

b139 404 30

U.O.V.S. BIBLIOTEK

HIERDIE EKSEMPLAAR MAG ONDER
GEEN OMSTANDIGHEDE UIT DIE
BIBLIOTEK VERWYDER WORD NIE

University Free State



34300000640890

Universiteit Vrystaat

**STRESS AND STRESS MANAGEMENT AMONG BLACK
TEACHERS IN THE HERSCHEL DISTRICT**

BY

Vuyisile George Duka

B.A., SED (VISTA) B.ED. (UOFS)

This dissertation is submitted in partial fulfilment of the demands for the MEd.
degree in the Faculty of the Humanities, Department of Psychology of Education,
University of the Orange Free State.

Supervisor: Dr. E. Van Zyl

ACKNOWLEDGEMENT

My deepest gratitude goes towards my beloved wife Ntsiky, my two sons, Wongeza and Luyolo and our beloved daughter Busisiwe who have all sacrificed dearly in sharing my vision and ideas, without their encouragement and positive support I would have not completed this dissertation. "UTHix onenceba abenani anisikelele".

I am also grateful to the following people:

- Prof. W.J. Paulsen for his statistical knowledge and for having assisted me in analyzing the statistical data.
- Mrs. K. Smit, Department of Computer Services who has given generously of her time and talent by computerising my statistical data. I thank her for her credible patience and assistance.
- Prof. E.S. van Zyl, Department of Industrial Psychology UOFS and his former colleague Prof H.S. van der Walt, at HSRC, Pretoria for allowing me to use their questionnaire. They have greatly helped me to round off my perspective.
- Mrs. J. Nel, who typed my script and who had time and again made corrections in my script.
- Dr. G.S. Kotze for language editing and proof-reading.

I am also indebted to Dr. Erna van Zyl, my study supervisor, who kindly and patiently assisted and guided me.

I also wish to extend a word of gratitude to Prof. J.P. Strauss at RIEP, in the Department of Education, UOFS, whose assistance with the graphs and the statistics of the Herschel district educators as well as learners was in valuable.

I am immensely grateful to all my friends, and colleagues who encouraged me to persevere though the going was tough.

May God bless you all.

I wish to thank the Almighty God and His begotten Son, our Lord Jesus Christ, who have endowed me with the Holy Spirit who wisely guided me throughout the process of writing this script.

DECLARATION

I the undersigned hereby declare that this dissertation is my original work and it has never been submitted to any university or faculty for a degree purpose or examination. This dissertation is being submitted for the degree Master of Education at the University of the Orange Free State.

Signed: V.G. Duka

V.G. DUKA

Date: .03 December 1999

DEDICATION

This dissertation is dedicated to my late parents
CELIA, NOMAHOBE AND EDWIN, PHAKAMILE DUKA
who nurtured and groomed me to be what I am today.

May their spirits rest in peace.

ACRONYMS USED IN THIS STUDY

ABET	Adult Basic Education and Training.
ABSA	Amalgamated Bank of South Africa.
ANC	African National Congress.
CATU	Cape African Teachers Union
CNE	Christian National Education.
COLTS	Culture of Learning and Teaching Services.
HOD	Head of Department(s).
HSRC	Human Sciences Research Council
LIFO	Last In First Out.
MBO	Management by Objectives Approach.
MEC	Member of the Executive Council.
NGO	Non-Government Organisations.
OBE	Outcomes Based Education.
RIEP	Research Institute for Education Planning.
SADTU	South African Democratic Teachers' Union.
SASA	South African Schools Act.
SGB	School Governing Bodies.
WLQ	Work and Life Circumstances Questionnaire.

EXPLANATION OF TERMS

The following words or concepts are regarded as synonyms and have been used interchangeably in this study:

Learner(s) refers to a person who is learning that is a beginner or any person receiving education or obliged to receive education in terms of South African Schools Act 84 of 1996.

Pupil(s) refers to a person who is learning in a school or is being taught.

Student(s) refers to a person who studies at a school or any person enrolled in an education institution.

Teacher(s) means a person who teaches especially as a profession.

Educator(s) means a person whose profession is education or any person who teaches, educates, trains others at an education institution or assists in rendering education services or education auxiliary or support services provided by or in an education department, but does not include any officer or employee as defined in Section 1 of the Public Service Act 1994.

Headmaster/Schoolmaster refers to a (person) man who teaches in or manages a school or a man in charge of a school.

Head of Institution means any person in charge of a work site where the educator is based for the purpose of his/her work for example, principles for school or head of education department for provincial head offices.

Principal(s) (school principals) refers to a chief person, one who gives orders. The head of the elementary or secondary school or any educator appointed or acting as the head of a school.

School manager(s) refers to a man who manages a school.

(Barnhart, C.L. (chief ed.) 1973, The World Book Dictionary, USA: Doubleday and Company Inc. Vol 1 & 2.).

Education Law and Policy Handbook, 1999, compiled and published by Juta & Co. Ltd.

TABLE OF CONTENTS

	Page
CHAPTER 1: GENERAL ORIENTATION	1
1.1 Introduction	1
1.2 Statement of the problem	3
1.3 Purpose of the research	6
1.4 Research method of programme	6
1.5 Demarcating of the research area	7
1.6 Conclusion	7
CHAPTER 2: STRESS AMONG BLACK TEACHERS	9
2.1 Introduction	9
2.2 Approaches of stress	11
2.2.1 <i>The interactional approach</i>	11
2.2.2 <i>Response approach</i>	11
2.2.3 <i>The stimulus approach</i>	12
2.2.3.1 <i>Stress approach in this study</i>	12
2.2.4 <i>Definition of stress</i>	13
2.2.4.1 <i>Definition of stress in this study</i>	14
2.3 The school as stressor	14
2.3.1 <i>Poor staff communication and disruptive pupils</i>	14
2.3.2 <i>Teacher work environment</i>	15
2.3.3 <i>Turbulent environments</i>	16
2.3.4 <i>Communication</i>	17
2.3.5 <i>Unreasonable working demands</i>	19
2.3.6 <i>Bureaucracy</i>	21
2.3.7 <i>Role conflict</i>	22
2.3.8 <i>Role ambiguity</i>	23
2.3.9 <i>Time pressure</i>	25
2.3.10 <i>Disruptive learners</i>	26
2.3.11 <i>Drug and alcohol abuse</i>	28

2.3.12	<i>Poor school attendance by learners</i>	28
2.3.13	<i>Poor discipline among educators</i>	29
2.3.14	<i>Lack of orientation and induction of newly qualified teachers</i>	30
2.3.15	<i>Fear of making decisions</i>	30
2.3.16	<i>Isolation</i>	31
2.3.17	<i>Women in teaching</i>	33
2.3.18	<i>Women's family role and multi purpose role</i>	35
2.3.19	<i>General multiplicity of roles amongst teachers</i>	36
2.3.20	<i>Teachers' workload</i>	37
2.3.21	<i>Sex stereotypes</i>	38
2.4	<i>Department of Education as a stressor</i>	39
2.4.1	<i>Punishment and maintaining discipline</i>	39
2.4.2	<i>Lack of training in team management and in-service courses for educators</i>	40
2.4.3	<i>Lack of financial management skills</i>	41
2.4.4	<i>Lack of educational facilities</i>	42
2.4.5	<i>Motivation and incentives</i>	43
2.4.6	<i>Housing subsidies</i>	44
2.4.7	<i>Lack of skills in conflict management</i>	44
2.4.8	<i>Organisational and curriculum changes</i>	46
2.4.9	<i>Educational restructuring</i>	48
2.4.10	<i>Unemployment and redeployment – causes of psychological stress</i>	49
2.4.11	<i>Eastern Cape Department of Education in crisis</i>	51
2.4.12	<i>Lack of job security</i>	53
2.4.13	<i>Lack of basic training in school guidance and counselling</i>	53
2.4.14	<i>Lack of basic training to teach learners with special educational needs</i>	53
2.4.15	<i>Extended professionalism</i>	54
2.4.16	<i>Overcrowded classrooms</i>	54
2.4.17	<i>Educational changes</i>	56
2.4.18	<i>Disempowered educators</i>	57
2.4.19	<i>Education and politics</i>	57

2.5	Societal stress	58
2.5.1	<i>Personality and ideology</i>	58
2.5.2	<i>Non-involvement of parent in education</i>	59
2.5.3	<i>Public criticism</i>	60
2.5.4	<i>Poor self-image and self management</i>	61
2.5.5	<i>Poor class management and curricular change</i>	61
2.5.6	<i>Poor time management</i>	61
2.5.7	<i>Incompetent and inconsistent leadership styles</i>	61
2.5.8	<i>Family problems or work problems</i>	67
2.5.9	<i>Lack of managerial skills and control</i>	67
2.5.10	<i>Inability to delegate</i>	67
2.5.11	<i>Teacher appraisal</i>	68
2.5.12	<i>Degradation and deskilling of teachers</i>	69
2.6	Organisational factors	69
2.6.1	<i>Extra-organisational factors</i>	70
2.6.2	<i>Administrative and authority problems</i>	70
2.6.3	<i>Poor or unhealthy school organisation</i>	70
2.6.4	<i>Poor working relationships</i>	71
2.7	Conclusion	71
CHAPTER 3: STRESS MANAGEMENT		73
3.1	Introduction	73
3.2	Teacher support, recognition and praise	74
3.3	Delegation	74
3.4	Supportive network systems and social support	75
3.5	Self-management programmes	76
3.6	Self-development programmes	77
3.7	Healthy school organisation	77
3.8	Principal centres for professional growth and development	78
3.9	Organisational change atmosphere	78
3.10	Organisational structures	79

3.11	Coping with change	79
3.12	Management by objectives	80
3.13	Self understanding and self acceptance	80
3.14	Community and parental involvement	81
3.15	A suitable school atmosphere or climate	82
3.16	Time management	82
3.17	An organisational development plan	83
3.18	Nutrition and exercise	85
3.19	Meaningful counselling	85
3.20	Refer alcohol and drug abuse teachers	86
3.21	Incentives and motivation of educators	86
3.22	Employee assistance programmes	87
3.23	Decision making process and the authority structure within an organisation	88
3.24	Self assessment or self appraisal	88
3.25	Empowerment of educators	88
3.25.1	Empowerment of women	93
3.26	An open communication system	93
3.27	Developmental appraisal of educators	93
3.28	Induction of newly qualified teachers	94
3.29	New changes and practices	95
3.30	Readiness for change	95
3.31	Peer support	95
3.32	Assertive discipline	96
3.33	Careerlong learning	97
3.34	Effective school change	98
3.35	Conclusion	99
CHAPTER 4: AN EMPIRICAL RESEARCH		101
4.1	Introduction	101
4.2	Objectives of the empirical investigation	101
4.3	Method of data collection	101

