, with regard to issues related to job satisfaction and work values, **teachers' needs became very clear**, i.e. the basic demand teachers are making is that the instrument for their appraisal should be negotiated and be appropriate to their context. Fortunately, at this stage, the appraisal instrument that was negotiated and is acceptable to all was developed and has been implemented since 1 April 1999.
- ❖ **The most important issues of teachers' job stress in secondary schools were found to be the following:**
 - A lack of stress management results in teachers being unable to meet

their needs at work and difficulty in experiencing job satisfaction. Therefore a lack of effective stress management leads to significant decrements in well-being; dissatisfaction; feelings of disengagement from the job, and reduced job performance. Furthermore, it became very clear that understanding the dynamics of stress is important for teachers, so that they will not confuse stress with personal weaknesses and professional incompetence (compare 3.1).

- We all need a certain amount of stress to get up in the morning and motivate ourselves. However, what is of great concern, **is too much stress**. From the view of teachers' reaction to pressures, stress is viewed as an unpleasant emotional state, i.e. tension, frustration, anxiety and emotional exhaustion. Furthermore teachers' reactions to pressures exerted upon them consist of emotional and bodily manifestations, such as headaches, muscular tensions and stomach ailments. From the view of both pressures and reactions and coping resources, stress is seen as too many pressures and not enough coping resources. Therefore it became clear that stress can be interpreted as a process of behavioural, emotional, mental and physical reactions caused by prolonged, increasing or new pressures which are significantly greater than coping resources.
- It was found that there are different **indicators** of different **perspectives** of stress, i.e. the **physical perspective** (stress physically affects the following: circulatory system; breathing; digestion; the skin; hair; posture; sleep; eating; consumption of alcohol and drugs; sex; energy levels); the **physiological perspective** (prolonged stress can lead to ill-health: catching cold or flu; headaches; migraines; neck and shoulder pains; backaches and recurrence of old injuries); the **psychological perspective** (stress is reflected by the following symptoms: dissatisfaction; anxiety; tension; conflict; pressures; nerves; boredom; fatigue; strain and depression); the **emotional perspective** (emotional

needs: to be loved; to be accepted by others; to feel worthwhile; to experience security and self-confidence); the **social perspective** (it is very clear that aspects of society can be a source of professional job satisfaction and achievement of teachers and, conversely, societal factors can cause considerable teaching stress) (compare 3.4).

- The most important sources of teacher stress in secondary schools were found to be pupils' failure to work or behave; poor working conditions; work load; poor school ethos; poor staff communication; lack of time and too much work; trying to uphold standards (compare 3.5); relationships in the classroom; unsupportive parents; conflicts with colleagues.
- "Teacher burnout" has been identified as a catch phrase in educational literature and includes reactions like apathy, aggression, anxiety, neurosis, defeatism or sheer bloody-mindedness. Furthermore, it was found that burnout is caused by a loss of commitment and morale purpose in work and whenever the expectation level is dramatically opposed to reality (compare 3.6).
- Teachers' coping resources were found to be for example the following: trying to keep things in perspective; trying to avoid confrontation; trying to relax after work; trying to handle each individual situation; talking about stressful situations with close ones; saying "No" to unnecessary demands; trying to bring feelings and opinions into the open; learning to admit one's limits more easily; being positive about current changes; looking at others' coping systems; and making a personal development plan (compare 3.7).

6.2.2 Empirical review

The empirical research of this study tested the following general hypotheses:

6.2.2.1 Hypothesis 1

There is a statistically significant relationship between the biographical factors (age, sex, length of service, home language, qualification, number of dependents and marital status) with reference to the teachers' level of stress.

Table 5.9 reveals that there is a statistically significant relationship between the following variables:

- Marital status (married or unmarried, i.e. single) with reference to the teachers' level of stress (factors or symptoms: feeling anxious for no apparent reason; being on the defensive; being more critical; feeling depressed; being more aggressive; being unable to concentrate; vacillating in decision-making; making more mistakes; being more forgetful; being irrational; being unable to make realistic judgements; changing work habits; drinking more alcohol; smoking more; reduced sex drive; increase in absenteeism).

Hypothesis 1 is therefore accepted in the case of marital status only.

From the analysis of Table 5.9, it can be concluded that unmarried teachers experience higher levels of stress than the married ones. The unmarried teachers could be lacking emotional support, i.e. having someone who is on their side and who appreciates what they are doing.

6.2.2.2 Hypothesis 2

This hypothesis is stated as follows: There is a statistically significant relationship between teachers' level of stress and factors outside the work situation (job satisfaction and work values) which contribute to the teachers' stress.

As it emerged from the results that the correlation coefficient between factors outside the work situation and teachers' level of stress was significant the hypothesis is accepted.

The different variables imply the following:

- Teachers' level of stress. Factors are, for example, the following: physical factors; types of illness (i.e. insomnia, headaches, etc.); psychological factors (depression, anger, guilt, sadness, alienation, anxiety, disillusionment); emotional factors; and social factors (compare 6.2.1).
- Factors outside the work situation are, for example: **job satisfaction** (achievement, recognition, status, relations with peers, salary, company policy and security); **work values** (being made to feel independent, being of value to society, possibilities for promotion, being happy with conditions of service) (compare 6.2.1).

It can therefore be concluded that teachers' level of stress is affected by factors outside the work situation, physical working conditions and job equipment, career matters and social matters. This means that teachers' level of stress has an impact on job satisfaction and work values.

6.2.2.3 Hypothesis 3

This hypothesis is stated as follows: There is a statistically significant relationship between teachers' level of stress and the teachers' expectations and circumstances within the work situation (fields 1-6) which contributes to the teachers' stress.

Table 5.10 reveals that there are statistically significant relationships

between the following variables:

- Teachers' level of stress and teachers' expectations and circumstances.
Expectations: a need to be recognised; a need for a market-related salary; a need to function independently; being exposed to the necessary training courses; etc. **Circumstances:** dysfunctional organisation; incorrect leadership styles; dissatisfaction; etc.

Hypothesis 3 is accepted for the mentioned variables.

From the analysis of Table 5.10 it can be concluded that teachers' level of stress is affected by their expectations and circumstances. Summatively these expectations and circumstances have been categorised into six fields, i.e. organisational matters; personal matters; physical working conditions and job equipment; career matters; social matters; and relations.

6.2.2.4 Hypothesis 4

The hypothesis is stated as follows:

Teachers experience very high levels of stress.

From Table 5.11 it follows that the secondary school teachers of the sample have a normal level of stress and therefore the hypothesis is rejected. The mean score of 77,0924 is however very near to the "high" interval and this therefore implies that there must be a considerable number of teachers who experience different levels of stress.

6.2.2.5 Other findings

- Most of the respondents who participated in the study were in the age

group of 34-38-years (i.e. 34%), followed by the 29-33-years group (19,3%) and, lastly, the 39-43-years old group (18,2%) (compare Table 5.1). Furthermore, another aspect that has to be noted, is that the majority of the respondents had relevant qualifications (i.e. 56,3%: Std. 10 + 3 years; 40,9%: Std 10 + 1-3 years = 97,2%) (compare Table 5.4).

- More males were involved in the study (i.e. 59,7%) and, furthermore, the majority of the respondents had South Sotho as home language (67,9) (compare Tables 5.5 and 5.8). This could possibly mean that many male, South-Sotho speaking teachers experience stress.