4.4	Permission to collect data	103
4.5	Measuring instrument (the questionnaire)	103
4.5.1	<i>The questionnaire</i>	104
4.5.1.1	<i>Types of questions</i>	104
4.5.1.2	<i>Advantages and disadvantages of the questionnaire</i>	105
4.5.1.3	<i>Reliability and validity of the questionnaire</i>	106
4.5.2	<i>Structure of the questionnaire</i>	107
4.5.3	<i>Administration of the questionnaire</i>	108
4.5.4	<i>The aims of the Experience of Work and Life Circumstances Questionnaire (WLQ)</i>	108
4.5.5	<i>Rationale</i>	109
4.5.6	<i>Pilot study</i>	109
4.5.7	<i>Limitation of the study</i>	109
4.5.8	<i>Conclusion</i>	111
CHAPTER 5: DATA ANALYSIS AND INTERPRETATION OF RESULTS AND RECOMMENDATIONS		112
5.1	Introduction	112
5.2	Biographical information	112
5.3	Procedure of data analysis	113
5.3.1	<i>Statistical analysis</i>	113
5.3.2	<i>Findings and interpretation of results</i>	114
5.4	Summary of findings	119
5.4.1	Summary of literature review	119
5.4.2	Summary of empirical findings	121
5.5	Conclusion	122
CHAPTER 6: RECOMMENDATIONS AND CONCLUSION		123
6.1	Introduction	123
6.2	Recommendations	123
6.2.1	Primary and secondary learner ratios	123
6.2.2	Learner: educator ratio	124

6.2.3	Further recommendations	125
6.2.4	Final comment	128
6.3	CONCLUSION	129
	BIBLIOGRAPHY	131

CHAPTER 1: GENERAL ORIENTATION

1. INTRODUCTION

According to Gold and Roth (1993 : 2) teaching has been identified as the most stressful occupation. Teachers reflect a number of personal and professional problems and feelings that are related to stress such as irritability, fatigue, frustration, and anger. For them, when these symptoms are not dealt with, teachers experience greater stress that often leads to an increasing level of burnout and eventually dropout.

A sizeable proportion of teachers experience considerable strain, tension and anxiety in schools (Leach, 1984 : 157). Numerous external factors such as death in the family, divorce, marital separation, illness, injury and even the arrival of a new child can also lead to stressful situations. Stress is also likely to occur when the demands on teachers are unclear and in cases of excessive or novel demands which are too frequent to cope with satisfactorily. The teaching profession is a very stressful career requiring individuals to stand on their feet for many hours alone before a group of sometimes alienated pupils (Leach, 1984 : 164).

Stress consists of any event in which environmental demands, internal demands or both, tax or exceed the adaptive resources of an individual, social system or tissue system (Monat and Lazarus, 1945 : 3). According to Snyder and Ford (1987 : 19) stress develops when an event occurs that has important implications for an individual's adjustment, and when the demands posed by the event(s) exceed the current coping abilities and resources of the individual.

It seems that negative events are related to stress and they create a strong threat to the individual's self esteem and self-image and evoke perceptions of uncertainty or lack of self-efficiency, and present a need for continued

problem-solving efforts to deal with changed conditions created by the event.

According to O'Hair and Odell (1995 : 51) stress is associated with change, anxiety, frustration, strain, conflict and tension. For them, stress is a natural part of life and helps teachers to respond to threat or rise to challenge. It seems that stress cannot and should not be avoided, for without stress educators cannot be effective educators. Stress could be the spice of life when handled right.

The issue of stress amongst black teachers in a transforming society cannot be discussed convincingly without ample reference to Bantu Education and the ideology of Christian National Education (CNE).

To commence, Bantu Education was introduced through the Bantu Education Act of 1953. According to Ngubentombi (1989 : 16) that was one of the first major legislative acts enacted by the Nationalist Party which assumed ownership in 1948. For him the Bantu Education Act of 1953 was responsible inter alia for centralising black education into a separate education system controlled by the Central Government and under the control of the Department of Native Affairs, eliminating mission-based education and changing the system of financing black education. The Bantu Education Act of 1953 was precisely "responsible for introducing a system of mass education for black population" (Ngubentombi, 1989 : 20).

According to Cosser (1991 : 14) "Bantu Education is an inferior and oppressive system of formal education designed for Africans by the National Party, and was introduced in 1953. The ideology upon which it was based stressed white superiority." He argues that the major purpose of Bantu Education was essentially to meet the needs of the capitalist system in South Africa which was based on a Marxist theoretical framework. He emphatically states that black schools were one aspect of controlling and producing cheap black labour.

In terms of Bantu Education, African schools were even different to white schools. The syllabus for African schools was widely acknowledged to be biased and racist. The limited funding also ensured that African teachers were poorly equipped and under-qualified. Classrooms were few and overcrowded, to the extent that double sessions were introduced.

Christian National Education deserves a moment's discussion at this stage. The document outlining the principles of CNE was revealed in 1948. Interest in this document became the pivot around which much of white education was planned and developed. As an educational philosophy CNE did not only affect white education, but it has also had far reaching implications for black education.

In the face of these problems black teachers have been, for decades, the victims of circumstances. Due to the fact that they were never exposed to proper professional training and advanced learning, they are not knowledgeable enough to meet the needs of the transforming society. Their inferior know-how makes them feel that they are misfits in the teaching profession. In a transforming society, for example, multicultural education comes into the picture and needs to be conducted by properly trained products of education and not by the Bantu Education products.

1.2 STATEMENT OF THE PROBLEM

The foundation of racial segregation among the various population groups of South Africa can be traced from the 1948 general election when the Nationalist Party came to power. This party immediately introduced separate educational development so that each ethnic group would formulate its own curriculum and manage its own education according to its own needs.

Cosser (1991 : 53) contends that through the various facets of Bantu Education, dr. Hendrik Verwoerd's government laid the foundations for creating a white supremacist state with segregated schooling, living areas, jobs and facilities. He argues that the final straw for those suffering under

Bantu Education came in 1974, when Afrikaans was made the medium of instruction for every secondary school subject, in other words, half of the subjects were to be taught in Afrikaans.

Bray, Clarke and Stephens (1986 : 158) argue that dr. Verwoerd once stated that black pupils must obtain knowledge, skills and attitudes in school which will be useful and advantageous to him and at the same time beneficial to the community. He further argued that the school must equip black pupils to meet the demands which the economic life of South Africa will impose upon them, and that black teachers must be integrated as active agents in the process of development of the black community. He must learn not to feel above their community, with a consequent desire to become integrated into the life of the white community. Due to the inferior type of education they received, black educators are unable to meet the work demands arising from lack of experience.

Stress on black teachers in a transforming society may be attributed mainly to the physical demands made on the teacher by his or her environment as well as the task demands of the job itself. Task demands include factors such as workload, working conditions, new technology and exposure to daily hassles. In the Herschel district particularly, Bantu Education is accountable for stress experienced by black teachers in this transforming society. These products of Bantu Education have a very inferior knowledge base, training and experience and they are not properly functional in the institutions where new technology is in operation. They can consequently be categorized as a distressed group who almost totally fail to meet the needs of this transforming society. These people are also unfortunately opposed to hard work because they have never been exposed to it in the training institutions.

Bantu Education has experienced huge and expensive backlogs in black education, specifically in the homeland and rural areas. Bantu Education has produced teachers who are unqualified or under qualified, teachers who abuse alcohol and influence their students likewise, teachers who do not honour their duties as educators and who are abusing alcohol

particularly during school hours. It is not common to find a teacher, a male or female, having an affair with a pupil. The researcher is referring to black teachers who are gradually losing their positive self-concepts and their self-identity. The hallmark of Bantu Education is laziness and *laissez-faire*, which is coupled with an "I don't care attitude". Hence there is an exodus of school children, especially those of the educated class including children of teachers into predominantly white schools.

This great exodus into white schools can be attributed to a culture of learning that has broken down, as well as a culture of teaching and services that have disintegrated. Values and norms have been lost and a culture of *laissez-faire* attitude has been adopted. In the light of the above-mentioned we can deduce that Bantu Education has resulted in an explosion of pent-up black anger and frustration about inferior positions of the blacks in South Africa (Grobler, 1988 : 170).

Currently the government of National Unity, in collaboration with the African National Congress (ANC) and the National Department of Education, are in the process of transforming the whole education system from apartheid Bantu Education system to People's Education with equal educational opportunities. Many people view the transformation process with scepticism. Change *per se* is difficult, painful and it makes us anxious, but sometimes we are stimulated by it. Change develops more functional coping skills and attitudes. Change brings about latent hidden strengths in the form of coping resources. Change should be viewed as a challenge and as a test of coping skills. Transitions are characterised discontinuity with previous life events and emergency of coping responses that the persons often did not know that they had (Cranewell-Ward, 1987 : 63).

Bantu Education with its old traditional methodologies or teaching strategies is changed to outcomes-based education in the form of Curriculum 2005 with the emphasis on knowledge and skills. The new curriculum, with new teaching strategies, such as co-operative learning and mastery learning is viewed by many black teachers as stressful as they are not used to dealing with groups of learners. Black teachers view the principle of equal

educational opportunity as an elusive principle, misleading and unattainable in practice because the government has totally failed to deliver or fulfill its promises. Reforms in the new curriculum include relevant instructional materials such as books, articles, worksheets, notes, films, videos and pictures that are lacking in the classroom of a black teacher. This automatically leads to a stressful situation, as teachers cannot cope without the use of these basic educational resources.

1.3 THE PURPOSE OF THE RESEARCH

The chief objective of the research is to conduct an investigation into the major causes of stress among black teachers in the Herchel district in a transforming society, its impact and possible management techniques to reduce this syndrome. In order to address this aim, the following objectives can be identified:

- To determine the major causes of stress amongst black educators;
- To explain how the socio-political and economic dispensation has contributed to a stressful situation among black teachers;
- To ascertain the level of stress amongst black educators.
- To indicate how stress can be managed in an organisational context.
- To explain how stress affects women educators.

1.4 RESEARCH METHOD OF PROGRAMME

A literature review study will be done including a study of educational journals, newspaper articles and books to collect sufficient data for the theoretical framework.