Following from the fact that hypothesis 1 was accepted, it could also mean that many of these teachers were unmarried.

- Insufficient income could be seen as a stressor, as the majority (92,4%) had dependents (ranging from one to five) (compare Table 5.6). Furthermore, few opportunities for promotion can also be seen as a stressor, as most of them had the required qualifications and most of them have more than ten years' working experience (compare Table 5.3). The implication of this is that most of the people are probably competing for promotion and that in itself could be stressful.
- The level of stress for unmarried teachers is significantly higher than those of married teachers (compare 5.9). It is also important to note that most of the respondents who participated in the study were married (i.e. 72,8%) (compare Table 5.7).
- Job satisfaction and work values (treated as factors **outside** the work situation) do have a significant influence on teachers' level of stress (or vice versa) (compare Table 5.13).

- Teachers' expectations and circumstances (treated as factors **within** the work situation) do have a significant influence to teachers' level of stress (or vice versa) (compare Table 5.10). This means that teachers' level of stress is influenced by the following: organisational matters; personal matters; physical working conditions and job equipment; career matters and relations (compare Table 5.10).

6.3 RECOMMENDATIONS

Recommendations arising from this study, based on the **findings** and **general psychopedagogical principles**, will be presented next.

6.3.1 School management should ensure that democracy and authority are the corner-stones of all schools' activities

School management should see their job as not just delivering education, but as recreating it for change that is purposeful and cumulative, meaning that new approaches - such as policy changes - should deal with problems inherent in the old education system which led to the following stressful circumstances for teachers:

- Overcrowding at school.
- No communication channels with respect to grievances and complaints.
- Teachers' feelings of being overloaded, pushed around, confused and fed-up.
- Teachers being excluded from critical decision-making processes.

This means that schools should draw up school policies after proper consultation with all the stakeholders in the community. Therefore, if teachers are involved in drawing up or drafting policies for schools, they should be feeling more cheerful and enthusiastic about keeping to the standards they have drafted for themselves. Furthermore, this means that positive educational dividends will be reached which will lead to teachers' job satisfaction (i.e. feeling the responsibility to help build a just, equitable and high quality system) and less stress (i.e. less disillusionment and less chaotic conditions at schools).

The literature survey undertaken in the course of this research revealed that, when teachers are not involved and consulted in the process of school management, they do not take pride in the activities at school and as a result that leads to resistance, which in the end make them feel much unappreciated within schools by seniors (compare 2.2.4 & 2.3).

6.3.2 New teacher appraisal and its implementation should be given the attention it deserves

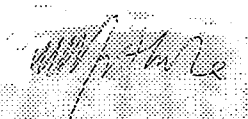
Though an acceptable appraisal instrument was developed, it became very clear that its implementation has not been given the attention it deserves. This is exposed by an official letter (Sithole 2000) (see Figure 6.1) written to all education districts in the Free State Department of Education by the Provincial COLTS Co-ordinator, Mr F. Sithole.

**Figure 6.1: Report to the review process of the Developmental Appraisal System (DAS) for its effective implementation,
31 March 2000**

District	Number of schools	Number of schools trained	Level of implementation	Number of office-based educators trained
Bethlehem	251	All schools	50%	All
Bloemfontein East	117	All schools	55%	All
Bloemfontein South	193	All schools	At 65 schools, mostly ex Model C	All
Bloemfontein West	232	All schools	50% mostly at ex Model C schools	All except for one
Harrismith	198	All schools	At most schools	All
Kroonstad	292	All in 4 sub-districts, 1 subdistrict outstanding	Minimal at all schools	All
Ladybrand	294	294 schools	At 19 schools	All
Odendaalsrus	271	271 schools	Minimal	All
Phuthaditjhaba	65	65 schools	50%	All
Reitz	298	All schools	10%	All except for one
Sasolburg	224	All schools	30 - 40%	All
Welkom	124	All schools	50%	All
Total	2559			
Head Office				None

Despite the high number of office-based educators trained, it should be noted that no implementation is taking place at this level due to the following reasons:

1. Many of the officials are mainly field workers and it is difficult to organise panel meetings for them, it has not been agreed as to what form observation of educators in practice will take for them.
2. Many of the officials still view appraisal as meant for schools and are not totally committed to it.
3. District managers, who in many instances, lead SDTs are not totally committed to appraisal.
4. Job descriptions of many of the officials are either being developed or are non-existent.
5. The pressure to make schools functional has led to a shift away from developmental programmes at office level:
 - Provincial appraisal teams should be used as a consultative forum and not a bargaining chamber.
 - Implementation of developmental appraisal should be made compulsory to all institutions.
 - Provinces must budget for the training and implementation of developmental appraisal.
 - Farm schools have to get a special consideration when it comes to implementation even if this means redrafting the manual.


Fani Sithole - 31 March 2000
 (Sithole 2000)

There are essential factors about this **new teacher appraisal instrument**, which will make teachers perform effectively; feel more motivated; have a sound understanding of what is expected of them; have a sense of ownership; and possess the abilities and skills to fulfil the responsibilities they are charged with (compare 2.3.1.1). These essential factors made possible by the new teacher appraisal instrument are the following:

- Teachers should concentrate on working well with all individuals rather than just concentrating on impressing superiors.
- A more complete picture of a teacher's performance should be produced.
- A range of feedback should be controlled.
- Raters should be representative of key stakeholders, rather than a single person playing judge.
- There should be target strategic objectives that add values to the education institution.
- Raters themselves should receive prior training.
- Data collected should add value to the improvement of professional skills, the recognition of achievement, identifying future needs and agreeing to appropriate targets.
- It should be seen as a means to an end, not an end in itself, meaning that performance evaluation should be prospective and ongoing (compare 2.3.1.3:21).

Therefore it is very clear that a well-run or -implemented appraisal system will benefit teachers by giving them a greater sense of purpose through clear objectives and encouraging self-development and personal initiative, which should lead to less job stress and more job satisfaction.

6.3.3 Factors outside the work situation should be modified and be given the necessary attention and adjustments

The findings of this study (compare 5.4.2; hypothesis two) reveal that **factors outside the work situation** can contribute positively or negatively to teachers' level of stress or job satisfaction. Therefore recommendations aligned to these essential **extrinsic factors** are:

- **Status:** The literature findings of this study (compare 2.4.2.1) revealed that a positive relationship does exist between job satisfaction and organisational level (i.e. status). Therefore teachers should be **enabled** to climb to the organisational level and to feel confident/ready to deal with new challenges, meaning that opportunities for promotion should be created.
- **Supervision:** The partnership model is recommended as the best (comparative) supervisory style. Therefore **teachers should be supervised and their work should be controlled**, as they expect acknowledgement of and recognition for what they have done. Furthermore teachers derive satisfaction from the appreciation of their work by authority.
- **Relationship with peers:** One should have a **positive relationship with co-workers**, as it boosts one's ability to achieve in the work situation. Receiving feedback from others about one's contribution gives one a

sense of fulfilment and satisfaction. The management team can play an important role in achieving good relationships among colleagues.