The primary method of investigation is qualitative because it is open, flexible and not strictly systematized. It also focuses on the world of

experience, feelings and ideas of an individual as seen from the participant's point of view. This method of investigation will involve methods such as non-participant observations, the collection of artifacts (historical past), interviews and questionnaires.

1.5 DEMARCATING THE RESEARCH AREA (DELIMITATION OF THE FIELD)

The theme of the research is stress and stress management amongst black teachers. The geographical area of this research will be restricted predominantly to the Herschel district in the Province of the Eastern Cape, Republic of South Africa (See Appendix I or map). The research will be an investigation of stress among black teachers and concentrate on geographical (environmental) and demographic factors which have contributed to a stressful situation among black teachers.

1.6 CONCLUSION

In summary, the socio-political changes, economic decline in the country, the gross historical inequalities and the educational crises as experienced at the present moment, are some of the realities which have led to a stressful situation among black teachers.

External factors, which are not related to a work situation, such as marital separation or birth of a new child may also lead to stress. The introduction of the new technological education is also a contributory factor to stress. The major cause of stress among black teachers can be traced back to apartheid with its inferior type of education.

In the next chapters the researcher will focus on a literature study to determine which factors influence or cause stress among educators.

Chapter 3 will concentrate on techniques that could be employed to manage or alleviate stress among educators.

Chapter 4 and 5 will deal specifically with the empirical research; that is data collection, statistical data analysis and recommendations.

Chapter 6 is a summary of the findings: certain conclusions are made and finally recommendations are suggested to address stress among black teachers in the Herschel district.

CHAPTER 2

STRESS AMONG BLACK TEACHERS

2.1 INTRODUCTION

According to Human (1991 : 19) the political change, economic decline, gross inequality and educational crisis in South Africa are some of the causes of stress among black teachers. These factors have profound consequences on the lives of black teachers. Stress researchers employing a life-events framework, theorize that all important life changes are potential sources of stress. Changes refer to a situation in which stress is the result because the individual perceives that a stimulus requires significant emotional, attitudinal or behavioural readjustments (Blasé, 1986 : 25).

The teaching profession along with many supporting professions has been seen as very stressful. Available data increasingly indicates that stress within the teaching profession may affect the school as an organisation, teachers' performance and the physical and emotional well-being of the teachers and their families (Harris, Halpin & Halpin, 1985 : 346). Teachers find it difficult to cope with day to day working situation changes.

According to Van der Westhuizen (1994 : 350) increased demands made on teachers, sudden changes or a greater extent of role confusion can dramatically increase the stress levels of teachers. Van der Westhuizen continues that a high level of tension can become counter-productive by limiting the teachers' abilities to make decisions and influencing their concentration span.

Researchers view teaching as a solitary and private kind of profession and as a result, Reid & Young (1992 : 43) quote Dreenben that teachers are often left alone to determine and discover what they must do to solve their problems and correct their errors at work (Reid & Young, 1992 : 43).

Van der Westhuizen (1994 : 329) quotes Duff that stress is recognised as a real source of physical and mental illness and harmful to the successful functioning of the school. Duff continues that stress is a problem that needs to be addressed in an open and honest fashion by principals and the executive management of schools. Harris et al (1985 : 346) mention that factors reported by teachers as being troublesome or stressful include students' discipline, negative student attitudes toward school, physical violence, inadequate preparation time, lack of resources, incompetent administration, lack of clear role definition and heavy work loads. It appears that poor administration is a result of inadequate training which is coupled by lack of in-service training. The researcher experienced that black educational leaders lack management and organizational skills such as technical, interpersonal, conceptual and institutional skills which result in been unable to identify problems and devise means to generate solutions to the problems. In an organisation like the school, this may lead to ineffectiveness and may build up to a stress situation.

According to Van der Westhuizen (1994 : 342) unreasonable demands by community and parents put unnecessary pressure on the school's top management and this pressure filters down through the hierarchy until every one resorts to counter-productive survival strategies as a result of unnecessary and abnormal stress.

Cranwell-Ward (1987 : 84 – 85) maintains that an overstressed person might be unhappy, his or her life ceases to be fun, work performance deteriorates and relationships with colleagues and people outside work suffer. For him, the outcome of stress will be decreased performance and productivity, a higher level of absenteeism, poor decision-making and the inability of employees to manage time effectively. It appears that behavioural signs such as avoiding contact with people can also occur in the form of individuals who start to console themselves through excessive eating or drinking and disturbed or poor sleeping habits.

According to Zynoe (1995 : 382) of the past apartheid education in South Africa teachers have been made to believe that their training stops at the

teacher training centres. According to Zynoe this has led to stagnation in their way of thinking, teaching methods, managerial styles, interaction with pupils and colleagues. Zynoe (1995 : 382) contends that this has created an atmosphere of insecurity where teachers work in isolation for fear of exposing their weaknesses.

2.2 APPROACHES OF STRESS

2.2.1 The interactional approach

According to Cranwell-Ward (1987 : 38) the interactional approach is based on an intensive study of the interaction between the individuals and their environment. With reference to this approach people are perceived as taking a relatively passive role, reacting fairly automatically to a situation. Cranwell-Ward argues that people behave more interactively, they weigh up the demands of a situation against their appraisal of their non-capacity for meeting those demands. Stress theorists emphasise the major radiating mechanisms between the stimulus characteristics of the environment and the response. They believe in the interaction of the extensive number of major radiating characteristics (Derogatis & Coons, 1982 : 200). It seems that this approach regards stress as resulting from an imbalance between the level of demand placed on the individual as he/she sees it and his/her perceived capability for meeting those demands.

2.2.2 Response approach

Cranwell-Ward (1987 : 38) contends that the response-based approach focuses on the reactions of the individual to environmental demands. According to her, the response may be physiological such as the heart beating faster or psychological, such as a feeling of being irritable when demands are placed on an individual or in a threatening situation, the individual will react similarly. This reaction is called the general adaptation syndrome. This approach provides a useful starting point for understanding stress. The reaction may vary from situation to situation.

2.2.3 The stimulus approach

According to Derogatis and Coons (1982 : 200) stimulus oriented theories view stress as a potential residing within the stimulus provided by the organism's environment. For them, those aspects of the environment that increase demands upon or disorganise the individual, impose stress upon him/her. According to this approach each individual has an innate capacity to withstand environmental stressors, when the cumulative stress experienced is greater than the individual's tolerance. The individual undergoes deterioration in function, which is the reaction to stress. Cranwell-Ward (1987 : 37) declares that, if an individual is subject to excessive stress permanent damage will result. For her, stress arises when the level of demands on the person departs from optimum conditions. It appears that any event that is perceived as threatening and cause an unpleasant situation to an individual could automatically cause a stressful situation if there is a lack of coping mechanisms. Teachers may feel a change in their physical, emotional and intellectual state.

2.2.3.1 Stress approach in this study:

Van Zyl, Van der Walt and Brand (1994 :22) quote Van Graan (1981) who alleges that researchers do not attach a uniform meaning to the concept stress and as such the concept stress is indicated as a response, a stimulus or a stimulus – response interaction. Van Graan argues that the stimulus-response interaction is the approach which is favoured most in recent research.

For the purpose of this study, the researcher will use the interaction approach, that is stress which results from the interaction between individuals and their environment. This approach also regards stress as resulting from the levels of demand placed on the individuals (Goldberger & Breznitz (ed.) 1993 : 200).

According to Chaplin (1985 : 235) the interaction model is useful for studying social groups by analyzing the members' reactions in terms of categories involving emotional and problem-solving responses.

2.2.4 Definition of stress

According to Selye stress is "the non-specific response of the body to any demand" (Sharpley, Reynolds, Acosta & Dau, 1996 : 76). These responses include endocrine as well as psychological and physical activity to demands which may cause or upset the state of natural balance (homeostasis of the body). It seems that stress is the individual's negative response to a situation, whether the situation is of the past, present or anticipated in the future. Response may take various forms, namely distress (bad stress), eustress (good stress), hyper stress (overstress) and hypo stress (understress).

High teacher stress may result in frustration, aggression anxiety, avoidance behaviour, increase absenteeism and decreases in teacher performance levels. Researchers have observed various aspects of stress among teachers.

De Witt and Booyesen (1995 : 145) cite Hornby (1994 :855) that stress occurs in various forms:

- It refers to external pressure, or a stressor which causes discomfort;
- weight or force which causes change and adaptation;
- an emotional condition of discomfort; and
- a form of physical reaction to a stressful situation.

The phenomenon of stress emphasises an international systematic approach to the dynamics of stress (De Witt & Booyesen, 1995 : 145). Stress is an adaptive response, mediated by individual characteristics and/or psychological processes that are a consequence of any external action, situation or event that places special demands on a person (Kreitner & Kinicki, 1995 : 455). Dunham (1984 : 3) defines stress as a process of

behavioural, emotional, mental and physical reactions caused by prolonged, increasing or new pressures which are significantly greater than the coping resources. Therefore, stress could be seen as the emotional physiological, and psychological state that an individual experiences and perceives as threatening and fearful and the individual feels insecure in the environment.

2.2.4.1 Definition of stress in this study

There is an array of stress definitions. In this context, the researcher will employ the following definition of teacher stress:

According to Kyriacou (1989) teacher stress refers to the experience by teachers of unpleasant emotions such as anger, tension, frustration, depression, and nervousness, resulting from their being teachers (Dean, 1993 : 239).

2.3 THE SCHOOL AS STRESSOR

Gmelch and Chan (1994 : 7) allege that stress from the school setting is characterized by factors that reflect the organization itself (size, number of students and staff, rules and regulations) as well as factors that relate to position and interaction with people (role conflict and job ambiguity).

2.3.1 Poor staff communication and disruptive pupils

According to Woodhouse, Hall and Wooster (1985 : 119) poor staff communications and disruptive pupils behaviour are major stress factors. They identify four main causes of stress and describe them as pupil misbehaviour, poor working conditions, time pressures and poor school ethos. Lam (1988 : 242) declares social and technological changes as having a higher degree of stress than ever before to public school administrators. According to him, lack of control by teachers over decisions that directly affect their work; lack of career ladders; pre-service education judged to be insufficient to meet the needs of teachers, and failure on the part of school district to protect teachers are major concerns.