- **Salary:** Teachers should be given a living wage or good salary (i.e. a salary that will enable them to feel cheerful, enthusiastic and powerful). This means that a good salary would make teachers feel appreciated and recognised for the good work they are doing for the community. Therefore it is clear that better salaries for teachers can take them a long way to job satisfaction and lead to better performance and delivery.
- **Company policy:** School policy should be aligned to community values. It should be seen to be ensuring continuity of community values. Therefore the process of consultation is a key concept in drawing up school policies.
- **Security:** School management members and teachers **should occupy permanent posts**. It has become clear that when teachers occupy temporary posts, they continuously operate under a threat. Therefore they experience a great deal of stress and as a result psychological safety is undermined and involvement is likely to be low.

Perhaps that is why the National Education Minister, Prof. Kader Asmal, gave clear instructions that by 30 June 2000 the process of redeployment and rationalisation should have come to an end in the Department of Education.

6.3.4 Factors within the work situation should be modified and be given the necessary attention and adjustment

The findings of this study (compare 5.4.3) reveal that **factors within** the work situation can contribute positively or negatively to teachers' level of stress and job satisfaction. Therefore recommendations aligned to these essential **intrinsic factors** (compare 5.4.2) are:

- **Achievement:** Teachers should be enabled to **reach their goals**, e.g. teach pupils successfully; achieve standards set by the school management; assess the progress of their pupils; help pupils to develop all their faculties in a balanced way; and lastly help pupils to develop into well-balanced responsible adults. This means that **resources should be made available** for teachers to perform and experience a sense of achievement, which is critical for improving job satisfaction and reducing job stress.
- **Recognition:** Supervisors should **show appreciation and recognition of the work well done** by teachers. This can be done in a number of ways, i.e. through good remarks; giving awards or rewards; giving more responsibility (which reflects that the superior has more confidence in a teacher); etc.
- **The work itself:** Teachers should have **desirable professional attitudes**, i.e. positive attitudes towards responsibility and hard work - positively acknowledging the place of the teacher in society and be more willing to learn about their areas or subjects of specialisation. This means that teachers will experience professional development if they are more willing to take advantage of opportunities for growth. This can be achieved if teachers take pride in their work because their status and good work receive positive recognition.
- **Responsibility:** Teachers should **take responsibility** for the work given to them, meaning that school management and teachers should own their workload and plan for it. School management should acknowledge that teachers are professional people who are able to be effective in their work.

6.3.5 What happens at work (work values) should be made to be worthwhile and desirable

For the effective functioning of any organisation, the following types of behaviours should be implemented, namely collective morality; social interest; social responsibility; prosocial orientation; organisational citizenship; organisational spontaneity; selflessness; co-operation; and concern for the welfare of others (compare 2.5).

Furthermore it becomes very clear that it is important in an effective organisation (school) to give reasonable consideration to teachers' needs, e.g. teachers need evaluative procedures that are enabling and allow self-reflection; they need good salaries, reasonable class sizes and support from colleagues, as well as support and appreciation from school management.

6.3.6 Teachers should be equipped with effective stress management skills

This means that for teachers to deal with stress effectively and intelligently, they need to understand and manage their own stress long before they can even contemplate bringing about changes or making valuable and recognisable contributions. Furthermore, this means that teachers should be enabled to differentiate between **stress** and **personal weaknesses** and **professional incompetencies**.

Therefore a teacher should be made to be aware of the different **perspectives of stress** and what stress is capable of, i.e. it should be well understood that stress negatively affects the following: the circulatory system, e.g. the heart rate increases; the blood pressure increases; breathing; digestion; skin; hair; sleep; eating; consumption of drinks and drugs; sex;

energy levels; it leads to regular headaches; migraines; backaches; it furthermore leads to dissatisfaction; anxiety; tension; conflict; pressure; nerves; fatigue; strain and depression; emotional and social behaviours.

To help teachers to understand themselves better and also the effects of stress, the staff of school clinics can play an important role. It is sad that in many provinces school clinics are non-existent and therefore the positive role that these school clinics can play in the total functioning of school settings can not be experienced.

6.3.7 Teachers should be enabled to identify sources of stress

For teachers to be able to reduce stress levels, they should be capacitated in identifying their specific basic sources of stress, i.e. pupils' failure to work or behave; poor working conditions; workloads; a poor school ethos, poor staff communication; attempts to uphold standards; a lack of time and too much work; too high or unrealistic expectations of the parents; physical demands of teachers' low status; conflicts with colleagues; leadership styles (compare 3.5). For this teachers need professional help and school clinics can be of great help.

6.3.8 Teachers should be capacitated to be able to be aware of their coping resources in their working environment

For teachers to reduce job stress and improve job satisfaction, it has become very clear that teachers should be aware of possible coping resources, i.e.:

- They should always be consistent and honest.
- They should devise some sort of teaching routine.

- They should always try to keep children effectively occupied.
- They should listen to others' opinions and be positive about changes.

This means that when a teacher is getting frustrated or irritable, he/she should be able to ask him-/herself: "Why do I allow this to annoy me?" Then he/she should be able to move out of that situation and think positively. Their training as teachers should be of such a nature that they can find resolutions to stressful situations.

Thus it is evident that teachers' level of stress can be reduced by reinforcing or encouraging factors that lead to job satisfaction and effective work values.

6.4 RECOMMENDATIONS FOR FURTHER STUDY

An investigation can be made to expose the role the department officials (i.e. District-based and Head Office-based) can play in helping teachers to achieve or fulfil their goals and needs, so as to help teachers to experience job satisfaction (reduce teachers' level of stress), which is essential for productivity, performance and teacher morale.

The Harrismith Education District was chosen out of 12 other education districts to serve as a sample for this study. The Free State Department of Education took a decision to reduce 12 education districts to five districts (which is in line with the Free State Government's prescription for demarcation). Therefore the Harrismith Education District currently (January 2000) falls under **District 19**, which is at present bigger and consists of the former Bethlehem, Reitz, Harrismith and Phuthaditjhaba Districts. Therefore a similar study could be conducted for all teachers in this new District 19.

6.5 CONCLUSION

From the empirical results of this research, it is evident that teachers in secondary schools certainly suffer from a substantial level of stress and burnout which could manifest itself in the form of **universal helplessness** and **personal helplessness**, referring to those teachers who have difficulty in realising that they can have an effect on the achievements of their weakest students and choose to share the blame for student failures. Furthermore more teachers suffer a loss in their professional self-esteem when their weakest students perform poorly and thus they feel guilty.

In summary the following conclusions can be drawn from this empirical study:

- Various stressors (listed in the form of questions in Scale A of the questionnaire filled in by a sample of secondary school teachers in the Eastern Free State) were found to have a debilitating effect on the psychosomatic well-being of the teachers and this causes burnout syndromes which manifest themselves in the form of physical, physiological, social, psychological and emotional disorders. It is evident that these disorders lead to situations where teachers will not be able to perform their work effectively as revealed by questions in Scale B (Appendix A).
- Job satisfaction and effective work values are affected negatively by significant levels of teachers' stress. Therefore it is evident that factors related to job satisfaction as revealed by questions in Scale C (Appendix A) are highly favoured to have an effect in reducing teachers' level of stress. Steyn and Van Wyk (1999:37) also found in their study (regarding the job satisfaction of teachers) that a considerable scope exists for eliminating sources of dissatisfaction among teachers and school

management. Furthermore researchers should be warned to apply findings of job satisfaction with caution, due to the fact that measuring the job satisfaction of teachers is problematic because attitudes are abstract and individuals often have problems in expressing themselves accurately.