2.3.2 Teacher work environment

Cloete (1993 : 217) maintains that nowadays stress at work causes psychological and emotional problems and supervisors should through sensitive discussions and counselling protect their subordinates against stress. Stress could cause heart disease and cancer according to Cloete. Therefore, it is the duty of the educational manager to ensure that their subordinates are not under stress. By becoming aware of the kinds of stress that their subordinates are subjected to, the educational school manager can adjust their behaviour at work in such a manner that their subordinates will feel secure in their work environment.

Borg and Riding (1993 : 60) assert that various things happening to people outside their work environment, may also contribute to their work stress. According to them, these extra-organisational stressors include factors such as family problems, personal problems and social problems. It would seem that job-related stressors and organisation stressors cause stress which in turn causes strain. They further maintain that the strains caused by stress are:

- Lower emotional health which is manifested as psychological distress, depression and anxiety;
- Lower physical health which is manifested as heart disease, insomnia, headaches and infections;
- Organisational symptoms such as job dissatisfaction, absenteeism, lower productivity, and poor work quality.

In addition stress causes suffering, reduction in work quantity and reduction in work quality.

2.3.3 Turbulent environments

According to Human (1991 : 96) turbulent environments are characterised by complexity, rapid change and high levels of uncertainty. For him, the causal interconnections between the political, the economic, the cultural and the social changes in South Africa are rapidly deepening. The community is still under the impression that the school can be utilised for rectifying all manners of ills in society.

Wallace and McMahon (1994 : 1) assert that schools are organisations where there may be turbulence in some areas while others are stable. According to them, the term turbulence is defined as a change in information and practice relating to the internal environment of an organisation and to exchanges in information about demands coming from external environment.

Wallace and McMahon (1994 : 6) allege that the dominant source of environmental turbulence in recent years is educational reforms such as:

- A national curriculum, divided into separate subjects coupled by an integrated approach;
- Assessment of the national curriculum;
- An increasing proportion of parents and local community representatives of governing bodies;
- Biennial appraisal of all teachers.

It is the opinion of the researcher that certain educational reforms introduced by the National Department of Education in 1994 may contribute to possible turbulent environments in our schools and may cause stress among educators.

Tuettmann and Punch (1992 : 42) point out the following five potentially stressful factors in a teacher's work environment: inadequate access to facilities, frequency of student misbehaviour, the extent to which societal expectations for teachers are seen to be excessive, the intrusion of school work into out-of-school hours' time and total workload. They further argue that exposure to multiple stressful factors dramatically increases a teacher's likelihood of experiencing severe psychological distress. Hayward (1993 : 8) divides environmental stressors into the following two categories:

□ **Micro-environment**

Hayward regards the physical layout of the classroom in which many teachers spend two-thirds of their working day as stressful. He continues that teaching can be adversely affected when there is inadequate insulation and soundproofing of the classroom. If a school has insufficient playing fields and gardens this can result in the children not being able to have privacy with friends or simply to be alone. This could adversely affect children's behaviour because they are not in a position to enjoy their break times.

□ **Macro-environment**

According to Hayward (1993 : 8) much of the stress that a teacher experiences is not caused by what happens at school. Rural based schools may experience stress involved in making contact with other schools for sporting and cultural activities.

2.3.4 Communication

Greenberg in Hayward (1993 : 9) argues that one of the greatest causes of stress for teachers is the lack of communication between the administration and teachers. According to Greenberg a communication system within a school system affects morale and may therefore increase or decrease stress (Hayward, 1993 : 9).

The school manager's leadership style can also influence the communication system of the school. The democratic leader involves others in the decision-making process by means of mutual consultation.

In contrast the autocratic leader determines the school policy alone and he or she makes all the decisions. He or she is a ruler and a commander who gives instructions to the subordinates instead of delegating via the pyramid structure. According to Dunham (1984 : 47) the major consequences of poor communications include conflict about different aspects of school policy, time pressure because of poor planning of issues such as meetings and meeting deadlines.

According to Van der Bank (1997 : 184–185) most teachers become frustrated and stressed if they are not given the opportunity to participate in two-way communication with the management team. Gmelch and Chan (1994 : 7) maintain that several other studies found that mistrust leads to poor communication and strain.

According to Van der Westhuizen (1994 : 342) a school where communication is unidirectional (where staff members do not participate in decision making) and staff meetings become transformed into monologues of requirements and commands without any opportunity for questions, discussion or objection, is an ideal breeding ground for maximum work stress. The teachers become angry, frustrated and stressful when they are not given the opportunity to participate in decision making of the school. In a school situation where open communication is an action not a process and teachers take active participation the morale will improve and stress will decrease.

According to Zimble, Solomon, Tov and Gruzd (1985 : 232) breakdown in communication can be extremely stressful. It seems that communication breakdown can cause considerable problems and conflicts within the school as an organisation. The effects of this can lower productivity, reduce

efficiency, strain interpersonal relationships, decrease motivation and increase frustration and the potential for conflict.

2.3.5 Unreasonable working demands

According to Whitaker (1996 : 60) school principals experience frustration which are related to sheer role overload and the inability to accomplish the many tasks and responsibilities assigned to them. Whitaker asserts that frustration includes site based management and shared decision-making, declining resources, increased paper work, and great expectations from the public.

Van der Westhuizen (1994 : 341) states that unreasonable working demands, a high degree of bureaucracy, autocratic supervision, lack of order, good organisation and environmental factors, are all activators of stress and professional burnout.

According to Kyriacou (1991 : 137) the main sources of stress facing teachers fall into the following seven areas:

- Pupils with poor attitudes and motivation towards their work;
- Pupils who misbehave and lack general class in discipline;
- Rapid changes in curricular and organisational demands;
- Poor working conditions including career prospects, facilities and resourcing;
- Time pressure;
- Conflicts with colleagues
- Feeling under-valued by society.

Kyriacou continues that stress is triggered by the perception of a threat to one's self-esteem or well-being. He further maintains that important demands which need to be met, such as deadlines for examining, and meeting difficult parents can be difficult.

Farber (1983 : 66) asserts that the major causes of stress are difficulties in management, disruptive children, incompetent administrators and a lack of administrative support in dealing with disciplinary problems. Farber lists other causes such as poor salaries, lack of job mobility, involuntary transfers, public pressure, budget cuts, demanding parents and excessive paper work.

O'Hair and Odell (1995 : 55) maintain that specific sources of stress teachers experience include changing roles and new challenges such as:

- New leadership roles;
- Increased diversity;
- Disruptive behaviour and violence;
- Accountability for addressing social problems;
- Inadequate resources;
- Lack of parental support;
- Expanding partnerships.

According to O'Hair and Odell (1995 : 55) the other major stressors in teaching identified in published research findings and in published surveys are the following:

- Student behaviour;
- Employee/administrator relations;
- Teacher/teacher relations.

Parent / teacher relations

- Student behaviour;
- Time management;
- Inter-personal conflicts.

In the light of the information gathered, the researcher deduces that a variety of factors could lead to teacher stress.

2.3.6 Bureaucracy

The term is symbolic of the red tape and inefficiency that one often experiences with large organisation, especially government departments.

According to Benson (1983 : 138) bureaucracy is a sociological term which has a less depreciating meaning and is used to denote the organisational form designed to accomplish large scale administrative tasks by systematically coordinating the work of many individuals. Farber (1983 : 72) asserts that involuntary transfer from one classroom to another is stressful. It seems that social working conditions such as overcrowding and bureaucratic paperwork cause stress among teachers. Farber argues that the organisation is characterised by specialisation, hierarchical authority and the use of rules, administrative acts, decisions and rules that are formulated and recorded in writing.

According to Van der Westhuizen (1994 : 191) bureaucracy is a combination of democratic, autocratic and leadership styles. The people involved in the school as an organisation are not taken into account. The teachers are regarded as employees, which results in a type of head-subordinate relationship. The authority comes from above, it is centralised and the teaching staff merely has to obey. The teacher may receive instructions to be involved in extramural activities such as practices for athletics and music, which for the teacher is time consuming and take him away from his professional teaching task. Teachers sometimes experience stress when they are not allowed to perform their teaching duties. Farber (1983 : 72) declares that bureaucratic problems are seen as major causes of job frustration. According to Farber local education administrators in turn put pressure on staff particularly in public schools where teachers are often scapegoats.

Robertson and Cooper (1987 : 10) assert that the essential features of a bureaucracy are:

- Specialisation or division of labour;

- A hierarchy of authority;
- Written rules and regulations; and
- Rational application of rules and procedures.

Robertson and Cooper (1987 : 10) argue that bureaucracy has become a derogatory term associated with the excessive and often completely irrational use of rules and regulations. It seems that the top-down approach of excessive use of rules and regulations could be a major source of teacher stress.

According to Shakeshaft (1990 : 31) supporters of the process of bureaucracy argue that women should be teachers while men should be retained as principals and superintendents. Scientific management and specifically the process of bureaucracy, help to keep women out of administrative roles because of the belief in male dominance.

2.3.7 Role conflict

Marshall (1992 : 6) contends that with too many tasks to perform, assistant principals find that their roles are at cross-purposes. Marshall asserts that assistant principals experience role conflict when the immediate demands of school become obstacles in the way of doing the work they value as expression of their professionalism.

Hayward (1993 : 14) cites Schwab and Iwanick (1982 : 61) who identify role conflict as the simultaneous occurrence of two or more sets of inconsistent expected role behaviour for an individual.

Teaching is a very stressful job requiring an individual to stand for many hours daily, alone before a group of sometimes alienated pupils (Smilanksy, 1984 : 85). According to Blasé (1986 :25) stress arises when an individual and a job are mismatched, especially when a person's most important values and needs are threatened. According to him, role strain is likely to result in stress when it undermines central dimensions of the self. Role conflicts occur when a teacher is exposed to pressure, which requires him

to comply with different and inconsistent demands. Where teachers are heavily involved in extramural activities, and being a class or subject teacher, the same teacher might play many roles such as a soccer coach or choir conductor. This results in stress for the teacher because black schools are gravely under staffed due to the fact that they lack specialisation in subjects such as drama and music. According to Zimblet et al (1985 : 195) role conflict occurs when a person has to be different things to different people, all at the same time, with several of these things being mutually exclusive. For them, role conflict is experienced by people who hold several incompatible roles simultaneously. Role conflict involves the presence of two or more work demands that are incompatible. It seems that role conflict makes people feel resentful, irritated, confused and depressed. Being pulled in different directions by incompatible demands is associated with role conflict.

Glatter, Preedy, Riches and Masterton (1988 : 67-68) quote Dunham (1978) who asserts that heads of departments or middle managers of today face a greater possibility of stress and role conflict than did their historical predecessors. Departmental heads are involved in management responsibilities and are still required to carry a heavy teaching duty/load. This may cause frustration, which could lead to indifferences, depression, demoralisation and withdrawal from responsibilities.

Gmelch and Chan (1994 : 11) declare that teachers, students and community members of a school may hold different role expectations for the principal. They argue that if these expectations differ from activities actually performed by the principal, the principal will experience a psychological conflict.

2.3.8 Role ambiguity

Hayward (1993 : 14) quotes Schwab and Iwanick (1982 : 62) who define role ambiguity as the lack of clear, consistent information regarding rights, duties and responsibilities of a person's occupation and how they can best be performed.

Marshall (1992 : 6) contends that the assistant principal does not have a consistent, well-defined job description, delineation of duties or way of measuring outcomes from accomplishment of tasks. Role ambiguity means that the role and duties of the assistant principal include many "grey areas", ill-defined, inconsistent and incoherent responsibilities, roles and resources.

Where there is no clear guideline with regard to job description, the teacher may experience uncertainty about the role and expectations of others. The educational manager must give clear guidelines about the rights, duties and responsibilities of the teacher. The school manager should demarcate, preferably in writing, the role expectations of each teacher to lessen undue stress within the teacher and conflict amongst teaching colleagues. The school governing bodies have been given an increasing devolution power and this might lead to a conflict situation if they are not orientated about their duties. There must be mutual respect between the parent, community and professionals on their distinct areas of sovereignty. According to Adams (1980 : 61) French and Caplan indicate that poor quality relationships are a major contributor to role ambiguity and role conflict which are in turn major causes of chronic stress and dissatisfaction.

According to Zimblet et al (1985 : 195) role ambiguity refers to too little information or clarity about the expectations of the organisations and by one's colleagues. People feel less satisfied and self-confident and more tense and confuse. It appears that confusion about the scope and specific responsibilities of a job are associated with role ambiguity. In addition, role ambiguity indicates the absence of clear or adequate information about the role one must perform.

Bailey (1991 : 126) contends that work related and organisational stress have several components. According to him, studies have revealed role ambiguity is a cause of stress. He asserts that research shows that stress is related to the degree of job or role ambiguity.

Gmelch and Chan (1994 : 9) contend that principals are left unsure of their scope of their responsibilities; they simply do not know where their role begins and ends. Principals find themselves in ever-expanding roles, continually facing increased demands from the community, central office, teachers, staff and students.

Hart (1993 : 129) contends that role clarity is another facet of the effect on organisational socialisation. New members must be initiated into the task of a new job, define their own interpersonal roles with respect to other, learn to cope with resistance to change and learn to work within the given degree of structure and ambiguity. It seems that if educators know specifically what they are supposed to be doing, their job becomes less stressful even though it may be difficult.

2.3.9 Time pressure

An unreasonable workload will create a stressful situation specifically in cases where the school manager has to do paper work and meet deadlines, examination time where question papers have to be set and moderated and eventually marked.

Ineffective time management can further exacerbate a teacher's feeling of distress while attempting to get through a heavy workload in a small amount of available time. There is also frequent interruption of school managers' time by parents who want to interview the principal without securing any appointment. The attendance of meetings is also very stressful.

According to Zimbler et al (1985 : 191) too much pressure dulls creativity, drive and performance. When there are too many deadlines within too short a time, teachers feel frustrated and often disappointed with the results. Working with time constraints makes life highly stressful.

The pressure of time to complete required tasks, the need to prioritise face to face contact time, the volume and pace of work load as well as the variety, brevity and fragmentation of the educators' daily activities contribute

to making the work environments highly stressful (Goldberger & Breznitz, 1993 : 234).

The greatest problem of the principals with regard to time management is to deal with the unexpected and having to resolve conflict in a myriad of work day situations that demand immediate attention (Milstein & Farkas, 1998 : 236).

2.3.10 Disruptive learners

Learners' discipline refers to problems such as verbal abuse, fighting, vandalising school property and drug and alcohol abuse. Teachers attribute the misbehaviour of learners to their home background. According to Parkay and Stanford (1991 : 9) teaching is a complex, demanding profession. They argue that before teachers can teach they must have control in their classroom. Dealing with discipline can be a disturbing, emotional and draining aspect of teaching.

According to Farber (1991 : 53) teachers need not be directly assaulted in order to be fearful. For him the anticipation of a threat may be as stressful as the actual threat. Farber argues that disruptive acts mean rowdiness, abusive language and refusing to accept the teacher's authority, which are reported as heavy pressures. Leach (1984 : 165) asserts that disruptive pupils are difficult to teach and particularly demanding and stress creating.

It seems that learners' misbehaviour is viewed as the breaking of teachers' and learners' concentration and at times it creates a passive tension in the classroom and in the entire school. Intimidation and molestation of teachers outside the school is stressful and the phenomenon is increasing. According to Tuettemann and Punch (1992 : 50) classroom factors in general, and student discipline in particular have frequently been identified as important sources of stress for teachers, any teacher knows that disruptive and badly behaved pupils are particularly demanding and stressful to deal with.

The problem of poor school discipline as experienced by teachers involves violence against teachers, being threatened by someone, or being attacked by a parent. Sometimes it involves learner to learner violence and fighting in the classroom situation and sexual harassment around the school. According to Blasé (1986 : 13) discipline problems occurring both in and out of the classroom such as excessive noise in the halls appear to be most stressful when they directly or indirectly interfere with classroom processes, adversely affecting teacher performance and student learning outcomes. Poor discipline may also involve the way the learners talk to their teachers and graffiti on school buildings. Teachers find it difficult and essential distasteful as well as inconsistent with the norms and standards of education that learners should misbehave themselves.

Dunham (1984 : 44) maintains that to a significant extent school policy and teacher behaviour are responsible for disruptive behaviour. Farber (1991 : 53) notes that having to deal with violent or disruptive (learners) student constantly reduces the teachers' status in their own eyes. Teachers stress increases whenever teachers attempt to reprimand a learner. Every individual at one time or another misbehaves, however, some learners' misbehaviour is far more frequent and serious than others and cause their educators and school management team a disproportionate amount of trouble. Serious delinquency emerges from impoverished backgrounds, from learners with poor family relationships, low achievers and those who experience attendance problems.

Dunham (1984 : 37) contends that a further source of insecurity for teachers is that the range of the pupils' behaviour and attitude is beyond the teachers' experience, training and expectations. It seems that educators working under such conditions feel stressed, confused and uncertain about the right actions they must take and they also feel that they can do little to help pupils to cope with the pressure which make them disruptive.

2.3.11 Drug and alcohol abuse

According to the opinion of the researcher, drug and alcohol abuse have increased dramatically in black schools. A majority of senior secondary learners, of both sexes smoke dagga (marijuana) almost on a daily basis and an increasing number seriously abuse alcohol especially during school activities such as sports meetings (athletics, soccer and rugby matches), music competitions, and on educational excursions. The use of drugs has serious implications to the learners and to the image of the school. They taint the good image of the school management team.

According to Dekker and Lemmer (1994 : 108) heavy use of alcohol and drugs has a serious impact on learners' performance in school. For the teachers to deal with learners under the influence of liquor is risky, dangerous and stressful because the learners may become violent and molest the teachers. Parkay and Stanford (1991 : 9) assert that drug abuse has become the top reigning problem facing public schools. It appears that drug abuse causes low productivity rates and also inability to learn. These problems demand teachers to be aware of the sources of these difficulties. Teachers may lack the resources or expertise to help even when the drug problem has been recognised.

2.3.12 Poor school attendance by learners

Broken school attendance and insufficiently long absences are very common in certain schools of this rural area. The researcher is aware that children take turns with their brothers to go to school. It is also common to see the school being disrupted by a seasonal labour system whereby learners leave the school to take up employment at white farms, e.g. in Tulbagh and Ceres and only come back at the end of the labour season. It becomes stressful to the sympathetic teacher who tries to give more information to these children in order to help them keep up with the rest of the class.

2.3.13 Poor discipline among educators

Both principals and school governing bodies (SGB's) have reported that there is a complete breakdown of authority and discipline accompanied by a failure to prepare lessons adequately by educators. It is common to find a teacher staying in the staff room for the whole day without venturing out to class. Principals and heads of departments are unable to force teachers to attend to their duties lest they are reported to the union or students as being oppressive. Teachers do not want sport activities to coincide with their free time on afternoons and Saturdays. It is common to find soccer, netball and rugby tournaments being held on tuition days. The teachers are the first to rush out of the school gates when the school bell rings.

School managers interviewed reported that some teachers come to school only to collect their cheques and with the introduction of the new system whereby the department deposits the cheques in their banking accounts, they seldom come to school to work. The school principals are unable to deal with this situation for fear of being victimised by the unions and labelled as oppressors. Asmal (1999 : 3) contends that indiscipline on the part of principals, teachers and learners were cited repeated as a source of demoralisation among those who want to work and succeed.

There is a lack of commitment and dedication to teaching in many schools particularly on pay days where the school breaks as early as 10 o'clock. Absenteeism of teachers is startling. Absenteeism often occurs under the pretext that they are attending to union activities. Asmal (1999 : 3) affirms that he was appalled by the repeated observations that too many schools fail to start on time and close early. Too many learners absent themselves at will and too many teachers believe that their obligations cease at 1 o'clock or 2 o'clock on school day.

Whitaker (1996 : 64) is cynic in his argument that some staff members are just in the profession for pay cheques. Some educators do not have the quantity or quality of interactions which are desired.

2.3.14 Lack of orientation and induction of newly qualified teachers

Walters (1991 : 69) describes induction as a systematic programme of professional invitation, guided experiences and further study. Walters argues that a teacher could be faced with problems arising from lack of experience and, therefore, induction is needed.

Many teachers particularly those from colleges feel that their formal education has ill-prepared them for the realities of a classroom and school situation and its culture. The type of education they received put more emphasis on curriculum and technology and it greatly underestimated teachers' needs such as classroom management, administration-teacher relationships, parent-teacher relationships and teacher-learner relationships. This becomes stressful in their interpersonal relationships in working situations. The newly qualified teachers are not exposed to induction programmes and there is no mentor who is asked to orientate them with the school environment. As a result the first few years at work are a critical period for learning.

2.3.15 Fear of making decisions

An important aspect of the school manager is the need to make decisions. The fear of making the wrong decision could be costly for the school as an organisation and may be the cause of a major source of stress for school managers.