- The following conspicuous categories influencing job satisfaction and work values emerged from both the content and the empirical study: management styles; teacher appraisal instruments; job security; teachers' salaries; interpersonal relations; appreciation by the community and the school management; physical working conditions (e.g. class sizes, resources, work loads).

The fact of the matter is that this study does not claim to have identified all issues associated with job satisfaction in secondary schools, nor does it suggest to have isolated causes and effects. This study is actually **aimed at gaining understanding of the complexity and the extent to which educators experience job satisfaction, job stress and effective work values.**

From the findings it is very clear that many factors contributing to the job dissatisfaction of educators in secondary schools correspond with the findings in other studies (Steyn & Van Wyk 1999; compare 5.6). Therefore the following can further be concluded:

- (i) Physical conditions in schools have a negative impact on teachers' job satisfaction and should be given serious attention.
- (ii) Overload: Teachers experience feelings of being overtaxed and unappreciated. Feelings of being overtaxed are attributed to overcrowded classrooms, difficult students, a lack of resources, as well as a lack of support services. Furthermore the issue of

rewards is of great concern for teachers to feel appreciated.

(iii) Organisational factors such as salary, opportunities for promotion, the work itself, policies and working conditions, security, etc. all contribute towards job satisfaction. It needs to be noted that it is possible that a person can feel differently about each factor, for example, be satisfied with opportunities for promotion, but not satisfied with regard to job security or salary. Two conspicuous issues in this area can be highlighted as follows:

- Teachers' poor salaries are a source of dissatisfaction.
- The government policy of right-sizing (redeployment and rationalisation) is a source of feelings of insecurity and anxiety.

Therefore, these two areas should also be addressed and be promoted on the agendas of the senior management of the Department of Education provincially and nationally.

(iv) The management style of authorities is an issue of pressing concern. It should therefore be given the attention it deserves. The fact of the matter is that the management should be aware of the impact its leadership style can have on teachers' job satisfaction (Steyn & Van Wyk 1999:42).

Furthermore teachers want to be part of the process of change. Therefore better ways should be devised of keeping teachers informed of departmental policy. District managers should work out strategies of ensuring that all key stakeholders (in particular teachers) have a regular and recent update about

all changes taking place in the Department of Education and what role they (teachers) are expected to play.

Another important finding is that when secondary school teachers experience stress, some important implications are the following:

- ⇒ Their health and their productivity levels can be negatively influenced. Therefore, information exposing factors that give rise to these levels of stress should be known so that it is possible to come up with clear coping strategies.
- ⇒ A clear finding in this study is that married teachers experience significantly less stress than the unmarried teachers (compare Table 5.9:129).
- ⇒ Comparatively, Van Zyl and Pietersen (1999:76-77) found in their study that **married female teachers experience significantly more stress than unmarried female teachers.**

The fact that unmarried teachers experience significantly more stress than married teachers, can be attributed to not having support at home, having no one to share your frustrations with, feelings of not being loved and not being ready to love.

The fact that married female teachers experience more stress can be attributed to their having various roles to fulfil, i.e. being a homemaker, a supportive wife, being a mother, as well as at the same time trying to develop her career and being a good worker (Van Zyl & Pietersen 1999:77).

These findings are hard facts of life and it is not easy to come forward with ways to help these teachers who experience stress because of their situation. What can be done for married mothers are fore example, child-care facilities, eradicating stereotypes and prejudice against married female teachers,

flexible working schedules and patterns (Van Zyl & Pietersen 1999:77).

What is essential at this stage is that employers, managers (Free State Department of Education, School Management Developers, principals, School Governing Bodies) and psychologists (district officials in the District Psychological Services Section) should take **these results (from this study and other studies)** into account and should place greater emphasis on the prevention of high levels of stress developing in teachers. Therefore these role-players **should seriously consider the implementation** of recommendations made in this study and in other similar studies with a view to guidance in preventing high levels of stress as well as enhancing job satisfaction and effective work values.

The findings and recommendations in this study are **extremely important for teachers** (for their own management strategies of stress and the cultivation of job satisfaction), heads of departments and principals (for dealing effectively with teachers with low performance), SMDs and District Managers (for realising the importance and impact of clarifying changes and processes in the new education system), as well as the **general public** (i.e. strategies for relevancy into community values).

Stress can certainly be treated if it is diagnosed in time. Pro-active action can be taken if enough is known about typical levels and causes of stress among teachers. Because the country needs well-trained citizens, it is necessary that the trainers (teachers) are healthy in all different areas of their personal functioning. A cooperative action by all role-players is essential to address the different issues.



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APPENDIX A
QUESTIONNAIRE

**Job satisfaction, work values and
work-related stress of secondary
school teachers**



UNIVERSITY OF THE FREE STATE

BLOEMFONTEIN

2001

BIOGRAFIESE INLIGTING BIOGRAPHICAL INFORMATION

Kantoorgebruik
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**Skryf asb. u besonderhede in die toepaslike spasie in:
Please write your particulars in the appropriate space:**

Van en voorletters
Surname and initials

.....

Vandag se datum
Today's date

Jaar/Year				Maand/Month		Dag/Day	

Ouderdom
Age

Naam van organisasie
Name of organization

.....

Naam van afdeling
Name of division

.....

Pos (Naam)
Post (Name)

.....

Pos (Vlak)
Post (Level)

.....

**Maak slegs 'n kruis op die inligting wat op u van toepassing is:
Make a cross on those particulars which are applicable to you:**

Dienstydperk
Length of service

Minder as 2 jaar Less than 2 years	2 - 5 jaar 2 - 5 years	6 - 10 jaar 6 - 10 years	Meer as 10 jaar More than 10 years
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Kwalifikasie
Qualification

St. 8-9 Std 8 - 9	St. 10 Std 10	St. 10 + 1, 2 tot 3 jaar Std 10 + 1, 2 to 3 years	Meer as St. 10. + 3 jaar More than Std 10 + 3 years
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Geslag
Sex

Man Male	Vrou Female
-------------	----------------

Afhanklikes (Aantal)
Dependents (Number)

1	2	3	4	5	Meer as 5 More than 5
---	---	---	---	---	--------------------------

Huwelikstaat
Marital status

Getroud Married	Ongetroud Unmarried	
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Huistaal
Home language

Afrikaans Afrikaans	Engels English	Ndebele Ndebele	N-Sotho N-Sotho	Shangaan Shangaan	S-Sotho S-Sotho	Swazi Swazi
Tsonga Tsonga	Tswana Tswana	Venda Venda	Xhosa Xhosa	Zoeloe Zulu	Ander Other	

RAAD VIR GEESTESWETENSKAPLIKE NAVORSING, 1991
1991
Groep: Menslike Hulpbronne
(waarby ingelyf is die Nasionale Instituut vir Personeelnavorsing)
Research)

HUMAN SCIENCES RESEARCH COUNCIL,
Group: Human Resources
(incorporating the National Institute for Personnel

1. GENERAL INSTRUCTIONS

The questionnaire contains questions on feelings that you have experienced in your life.

The following should be taken into account as a general guideline when answering the questions:

- Do not ponder over a question too long - read and indicate the reaction that comes to mind spontaneously.
- Make sure that you do not skip questions. Some questions may perhaps seem very personal, but remember that your answers will be treated **strictly confidential**.
- There are no "right" or "wrong" answers. The best results will be obtained when you indicate your true feelings.