According to Janis (1983 : 57) other sources of stress include worrying about unknown things that could go wrong when vital consequences are at stake, concern about making a fool of oneself in the eyes of others and losing self esteem if the decision works out badly (Goldberger & Breznitz, 1993 : 57). According to Janis (1983 : 57) vital decisions often involve conflicting values. A high level of stress reduces the decision-maker's problem-solving capabilities. According to Parkay and Stanford (1991 : 9) teachers are commonly excluded from participating in decision making

concerning issues such as selecting teaching methods and management strategies. Administrators and legislators who are removed from the realities of classroom life make decisions that profoundly affect teachers. It seems that teachers may become frustrated and demoralised when they realise that the administrators have little respect for them as professionals.

Zynoe (1995 : 379) contends that much of the confusion and disillusionment teachers feel about the education system at present stem from the fact that they are once again being left out of the decision-making process which affects them and, ultimately, the learner. It is therefore imperative to involve teachers as key role players in the decision-making process if educational change is to be effective.

2.3.16 Isolation

Gold and Roth (1993 : 39) contend that teachers are an isolated group vulnerable to public criticism and attack. They are not respected by many of their students, parents and even administrators and therefore teachers become lonely and isolated.

According to Zimblet et al (1985 : 196) geographical separation, discrimination and non-acceptance by others make us feel alienated. According to them, managers who believe they cannot become too close to subordinates for fear of losing their authority often feel isolated. In addition, it would appear that we are living in a competitive environment whereby school or educational managers are afraid to ask colleagues or supervisors for help with particularly difficult tasks or highly complex decisions for fear of being shown up as being weak or incompetent. Subsequently, stress will result which could lower both productivity and the quality of decision making. It seems that the lack of social support produces a feeling of loneliness and isolation and could ultimately lead to stress.

According to Newton and Tarrant (1992 : 117) teaching is a stress occupation in which problems that teachers experience with a particular task or group of children soon becomes a management failure. Teaching

is a profession in which practitioners are relatively isolated from adults and many school teachers may be socially and professionally isolated. Johnson (1990 : 50) sees the absence of organisational support and some teachers' reluctance to venture beyond their classroom as major causes of isolation which at the same time result in largely uncoordinated efforts.

It seems that teachers experience stress and are consequently isolated professionally. Teachers with strong religious belief or those who have no interest in sport or alcohol feel excluded or marginalised.

According to Zaltman, Florio and Sikorski (1977 : 4) teaching as a profession is highly interpersonal in nature but teachers are isolated from their professional peers and other adults for most of their working day. They continue that this isolation limits interaction among colleagues as well as dependence on mutual support or observation. As a result teachers spend little time sharing perspectives, ideas and new knowledge with their colleagues.

Ozga (1993 : 17) maintains that isolation as a factor can cause stress. Ozga continues to argue that most of the black women in any of the educational management positions are entirely isolated either in terms of race or by gender. Difficulties related to isolation or exclusion are widespread. Hill and Ragland (1995 : 13) contend that female leaders feel that they are socially unacceptable or misunderstood and they guard their feelings of ambition and drive. Hart (1993 : 18) maintains that a majority of principals express feelings of isolation that differ from their experiences as deputy heads.

Coats (1994:60) declares that many women tutors in both voluntary and statutory sectors of educational provision lack time and resources for preparation and are not offered staff development or training and work in isolation and inadequate conditions.

Hill and Ragland (1995 : 43) allege that teaching is the professional entry-level position for nearly every educational leader. They continue that

generations of teachers become accustomed to roles of isolation and treatment as subservient employees. According to them, teachers are kept in the dark regarding the way the system works, the amount and use of a budget, and the routes available to gather information or accomplish goals and power are retained by the principal's office.

Hill and Ragland (1995 : 89) contend that space for common work and planning is not usually available. For them, the average duration of a teacher's interactions with their colleagues is less than two minutes per day. They further maintain that the time to think about and discuss one's teaching is often non-existent.

2.3.17 Women in teaching

Black women employed as teachers are subjected to interpersonal conflict, a conflict which results from investment in work, on the one hand and obligations to children and home making on the other. They experience difficulty in making adequate caretaking arrangements for their young children.

Black teachers are also exposed to interpersonal roles in a sense that they cannot mobilise extra energy to be involved with children or activities that are expected of them such as sharing mundane household tasks, playing with children and helping with homework. The pressure of managing multipurpose roles is great under the conditions of heavy family responsibilities.

Family problems, financial difficulties and other household demands are other factors, which cause stress and which have resulted that many black teachers made loans at cash loan institutions with high interest rates. Sometimes it is burdensome to repay these loans and this could lead to far reaching consequences.

The woman teacher has to play multiple roles such as supporting parents, disciplining, taskmaster, stimulating actor and informative source person.

Teaching requires interaction with administrators, children and parents while academic freedom and administrative management almost prohibit supportive exchanges among peers (Smilansky, 1984 : 85).

Coutts (1996 : 77) maintains that women teachers are not empowered in their profession. According to him, they are under-represented in all decision-making positions in education. Coutts (1995 : 10) contends that in a patriarchal society, women are seen as care-givers and nurturers and are therefore, well-suited to teaching little children who need mothering, but they are not widely regarded as academic leaders who should fill top leadership roles in education.

According to the views of the researcher, women have been relegated into inferior positions, low status and this could demoralise and frustrate them.

It appears that women in teaching have been excluded to register in scientific and technological subjects, and as such women have to carry a bigger burden than men.

The Honourable Minister Ms. Mabandla (1998 : 33) asserts that instead of liberating young girls and women, the education system became an enslaving force. She continues that science was held up as a male domain and women were seen as incapable of handling the hard-core scientific subjects. According to her, young girls were channelled into language, home-economics and general subjects, but when they became teachers, they were expected to teach biology, mathematics and physics.

Mabandla (1998 : 33) contends that these stereotypes and educational practices had a devastating effect on the lives and dignity of women. It seems that the exclusion of women for enrolling in scientific and technological subjects has created tension in the lives of women and is stress inducing because eventually they are expected to teach subjects for which they are not qualified to handle.

Walter and Manicom (1996 : 23) contend that women in most societies lack institutional and decision-making power. They are seen as inferior to men because of their sex. According to Walters and Manicom (1996 : 26) gender ideologies promote and reinforce patriarchy. They continue that the pillar of patriarchy is the sexual division of labour that assigns men and women to different occupations and thus to different levels of prestige and reward. It appears that division of labour according to sex is discriminatory in nature and could create stress among female educators.

Shakeshaft (1990 : 175) quotes Kanter (1977) that women administrators assume token status. According to her, tokens get extra attention, are the subject of more gossip, stories, and rumours, and are always in the spotlight. Shakeshaft (1990 : 175) asserts that this attention produces feelings of isolation and anxiety in the woman who is the token. According to Shakeshaft (1990 : 205) being a token means that women are always on stage, a condition that adds stress to already stressful jobs.

Shakeshaft (1990 : 175) alleges that women are often marginal and unwanted, their world reflects the minutia of discrimination. This may create a world that carries an undercurrent of stress and anxiety.

2.3.18 Women's family role and multi purpose role

Bernett (1985 : 427) echoes the warning that multiple role involvement could take a heavy toll, especially on women. He maintains that many studies suggest that role quality is a more significant predictor of stress and well being than role occupancy *per se*.

According to Bernett (1985 : 436) the role of mother may be women's primary source of stress, whether alone or in combination with work and marital roles. Women with children particularly children of six years old and younger are at great risk for depression. Only occupancy of the role of mother is related to the experience of role strain caused by role overload and role conflict. Women with children report higher levels of psycho-physiological complaints such as troubled breathing, poor appetite and

difficulty in sleeping. The traditional role of wife and mother is the obligation to be available to meet the needs of the family, and to be ready to respond whenever someone calls. It seems that wives and mothers are held and hold themselves, responsible for the well being of their partners and their children. In the traditional view, women are held to be responsible for the unhappiness of their husbands and the problems of their children. Women who occupy both family and workplace roles are automatically thought to be stressed (Goldberger & Breznitz, 1993 : 427-436).

According to Van der Westhuizen (1984 : 550) contemporary society has not yet reached the points of accepting that it is a natural phenomenon for women to be both a homemaker and an effective woman. This role conflict has created unnecessary tension, personal sanctions and guilty feelings which result in poor self-assertiveness, feelings of inadequacy and incapacity which lead to a lack of ambition, poor self-image and self-confidence in career women.

Coats (1994 : 44) asserts that there is a widespread ambivalence in our society about the roles of women. Women are recognised as a wasted resource. There are also strong expectations that they should take full responsibility for all domestic and caring tasks. According to Coats (1994 : 44) the tension for women between their roles is very real. Trying to cope with two or more conflicting demands enhances feelings of guilt and stress.

2.3.19 General multiplicity of roles amongst teachers

Carter argues in Halsall (1998 : 11) that teachers are expected to accept additions to their teaching responsibilities. These additions to their role add a new and enhanced management dimension. Teachers must be exposed to the whole school development which is associated with effectiveness, efficiency, economy, equity and excellence and a shift towards a new management paradigm that encompasses the notion of classroom teachers as managers. Carter Halsall (1998 : 10) emphasizes that the teaching profession should no longer be exclusively concerned

with the basics of teaching and learning but with effective management and performance of its teachers and its schools.

It appears that the concept of whole school development in which the teacher plays a magnitude of roles could be strenuous and could result into a stressful situation amongst teachers.

2.3.20 Teachers' workload

Blandford (1998 : 61) asserts that the daily demands on teachers are potential sources of stress. Teachers need to recognise that making unrealistic demands creates stress for others. According to Blandford (1998 : 61), teachers are exposed to many difficulties in their working life, and are constantly challenged within the work place. It seems that educators are faced with a number of challenges which are sometimes exciting and at times cause excessive tiredness. According to Blandford (1998 : 64) the consequences of stress can be debilitating. Stress can be exhibited in many ways such as irritability, tiredness, excessive drinking and depression.

Adams (1980 : 73) contends that too much work can be stressful and can lead to burning out, too little work can be equally stressful and can lead to rusting.

Campbell and Neill (1994 : 175) assert that workload and stress are seen as a general problem, irrespective of gender, salary status, or type of school and reduced working time outside school hours. Teachers work long hours to meet increased work demands, motivated by a conscientious sense of obligation to pupils but seeing the resulting workloads as a major source of low morale and motivation. It appears that some teachers' heavy teaching loads are a major source of stress. Conscientiousness acts as a mechanism, actual or potential for the exploitation of teachers. Teachers devote much longer hours of their own time to work than they consider reasonable and attempt to meet too many demands simultaneously in order to achieve externally defined objectives for educational reforms. Campbell

and Neill (1994 : 175) conclude by saying that compared with other social work, teaching is found to be the most stressful of the professional occupations.

Capel, Leask and Turner (1995 : 28) also contend that although teaching can be rewarding and exciting, it can also be very stressful and demanding. According to Holman (1999 : 1) work stress has increased by 19% in primary schools and 17% in high schools.

Brown (1990 : 184) contends that increased stress levels are present in both principals and teachers as a result of added responsibilities. The conflict arising from competition among departments for school resources and funds and fear resulting from insecurity created by changing economic conditions generally create stress. The internal conflicts arising from administrative practices of principals in the preparation and administration of school's budgets increases stress.

Ozga (1993 : 16) contends that women in management and managerial positions are subject to pressures and experiences which are not experienced by men. Women share some of the same work-related pressures as their male counterparts. According to her, women in management positions are still in minority. Black women in particular find themselves as a small group within the female minority and as such certain specific pressures can be identified as having effects on their performance. Hill and Ragland (1995 : 88) maintain that demands of the professional and personal lives of women allow little unscheduled time. Ozga (1993 : 16) alleges that the pressures that are experienced by female teachers include feelings of isolation, strain of coping with sex stereotyping, discrimination from colleagues. All these can lead to great levels of stress.

2.3.21 Sex Stereotypes

Ozga (1993 : 22) alleges that black women are largely perceived by the wider society in a number of stereotyped ways such as style of dress and hairstyle which often cause unnecessary comments from both men and

women. These comments cause embarrassment that often leads to additional stress. It would appear that sex stereotypes, sex discrimination, destructive criticism and unprofessional comments could in a way cause professional frustrations and disenchantment and resentment.

2.4 DEPARTMENT OF EDUCATION AS STRESSOR

2.4.1 Punishment and maintaining discipline

According to Woodhouse, Hall and Wooster (1985 : 121) punishment and maintaining discipline in an institution are listed as damaging interpersonal relations, alienation, anxiety and personal suffering. Maintaining discipline is the part of the teacher's role which generates high levels of stress.

According to Potgieter, Visser, van der Bank, Mothata and Squelch (1997 : 62) the South African Schools Act (SASA) of 1996, Act no. 84, states that no person may administer corporal punishment at a school to a learner. This is also affirmed in the National Education Policy Act of 1998, which states that no person shall subject a learner to psychological or physical abuse at any education institution.

Furthermore, Section (12) of the Constitution of the Republic of South Africa, Act 108 of 1996, states that everyone has a right not to be treated or punished in a cruel, inhuman or degrading way. This act has influenced learners to disobey the authority of teachers. For the school managers and educators, this deliberately challenges the authority of teachers as other learners have taken powers into their own hands. A stressful condition can be created in cases where a teacher's authority is challenged by a learner and where learners are disobedient and show no respect for their teachers.

2.4.2 Lack of training for team management and in-service courses for educators

Bondesio and De Witt in van der Westhuizen (1994 : 278-275) argue that no professional practitioner who is aware of his or her calling can afford to sit and wait for an outside body to activate him or her to stay abreast academically and professionally. For the subject-study, continual introspection about successes and failures in teaching may eventually make a valuable and fruitful contribution to a teacher's efficiency in the classroom.

The school management team do not have the essential skills or tools to fulfill their responsibility for training and developing their staff and are not open to learn from their subordinates. Black teachers maintain that in-service training courses fail to meet their needs, not because they are poorly organised and superficial, but they are organised by administrators and tolerated passively by teachers. The aim of in-service training is to bring about the improvement and development of the entire teaching corps of a particular school system.

Asmal (1999 : 3) states that many educators at all levels may suffer a more subtle and insidious form of demoralisation if they are not professionally equipped or resourced to cope with the new demands that are made on them whether arising from racial integration, or new curriculum and pedagogy.

Operating at work is the part of life which produces most of the stress for any middle-aged person in administrative and managerial occupations. Administration and management in one's profession foster stress in such a way that it may result in difficulties in sleeping, in certain instances.

It is the opinion of the researcher that black educators lack professional support due to the fact that there are no resource centres or support centres within the district and very few in-service programmes that are

conducted specifically for primary school teachers. Educational leaders lack management skills to conduct internal in-service training programmes for their staff. It appears that there is a lack of professional growth and development within the school organisation which result in stagnation of the entire teaching corps of the school system. It seems that lack of new information and skills could lead to inefficiency.

According to Walters (1991 : 68) in-service training is used to support and assist the professional development of teachers. New knowledge is discovered and new techniques and approaches are developed almost every day. It seems that without professional development teachers can be demoralised.

According to Zynoe (1995 : 381) teachers are faced with having to teach a curriculum which is completely irrelevant to the pupil's lives and much too vast and examinations orientated, ill-equipped schools, spiralling discipline problems, deteriorating teacher-pupil relations, lack of parental involvement, disinterested pupils, internal staff conflict, outdated and ineffective teaching methods, and exclusion from decision-making about curriculum changes. These factors may lead to a teaching force which is demoralised, demotivated, disinterested, stressed and insecure.

2.4.3 Lack of skills in financial management

Mda (Sunday Times, August, 1998, 23 : 24) alleges that many teachers have no experience in financial management. Budgeting is an essential skill for principals.

It appears that a vast number of black teachers lack fund raising skills and this could lead to a stressful situation during this transformation period, as the government has made it clear that no further funds will be made available for further education.

According to the South African Schools Act (SASA) of 1996 (Act no. 84, 1996) compulsory education accommodates Grade R – 9. This is an

indication that senior secondary/high school managers should possess financial management skills as there is no school which can be run without adequate funds. According to the SASA (Section 37, 38 and 42) it is imperative that all public schools should function financially and manage as budget centres.

2.4.4 Lack of educational facilities

According to the MEC for Education in the Province of the Eastern Cape (1998 : 8), the province has inherited a massive backlog of poor quality infrastructure. Many schools are without power, telephones, water and sanitation. Asmal (1999 : 12) affirms that thousands of schools have poor physical fabric, and many are dangerous and unfit for human habitation. Asmal states that hundreds of schools have no water on site, no sanitation whatsoever or rudimentary and insufficient toilets. According to Asmal such conditions threaten the health of learners and teachers alike, and radically restrict the social and teaching activities of the school.

Black teachers are experiencing stress because of environmental conditions such as lack of facilities for certain subjects specifically practical subjects, due to the wearing out, non-replacement of equipment, vandalism, lack of laboratories, needlework rooms and audio visual learning and teaching aids. During the political dispensation of a free education system, parents are very reluctant to pay school fees for their children and the communities are not used to voluntary contributions towards a school fund. There are no photocopiers and other labour saving devices. The teachers experience excessive bureaucratic ordering procedures, administrative mismanagement in the district office and obsolete equipment like manual typewriters with missing keys and ribbons, and duplicating machines. The shortage of these facilities has become problematic and the schools are highly under resourced.

School managers (principals) find it difficult to perform their duties without proper offices and office furniture and absolutely no secretarial assistance. Johnson (1990 : 59) contends that teachers describe the district office as

full of bureaucrats who do not want to transform and who neither know nor seem to care about the needs of learners. Some schools are favoured with timely repairs while the maintenance of others is ignored. Teachers interpret building maintenance as a practical matter with a political message. Teachers complain of broken windows, mud floors, roofs without ceilings and vandalized doors. There are no toilets and rainwater tanks in some schools, which affect the community and environmental health.

According to the MEC for Education, Eastern Cape (1998 : 7) the following statistics are indications of the massive backlog carried by the province:

- Learner: Classroom ratio (50:9) in the country;
- 4299 schools (73%) without fences and electricity;
- 1952 schools (33%) without accessible water;
- 1468 schools (25%) without toilets;
- Few schools have libraries and science laboratories.

2.4.5 Motivation and incentives

Researchers have observed that in teaching there are minimal incentives for exceptional teachers unlike in the business and commercial sectors where good work performances can be rewarded with tangible incentives such as salary increases, fringe benefits, rapid promotion and motor car schemes or subsidies. Salary scales are fixed according to qualification and number of years' experience. This lack of motivation and incentives in the teaching profession results in stress for the teacher who is committed and dedicated and wants to climb the ladder of success (Van der Bank, 1997 : 183, Educational Management 1, 401, Document 709/205/1/1/1/2).

Other teachers need to be motivated by a feeling of self realisation and work satisfaction rather than money and as a result they try to avoid any unpleasant situations.

2.4.6 Housing subsidies

The issue of accommodation during the apartheid era was a major problem to black teachers because they were expected to live near the place of

work. Types of accommodation provided by the community was at times not suitable for the individual's standard of living and resulted in stress.

A large number of black teachers today are being subsidised by the Provincial Department of Education for housing, which in one way or another has reduced the problem of accommodation experienced then. Teachers experience stress because they cannot live within their means after deductions for housing subsidies have been made.

In terms of the education Act of 1983, sub-regulation 145 (4)(a) states that any principal, rector, deputy principal, vice-rector, HOD or other teacher employed at a government school shall if the secretary for education so requires: (a) reside at or near the school to which he/she has been appointed. In terms of the educator's employment Act of 1994, regulation 73, sub-regulation 6 (b) (11) states that in order to qualify for participation in the home owner allowance scheme an educator shall own a dwelling which is constructed on tribal or state land. Official notification of the right to occupy such land, can be produced by the person(s) referred to in paragraph (a).

According to the researcher, the department of education did not fulfil the terms of the above-mentioned regulation. It seems that the home owner allowance scheme favours those teachers who are serving in the urban areas and rural area teachers are not mentioned. This may frustrate and demoralize rural area teachers.