The questionnaire consists of two parts. The first part deals with your experiences in your work and the second part with your circumstances and expectations. Read specific instructions and then answer all the questions following these instructions on the separate answer sheet.

2. SPECIFIC INSTRUCTIONS

2.1 Experience of work

This part contains questions regarding feelings that you perhaps experience in your work.

By using Scale A, indicate how frequently a particular feeling occurs by writing down any figure from 1 to 5. Scale A is as follows:

1	=	Virtually never
2	=	Sometimes
3	=	Reasonably often
4	=	Very often
5	=	Virtually always

Example:

How often in your work do you feel ...
restless?

5

Based on this example the deduction can be made that the person feels restless virtually always.

Now answer Questions 1 - 40 (under Scale A). Please mark the number with an "X".

How often in your work do you feel ...		1	2	3	4	5
1.	as if you are coming up against a wall and simply cannot make any progress?					
2.	afraid, not knowing of what exactly?					
3.	uncertain (unsure, doubtful)?					
4.	worried?					
5.	that your views clash with those of another person?					

6.	that you are experiencing conflict?					
7.	bored?					
8.	irritated (annoyed)?					
9.	that you have no confidence in yourself?					
10.	that you depend too much on the help of others?					
11.	alone?					
12.	that you would like to attack another person?					
13.	that you merely accept things as they are?					
14.	that you are disturbed whenever you work hard at something?					
15.	that you are losing control of your temper?					
16.	that no-one wants to support you?					
17.	that your work situation compares unfavourably with those of others?					
18.	despondent (cheerless, down)?					
19.	that you have broken some rule or other?					
20.	inferior (no self-confidence, unimportant)?					
21.	that someone and/or a situation is annoying you terribly?					
22.	guilty?					
23.	downhearted?					
24.	fearful?					
25.	that you can do nothing about a situation?					
26.	aggressive (want to hurt someone/break something)?					
27.	that you are getting sad?					
28.	overburdened (too much work/responsibilities)?					
29.	angry?					
30.	afraid without knowing whether you are afraid of a particular person and/or situation?					
31.	not exactly sure how to act?					
32.	that you are having trouble concentrating since you are worried about something?					
33.	that you have no interest in the activities around you?					
34.	that you need assistance continuously?					
35.	that you do not wish to participate in anything?					
36.	afraid of colleagues and/or supervisors?					
37.	that it seems as if you will never get out of this mess?					
38.	dissatisfied?					
39.	that you are tearful (weepy, sorrowful)?					
40.	that you have too much responsibility and too many problems?					

2.2 Circumstances and expectations

2.2.1 Circumstances

Questions are asked about the way you feel about important circumstances within and outside your work.

Indicate below Scale B how often particular circumstances occur by writing down any figure from 1 to 5. Scale B is as follows:

1.	=	Virtually never
2.	=	Sometimes
3.	=	Reasonably often
4.	=	Very often
5.	=	Virtually always

Use this scale to answer each of the questions below.

Example:

How often do you feel in your organisation that...

there is not sufficient opportunity for social intercourse? 5

Based on this example the deduction can be made that the person feels that there is virtually always insufficient opportunity for social intercourse within the organisation.

Note also that questions are asked about circumstances in your everyday life.

Example:

Scale B

1	=	Virtually never
2	=	Sometimes
3	=	Reasonably often
4	=	Very often
5	=	Virtually always

How often in your everyday life do you feel that...

there is not enough time for sport and recreation? 2

Based on this example the deduction can be made that the person feels that he/she only sometimes does not have the time for sport and other recreational activities.

Now answer Questions 1-23 (under Scale B). Please mark the number with an "X".

How often do you feel in your organisation that...		1	2	3	4	5
1.	the organisation as a whole does not function satisfactorily (for example owing to poor organisation, little confidence in employees and/or incorrect leadership styles)?					
2.	you are dissatisfied about the nature (content) of your work (for example it is not interesting and challenging or it does not correspond with your aptitudes)?					
3.	you encounter one or more of the following: considerable noise, high/low temperature, odours, gases, poor lighting, crowding of people and/or any other problems that concern your physical working conditions?					
4.	situations in which you find yourself, have a negative effect on the progress and development of your career (for example your weaknesses are overemphasised and/or you find it difficult to progress to higher posts)?					
5.	you find it difficult to deal with social matters (such as socialising in a group and/or maintaining good interpersonal relations)?					
6.	you are dissatisfied with one or a few of the following: pension, medical and housing aid, bursaries, achievement bonuses, group and other insurance, salary and/or any other aspects of your remuneration package?					
7.	you are dissatisfied with one or more of the following: working clothes, working hours, conditions of employment, communication channels with respect to grievances and complaints, rules regarding transfers, termination of employment and/or any other regulations involving personnel matters?					

Note that the following questions deal with circumstances in your everyday life.

How often in your everyday life do you feel that ...

		1	2	3	4	5
8.	family crises (for example death, illness and strife) have an adverse effect on your life?					
9.	financial obligations (for example the payment of a house loan) make life difficult for you?					
10.	the phase of life in which you find yourself currently (for example middle age and/or retirement) makes life difficult for you?					
11.	the general economic situation in the country (for example inflation) makes life exceptionally difficult for you?					
12.	rapidly changing technology poses a problem for you?					
13.	facilities (for example water laid on, electricity) at home are unfavourable?					
14.	social situations with friends and/or relatives are difficult to handle?					
15.	your status among friends and relatives sometimes causes you embarrassment?					
16.	your health does not allow you to do what you would like to?					
17.	your background (i.e. your past life/where you come from) causes you embarrassment?					
18.	your home life is affected adversely owing to the fact that you have to spend much time on activities at work?					
19.	problems with transport make life difficult for you?					
20.	there is something wrong with your spiritual life?					
21.	your own views differ from those of other people?					
22.	inadequate provision is made for accommodation (for instance your housing is not suitable)?					
23.	there are too few recreational facilities (for example for golf and squash)?					

2.2.2 Expectations

Questions are asked about the extent to which you feel that your expectations with regard to your job are realised.

Indicate according to Scale C how often the expectations referred to in the specific questions are actually realised. Scale C is as follows:

1.	=	Virtually never
2.	=	Sometimes
3.	=	Reasonably often
4.	=	Very often
5.	=	Virtually always

Use this scale to answer each of the following questions.

Example:

How often do you feel in your organisation that...
you are able to talk to your colleagues?

2

Based on this example one can deduce that the respondent only sometimes feels that he/she can talk to his/her colleagues. Note also that, unlike in the case of the previous questions, a low score (virtually never) represents a negative trend while a high score (virtually always) represents a positive trend.

Now answer Questions 1-53 (according to Scale C). Please mark the number with an "X".

How often do you feel in your organisation that...

		1	2	3	4	5
1.	you receive recognition for what you do?					
2.	regulations regarding personnel matters (for example concerning working hours, conditions of employment and working clothes) reflect well on the organisation?					
3.	you can get the work assigned to you done in time?					
4.	you are able to perform your tasks without having to be on your feet for long periods, having to lift heavy objects, having to be in a bent or crouching and/or in an uncomfortable position?					
5.	you are able to assume full responsibility for all you do?					
6.	you can perform your tasks without the nature of your work and your actions endangering other people's safety/lives and/or having a negative effect on the nature/quality of their lives?					
7.	your salary is market-related, in other words, it compares well with what persons with similar qualifications and experience earn?					
8.	you are able to function independently?					
9.	your necessary job equipment (for example stationery, tools, electronics and laboratory equipment) is always available?					
10.	you are exposed to the necessary training courses?					
11.	all your good qualities are used?					
12.	you are satisfied with your promotion?					
13.	your fringe benefits (for example housing subsidy) ensure your support and security?					
14.	you have status (to feel important)?					
15.	you are able to get along with your supervisor?					
16.	the personnel regulations (for example regarding working clothes and working hours) satisfy your needs?					
17.	you can perform your tasks without endangering your own safety as a result of the nature of your work and the actions required from you?					
18.	you are included in decision-making that concerns you?					
19.	you can perform your tasks without coming into conflict with other people or straining your relations with other people as a result of the nature of your work?					

20.	the instructions that you receive are in keeping with previous instructions (in other words that you do not receive contradictory instructions)?						
21.	you can trust your supervisor in all circumstances?						
22.	facilities (such as toilets and kitchens) meet your needs?						
23.	you have sufficient job equipment at your disposal?						
24.	physical working conditions (for example lighting and temperature) are satisfactory?						
25.	your fringe benefits (for example housing subsidy) supplement your salary adequately?						
26.	your abilities and skills are developed and extended?						
27.	you have sufficient knowledge and information available to do your work?						
28.	your tasks can be performed without demanding your continued and intense concentration?						
29.	the nature of the furniture and decorations in your working area creates a pleasant working environment?						
30.	you have good relations with your colleagues?						
31.	your colleagues consider you successful and/or hardworking?						
32.	your salary is adequate to motivate you to work hard at all times?						
33.	you are making progress?						
34.	your job equipment (for example computer, stationery and tools) is in working order?						
35.	personnel regulations (for example those regarding transfers and working hours) contribute to your satisfaction?						
36.	your input is adequately remunerated?						
37.	your physical working conditions (for example lighting and office space) are adequate for the type of work that you do?						
38.	you are happy with the nature of your fringe benefits (for example housing, pension, medical aid)?						
39.	you are able to perform your duties without time playing too big a role?						
40.	the way in which things are organised contributes to your good achievement?						
41.	management believes its employees to be hardworking and/or reliable?						
42.	you have enough work to keep busy?						

43.	the requirements of your job correspond with what you have to offer?					
44.	the social demands made on you are of such a nature that you can easily satisfy them (maintain good relations with others)?					
45.	your good achievements are noticed?					
46.	you are able to display initiative?					
47.	you are able to be involved in different tasks?					
48.	your post is essential and will be retained?					
49.	you find regulations regarding staff matters (for example working hours, working clothes) satisfactory?					
50.	you are able to maintain good relations with your supervisor(s)?					
51.	your potential is used to the full?					
52.	you are able to talk to your supervisor whenever you want to?					
53.	you are able to maintain good social relationships with everybody?					

Thank you for your cooperation!

APPENDIX B:
Letter of Approval



FREE STATE PROVINCIAL GOVERNMENT

Education

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9 March 1999

Mr SD Manase
Harrismith Education District
Private Bag X888
WITSIESHOEK
9870

REQUEST FOR RESEARCH

Your request to conduct research work (March 1999 to July 1999) in the Harrismith Education District, in pursuance of your doctoral (PhD) degree is hereby granted.

The Department of Education wishes you success and looks forward to reaping the benefits of your study.

Yours faithfully

HEAD : EDUCATION

Summary

JOB SATISFACTION, WORK VALUES AND WORK-RELATED STRESS OF SECONDARY SCHOOL TEACHERS

The aims of this study are to, by means of a review of the literature and empirical investigation:

- gain an understanding of the complexity and the extent to which teachers experience job satisfaction, work values and work-related stress, with particular reference to secondary schools in the Eastern Free State; and
- measure the levels of stress among a group of secondary school teachers, as well as to determine the effect of biographical and organisational factors on their levels of stress. Furthermore, the aim was to look at relations in terms of how the job satisfaction and work values (teachers' needs) of these teachers are affected by work-related stress.

It became very clear from the literature review that the impact of stress is experienced at all levels of society (Van Zyl & Pietersen 1999:74), from individuals to national level. In the *Sunday Times* (August 1999) it is indicated that South Africa is a very stressed society and that support is becoming harder to find, as familial networks are not strong enough.

A very clear fact is that, without support, stress spills over into different relationships and environments.

In this study it was furthermore concluded that the teaching profession also has the potential of being stressful and affecting the working environment. It was found that a lack of effective stress management results in important decrements in **well-being**, as well as dissatisfaction among teachers and an inability to perform up to standard (compare 6.1).

The literature survey also revealed that both satisfaction and performance are connected to **rewards** (Steyn & Van Wyk 1999:37):

- Rewards impact more directly on the cause of satisfaction than performance.
- Rewards levelled on ongoing performance cause subsequent performance.

Therefore this research evidence confirms the fact that it is extremely important for supervisors or school management to show appreciation and recognition of the work which is done well by teachers. Lynn (1998:46) reflects an interesting statistic supplied by the US Department of Labour, namely that in 1995 it was announced that 46 percent of people who left their jobs did so because they felt unappreciated.

Furthermore, it is important for management to be fully aware of the impact of all factors believed to be promoting job satisfaction and effective work values, for example:

- Achievement, recognition, working conditions, status, relationship with peers, salary, company policy and security.
- Making people feel responsible; creating opportunities for people to use their abilities and knowledge; making people feel independent in their work; being of value to society through one's contributions; creating

possibilities for promotion; and enabling people to be happy with the conditions of service.

The method of research entailed an empirical investigation in which a sample of 360 secondary school teachers from the Harrismith Education District (i.e. the Eastern Free State towns Warden, Harrismith and Phuthaditjhaba) had been targeted. The questionnaire was used to verify **four formulated hypotheses**:

- 1) There is a statistically significant relationship between the biographical factors (age, sex, length of service, home language, etc.) and teachers' level of stress.
- 2) There is a statistically significant relationship between teachers' level of stress and factors outside the work situation (job satisfaction and work values) which contribute to teachers' stress.
- 3) There is a statistically significant relationship between teachers' level of stress and the teachers' expectations and circumstances within the work situation (fields 1 – 6) which contribute to teachers' stress.
- 4) Teachers experience very high levels of stress.

The following analytical tools were considered to analyse and interpret research results:

t-test: To verify it means of two groups have a difference that occurred by chance;

F-test: To highlight the significance of the difference between variances.

ANOVA: A one-way analysis of variance.

Three hypotheses were accepted for different variables, as showed in the results, and only one was rejected.

It was found that:

- (1) the majority of respondents were younger than 38 years of age (59,4%) (cf. Table 5.1);
- (2) 77,3% of the respondents were on post level one (cf. Table 5.2);
- (3) 56,9% had a length of service that was more than ten years (cf. Table 5.3);
- (4) the majority, namely 56,3%, were well qualified with at least three years' tertiary training (cf. Table 5.4);
- (5) the majority of respondents were male, i.e. 59,7% (cf. Table 5.5);
- (6) the majority (92,4%) of the respondents had dependents ranging from one to more than five (cf. Table 5.6);
- (7) 72,8% of the respondents were married (cf. Table 5.7);
- (8) 67,2% had South Sotho as home language (cf. Table 5.8);
- (9) most of the teachers in the Eastern Free State were on post level one, while the majority (92,4%) had dependents ranging from one to more than five and therefore insufficient income could be a stressor for educators (cf. Tables 5.2; 5.6);
- (10) the fact that more teachers were well qualified (56,3%), that more of them (56,9%) had more than ten years' teaching experience and that the majority of them were in post level one, imply that few opportunities for promotion could be a stressor for educators in the Eastern Free State;
- (11) the level of stress for unmarried teachers is significantly higher than those of married teachers (cf. Table 5.9);
- (12) there is a significant relationship (1% level) between teachers' level of stress and teachers' expectations and circumstances (cf. Table 5.10). These concepts (teachers' level of stress; teachers' circumstances and expectations) are explained as follows:

- **Teachers' level of stress:** This is reflected by the following feelings: no progress, being afraid, feeling uncertain, doubtful, or worried; your views clash with other people's views; experiencing conflict; being bored; being irritated; losing control of your temper; no confidence in yourself; depending on others; feeling alone; you would like to attack other people; no-one wants to support you; being despondent; feeling guilty; downhearted; aggressive; overburdened; angry; no concentration; dissatisfied; fearful; weepy; too many problems; etc.

- **Teachers' expectations and circumstances** within the work situation are reflected by the following feelings:

 - **Circumstances:** dysfunctional organisation; incorrect leadership styles; you are dissatisfied with regard to the nature of your work; there are problems that concern physical working conditions (e.g. crowding of people, poor lighting); a situation that impacts negatively on the progress and development of ones' career; it is difficult to progress to higher posts; it is difficult to maintain good interpersonal relations; dissatisfaction with regard to aspects like pensions, medical fund, housing aid, achievement bonuses, insurance, salary and all other aspects of your remuneration package; working hours; conditions of employment and all other regulations involving personnel matters.

 - **Expectations** are reflected by the following feelings:

You want to be recognised for what you do; assume full responsibility; have a salary that is market-related; function independently; have the necessary job equipment; be exposed to necessary training courses; have fringe benefits that will ensure your support and security; feel important and have status; you want to be able to get along with your supervisor; have personnel regulations that satisfy your needs; be included in decision-making that concerns you; perform duties without relations with others; receive uncontradictory instructions; have furniture and decorations

in your work area that create a pleasant working environment.

(13) It was also found that there is a significant relationship between teachers' level of stress (feelings noted in point 12) and factors outside the work situation (job satisfaction and work values):

- Factors outside the work situation are, for example, family crises; financial obligations; the general economic situation in the country; the rapidly changing technology; unfavourable home facilities; social status with friends; health; background; transport problems; spiritual life problems; inadequate accommodation at home; and few recreational facilities.
- Job satisfaction is reflected by the following characteristics: the work itself; conditions of work; remuneration opportunities for promotion; supervision; co-workers; roles; responsibilities; classroom practices; teacher development and appraisal.
- Work values are reflected by characteristics like the following: exercising responsibility; achievement through work; influence over one's work; doing meaningful work; being able to use one's abilities and knowledge; independence in doing one's work; job satisfaction with regard to the work itself; and contributing to society.

In conclusion, it can be noted that teachers' level of stress is affected by their job satisfaction and work values (or vice versa).

Opsomming

WERKSBEVREDIGING, WERKSWAARDES EN WERKSVERWANTE STRES VAN SEKONDÊRESKOOL-ONDERWYSERS

Die doelstellings van hierdie studie is die volgende:

- Om 'n denkbeeld te vorm van die kompleksiteit en die mate waarin onderwysers werksbevrediging, werkswaardes en werksverwante stres ervaar met spesifieke verwysing na sekondêre skole in die Oos-Vrystaat.
- Om die stresvlakke van 'n groep sekondêreskool-onderwysers te meet, asook om die effek van biografiese en organisatoriese faktore op hul stresvlakke te bepaal. Verder was die doel om verhoudinge in oënskou te neem in terme van hoe die werksbevrediging en werkswaardes (onderwysers se behoeftes) van hierdie onderwysers beïnvloed word deur werksverwante stres.

Bogenoemde doelstellings is verwesenlik deur middel van 'n oorsig van die literatuur en 'n empiriese ondersoek.

Uit die literatuurstudie het dit baie duidelik geblyk dat die impak van stres op alle vlakke van die samelewing ondervind word (Van Zyl & Pietersen 1999:74), vanaf individue tot op nasionale vlak. In die *Sunday Times* (Augustus 1999) was dit aangedui dat Suid-Afrika 'n spanningsvolle samelewing is en dit word al hoe moeiliker om ondersteuning te vind, aangesien gesinsnetwerke nie sterk genoeg is nie.

'n Feit wat baie duidelik blyk, is dat – sonder ondersteuning – stres verskillende verhoudinge en omgewings beïnvloed.

Verder is daar in hierdie studie tot die gevolgtrekking gekom dat die onderwysprofessie ook oor die potensiaal beskik om spanningsvol te wees en die werksomgewing te beïnvloed. Daar is bevind dat 'n gebrek aan doeltreffende stresbestuur 'n belangrike afname in gesondheid tot gevolg het, asook ontevredenheid onder onderwysers en 'n onvermoë om volgens die gewenste gehalte te presteer (vergelyk 6.1).

Die literatuuoroorsig het ook aan die lig gebring dat beide tevredenheid en prestasie verband hou met **belonings** (Steyn & Van Wyk 1999:37):

- Belonings het 'n meer direkte invloed op die oorsaak van tevredenheid as op prestasie.
- Belonings met die oog op voortgesette prestasie het weer op sy beurt prestasie tot gevolg.

Hierdie navorsingsbewyse bevestig dus die feit dat dit uiters belangrik is vir skoolontwikkelaars (*supervisors*) of die skoolbestuur om waardering en erkenning te betoon vir die werk wat goed verrig word deur onderwysers. Lynn (1998:46) wys op 'n interessante statistiek soos voorsien deur die VSA Departement van Arbeid, naamlik dat daar in 1995 aangekondig is dat 46 persent van die mense wat hul werk verlaat het, dit gedoen het omdat hulle gevoel het dat hulle nie waardeer word nie.

Verder is dit belangrik vir die bestuur om ten volle bewus te wees van die impak van al die faktore wat moontlik kan bydra tot die bevordering van werksbevrediging en doeltreffende werkswaardes, byvoorbeeld:

- Prestasie, erkenning, werksomstandighede, status, verhouding met eweknieë (*peers*), salaris, maatskappybeleid en sekuriteit.
- Om mense verantwoordelik te laat voel; die skep van geleenthede vir mense om hul vermoëns en kennis te gebruik; om mense onafhanklik in hul werk te laat voel; van waarde vir die gemeenskap te wees deur middel van die bydraes wat jy lewer; die skep van moontlikhede vir bevordering; om mense in staat te stel om gelukkig te wees met die diensvoorwaardes.

Die metode van navorsing het 'n empiriese ondersoek behels waarin 'n steekproef van 360 sekondêreskool-onderwysers van die Harrismith Onderwysdistrik (dit wil sê die Oos-Vrystaatse dorpe Warden, Harrismith en Phuthaditjhaba) die teikengroep was. Die vraelys is gebruik om **vier geformuleerde hipoteses** te verifieer:

- 1) Daar is 'n statisties beduidende verband tussen biografiese faktore (ouderdom, geslag, diensjare, moedertaal, ens.) en onderwysers se stresvlakke.
- 2) Daar is 'n statisties beduidende verband tussen onderwysers se stresvlakke en faktore buite die werksituasie (werksbevrediging en werkswaardes) wat bydra tot onderwysers se stres.
- 3) Daar is 'n statisties beduidende verband tussen onderwysers se stresvlakke en onderwysers se verwagtinge en omstandighede binne die werksituasie (velde 1 - 6) wat bydra tot onderwysers se stres.
- 4) Onderwysers ervaar baie hoë vlakke van stres.

Die volgende analitiese instrumente is oorweeg om die navorsingsresultate te ontleed en te interpreteer:

t-toets: Om te verifieer of die gemiddeldes van twee groepe 'n verskil toon wat per toeval voorgekom het.

F-toets: Om die belangrikheid van die verskil tussen variansies te beklemtoon.

ANOVA: 'n Eenrigtinganalise van die variansie.

Drie hipoteses is aanvaar vir verskillende veranderlikes, soos aangetoon in die resultate, en slegs een is afgekeur.

Daar is bevind dat:

- (1) die meerderheid van die respondente was jonger as 38 jaar (59,4%) (vgl. Tabel 5.1);
- (2) 77,3% van die respondente was op posvlak een (vgl. Tabel 5.2);
- (3) 56,9% het dienservaring van meer as tien jaar gehad (vgl. Tabel 5.3);
- (4) die meerderheid, naamlik 56,3%, was goed gekwalifiseer met tersiêre opleiding van ten minste drie jaar (vgl. Tabel 5.4);
- (5) die meerderheid van die respondente was manlik, d.w.s. 59,7% (vgl. Tabel 5.5);
- (6) die meerderheid van die respondente het afhanklikes gehad wat gewissel het tussen een tot meer as vyf (vgl. Tabel 5.6);
- (7) 72,8% van die respondente was getroud (vgl. Tabel 5.7);
- (8) 67,2% het Suid-Sotho as moedertaal gehad (vgl. Tabel 5.8);
- (9) die meeste van die onderwysers in die Oos-Vrystaat was op posvlak een, terwyl die meerderheid (92,4%) afhanklikes gehad het wat gewissel het tussen een en meer as vyf en daarom kon 'n onvoldoende inkomste 'n stresfaktor vir opvoeders gewees het (vgl. Tabelle 5.2; 5.6);

- (10) die feit dat meer onderwysers goed gekwalifiseerd was (56,3%), dat meer onderwysers (56,9%) meer as tien jaar onderwyservaring gehad het en dat die meerderheid van die onderwysers op posvlak een was, impliseer dat min geleenthede tot bevordering 'n stresfaktor vir opvoeders in die Oos-Vrystaat kon wees;
- (11) die stresvlak vir ongetroude onderwysers is beduidend hoër as dié van getroude onderwysers (vgl. Tabel 5.9);
- (12) daar is 'n beduidende verband (1%-vlak) tussen onderwysers se stresvlakke en onderwysers se verwagtinge en omstandighede (vgl. Tabel 5.10). Hierdie begrippe (onderwysers se stresvlakke; onderwysers se verwagtinge en omstandighede) word as volg verduidelik:

- **Onderwysers se stresvlakke:** Dit word weerspieël deur die volgende gevoelens: geen vordering; vrees; onsekerheid; twyfel; kommer; jou beskouing bots met dié van ander mense; jy ondervind konflik; verveeld wees; geïrriteerd wees; jou humeur verloor; geen vertrou in jouself hê nie; op ander vertrou; alleen voel; wil ander mense aanval; niemand wil jou ondersteun nie; terneergedruk voel; skuldig voel; mismoedig en bedruk voel; angsbevange wees; aggressief; oorlaai; vol woede; geen konsentrasie; ontevrede; huilerig; te veel probleme; ens.
- **Onderwysers se verwagtinge en omstandighede** binne die werksituasie word weerspieël deur die volgende gevoelens:
 - **Omstandighede:** wanfunksionele organisasie; verkeerde leierskapstyle; jy is ontevrede met betrekking tot die aard van jou werk; daar is probleme rakende jou fisiese werksomstandighede (bv. opeenhoping van mense, swak beligting); 'n situasie wat 'n negatiewe invloed het op die vooruitgang en ontwikkeling van jou loopbaan; dit is moeilik om bevorder te word tot hoër poste; dit is moeilik om goeie interpersoonlike verhoudinge te handhaaf; ontevredenheid betreffende aspekte soos

pensioene, mediese fonds, behuisingssubsidie, prestasiebonusse, assuransië, salaris en alle ander aspekte van jou vergoedingspakket; werksure; voorwaardes van indiensneming en alle ander regulasies rakende personeelaangeleenthede.

- **Verwagtinge** word deur die volgende gevoelens weerspieël:

Jy wil erkenning hê vir wat jy doen; aanvaar volle verantwoordelikheid; wil 'n salaris hê wat markverwant is; wil onafhanklik funksioneer; die nodige werkstoerusting hê; blootgestel wees aan die nodige opleidingskursusse; wil byvoordele hê wat jou ondersteuning en sekuriteit sal verseker; wil belangrik voel en status hê; in staat wees om met jou toesighouer oor die weg te kom; wil personeelregulasies hê wat voldoen aan jou behoeftes; wil betrokke wees by besluitneming wat jou raak; wil instruksies ontvang wat mekaar nie weerspreek nie; wil meublement en versierings in jou werksarea hê wat 'n aangename werksomgewing skep.

- (13) Daar is ook bevind dat daar 'n beduidende verband tussen onderwysers se stresvlakke (gevoelens soos aangedui in punt 12) en faktore buite die werksituasie is (werksbevrediging en werkswaardes):

- Faktore buite die werksituasie is byvoorbeeld die volgende: familiekrisisse; finansiële verpligtinge; die algemene ekonomiese situasie in die land; die snelveranderende tegnologie; ongunstige huislike fasiliteite; sosiale status met vriende; gesondheid; agtergrond; vervoerprobleme; probleme rakende jou geestelike lewe; onvoldoende akkommodasie tuis, en min ontspanningsfasiliteite.
- Werksbevrediging word weerspieël deur die volgende kenmerke: die werk self; werksomstandighede; vergoeding; geleenthede vir bevordering;

toesig; medewerkers; rolle; verantwoordelikhede; klaskamerpraktyke; onderwyserontwikkeling en evaluering.

- Werkswaardes word weerspieël deur kenmerke soos die volgende: die uitoefen van verantwoordelikheid; prestasie deur middel van werk; invloed uitoefen oor 'n mens se werk; betekenisvolle werk verrig; in staat wees om jou vermoëns en kennis te benut; onafhanklikheid ten opsigte van die doen van jou werk; werksbevrediging met betrekking tot die werk self, en 'n bydrae tot die samelewing lewer.

Ten slotte dien daarop gelet te word dat onderwysers se stresvlakke beïnvloed word deur hul werksbevrediging en werkswaardes (of omgekeerd).

U.O.V.S. BIBLIOTEK