2.4.7 Lack of management skills in resolving conflict

Educational managers should be thoroughly trained in the effective resolution of school community conflicts. Conflict may rise from religious, social and political ideals. Militant community leaders and illegal organisations strive to misuse the school for their specific aims. With the political and educational changes taking place a violent situation has also extended to the school community and caused conflict. According to the researcher, black teachers experience school/class boycotts and violence

militated against school authorities by learners supported by the community who are agitated by politicians. This idea is supported by Human (1991 : 298) who argues that many black schools are in turmoil with frequent boycotts, violence and in some cases an almost total breakdown of meaningful education and the will to learn. In a conflict situation the school cannot function optimal and effectively. The conflict between the school managers and the communities has created a situation where principals are displaced. This situation resulted in the ineffectiveness of the school and in particular affecting the personnel morale. The teachers become demoralised, demotivated and stressful. It seems that staff management, (especially personal reductions, performance evaluations and conflict resolution) is perceived to be the most stressful area of human relations (Milstein & Farkas, 1988 : 234).

Gray and Freeman (1988 : 25) argue that schools with teachers who share a common value system have a high degree of harmony and mutual support. However, where there are different personal values, conflict arises sooner or later. Conflict often become elevated to the level of political gaming because they originate in ideological standpoints that are not openly acknowledged. An example would be trade unionism. It appears that the imposing of someone's value and ideas to others can be stressful and can also lead to conflict situations.

Educational managers usually experience conflict in work situations, which can be non-violent such as arguments, criticism and disagreement. These conflicts usually arise because of political affiliation or unionism. Conflict can be defined as all kinds of opposition or antagonistic interaction (Kreitner & Kinicki, 1995 : 283). Conflict is based on a scarcity of power, resources or social position and differing value systems. The school as an organisation that experiences conflict, lacks creativity, indecision and misses deadlines. In addition, conflict can erode institutional performance because of political intrigues, dissatisfaction and lack of teamwork.

In the educational arena in South Africa, educationists often have to cope with serious conflict. Few educational institutions have escaped aggression

from frustrated children, worried parents who are militant and underpaid and stressed teachers (Mampuru & Spoelstra, 1994 : 89).

According to Mampuru and Spoelstra (1994 : 90) educationists often find themselves unable to cope with such crises. Their training never included the recipe to handle any conflict more serious than a student or parent being unhappy with marks or the handling of a naughty child. Mampuru and Spoelstra (1994 : 90) maintain that in the absence of methods to handle extreme individual and group behaviour, teachers revert to flight, to no response reactions or channel the problem to police or higher authorities. It seems that the issue of not being able to handle conflict in a school situation can be stress inducing because school managers perceive themselves as being incompetent in management.

2.4.8 Organisational and curriculum changes

Education has undergone changes at national and provincial levels and expectations are such that greater flexibility in education and more initiative in curriculum development are to originate from grass roots level. There are policy changes to permit greater decentralisation at school level but there is source with the existing system because of limited supplies for some programmes as well as long delays in delivery dates of learning and support material.

The major changes that teachers experience at schools include re-organisation and staff development or personal growth in the form of upgrading their qualifications through private or part time studies. Currently black teachers are under pressure to implement the new curriculum 2005 which is based on outcomes-based approach with different methodologies and formative assessment of learners' work as an ongoing process throughout the year. The new curriculum has been introduced on an experimental basis. Many educators are sceptic, hence it is viewed as a monster and it causes uneasiness in some educators. Many teachers believe that it has been introduced prematurely without adequate training.

The South African education system is undergoing dramatic changes. For Cranwell-Ward (1987 : 50) this has created a need for change in the structure of work. According to the researcher, it appears that retrenchment, rationalisation, redeployment and right-sizing are some of the aspects in which the Department of Education embarked upon in order to change its structure. Black teachers describe these organisation change as highly stressful and feel disillusioned by the education system. It seems that sometimes changes are beyond an individual's control. The more changes teachers have to face, the more vulnerable they are to suffering from excessive stress.

According to Zimblet et al (1985 : 198) change is a process that affects all organisations. They continue that most people resent change and feel threatened by it, particularly if they have no control over its nature and timing and are unaware of its implications. Social norms and work values are also undergoing radical changes and teacher unions are becoming more powerful. Communities are demanding active participation in decision making of their schools. It seems that change causes a feeling of confusion and insecurity among educators, learners and communities in school organisation and is extremely demotivating. "Organisations are undergoing rapid technological change which results in feelings of uncertainty and insecurity" (Cranwell-Ward, 1987 : 6).

Green in Halsall (1998 : 228) argues that the fast pace of social change introduces a great deal of unpredictability into teachers' lives. The frequency and pace of decision-making is accelerating, resulting in the need for more decision-makers.

Green (1998 : 228) emphasizes that more tasks have to be done more quickly, and teachers experience guilt for not meeting the excessive expectations. This type of situation results in teachers to become more resistant to change as a coping strategy. This sort of intensification combined with the extending of teachers duties creates stress and burnout.

Sybouts and Wendel (1994 : 63) also contend that change is a gradual and difficult process for many staff members. They state that any change brings a certain amount of stress and anxiety that can be threatening. It seems that if new practices are to be continued and changes are to be permanently installed, educators must receive regular feedback on the effects of these changes.

Prinsloo and de Vries (1999 : 172) assert that the rate of change also leads to an increase in stress levels as there is less time to accomplish more.

2.4.9 Educational restructuring

Change per se creates stress amongst educators and bring about a culture of laziness and resistance. Newton and Tarrant (1992 : 217) contend that resistance to change creates anxiety, an increased insecurity and frustration because educators may feel that eventually they will lose their position or are unlikely to gain further promotion. Some will become apathetic or resentful.

Newton and Tarrant (1992 : 191) assert that a number of factors can fuel resistance and unwillingness to change which consists of the following:

- Fear of the unknown;
- Lack of information;
- Lack of core skills and competence;
- Threat to power base;
- Fear of failure;
- Reluctance to let go.

The morale in the teaching profession is low and stress is high. Staff stress and conflict between individuals or with management can severely damage the operation of the school as an organisation. One can deduce that change sometimes can create aggravation, frustration and bewilderment.

Paisey (1981 : 72) contends that the constant change of structure is almost certain to generate frustration, anger, and perhaps unhappiness and even

create breakdown in some members. Teachers are no exception to the rule, nobody likes excessive uncertainty and discontinuity. Paisy states that restructuring affects the morale, efficiency and effectiveness of the teachers themselves.

The process of redeployment is a means of restructuring the Department of Education which can be exhilarating for some educators but threatening for others. Perhaps stress and strain are present in educators who are redundant at their own schools. This can also spoil their working relations at schools where they are going to be re-deployed.

Demands for the creation of site level management at schools; community and legal pressures for the implementation of the educational enterprise and the implementation of outcomes-based education; demands for the educational enterprise and the implementation of reforming education systems can create stress and depression among school principals as well as the educators.

Zynoe (1995 : 381) states that teachers are frustrated, demotivated and disempowered because they are left out of the decision-making process. She further maintains that teachers are not consulted when new syllabus changes are being brought about, directives such as continuous evaluation are being passed from the top down without any accompanying support system.

2.4.10 Unemployment and redeployment – causes of psychological stress

The nature of unemployment is complex and has several different forms. A person is usually described as unemployed when he/she is actively seeking work but is unable to find any.

Because of problems of definition and the lack of accurate statistics, it is difficult to estimate the percentage of those unemployed in the Herschel

district. Population growth has led to the rapid expansion of the labour force, but the expansion of job opportunities has been unable to keep pace.

Unemployment in the Eastern Cape Education Department is increasing and is becoming a critical issue. The Department of Education also often launches educational programmes because in the short term it is easier to do so than to embark on fundamental or radical restructuring of the department, which might provide employment. The Department has also initiated education projects such as feeding schemes because it is politically desirable to do so. Economic factors are more important causes of unemployment which the educational planners need to examine in order to reduce unemployment. Newly qualified educators cannot find work for the profession they have been trained for and the resources invested in them have become partially wasted.

According to Bray et al (1986 : 36) unemployment also has severe social consequences, for the unemployed often feel bored because they do not feel that they are contributing to society. When unemployment reaches high levels, society may experience problems of crime and political instability.

The political dispensation, educational changes and the economic decline of the country has forced the South African Government of National Unity to announce through the media that it is shedding jobs in all public service sectors. Black educators are affected by unemployment and the stress of being out of work as a result of retrenchment and the stress of redeployment. Asmal (1999 : 3) highlights that he was told repeatedly that the morale of teachers in all communities is low. Asmal points out that many teachers have been demoralised by the uncertainty and distress of rationalisation and redeployment.

Experienced teachers and school managers leave the teaching profession in droves without being replaced. The question of rightsizing in schools has caused uncertainty in most black educators especially when the principle of LIFO (last in first out) is employed. The vacancies, which have been

created by the retirement and death of teachers, have not been filled. This situation is causing stress on the part of both the team management and educators who have to share the load of subjects which were offered by the deceased or retired person.

2.4.11 Eastern Cape Department of Education in crisis

The Daily Dispatch of April 22, 1998 reported that the MEC for Education in his policy speech indicated that the budget for public schools will severely affect the quality of teaching and learning and that there would be no provision made for material for grades 10 to 12 which fell above the compulsory education level.

The current budget would not be able to fund materials and teacher training for curriculum 2005 and the severely under funded curriculum 2005 programmes would not be extended to grade two learners in 1999.

Furthermore, no in service training for teachers would be provided. All adult basic education and training (ABET) centres, which provide employment to the newly qualified educators who are currently employed will be closed. This statement is confirmed by circular no. 28/1998 dated 11-05-98 which states that "this is to inform all regions to stop all further appointments of ABET educators and suspend all ABET tuition until further notice".

According to Gold and Roth (1993 : 3) the degenerating morale of teachers is the reflection of the stressful conditions of work and the disillusionment they experience because of unmet expectations. Low morale accounts for various reports that describe the profession as being in a crisis.

In the light of the above budgeting constraints that are experienced by the provincial education department, it is likely that the termination of contracts of temporary teachers would need to be reviewed and these factors will demotivate enthusiastic teachers. The delay in payments of newly appointed educators is another factor which has a demoralising and stressful effect on teachers.

Santie Botha (Sowetan, March, 24, 1999 : 25) Group Executive Director of the Amalgamated Bank of South Africa (ABSA) highlights the education crisis in the Department of Education and Training. The Eastern Cape is one of the provinces which is hardest hit by the crisis. She reports a lack of resources and skilled teachers in science.

City Press (April, 4, 1999 : 4) also alleges that the Eastern Cape education is in a crisis in the sense that schools are plagued by violence and vandalism. There is a lack of a culture of learning and teaching and the morale of both learners and educators are very low.

This newspaper reports that the Cape African Teachers Union (CATU) cites the cause of violence and vandalism as the lack of classroom resources and the fact that learners are taught under trees or in classrooms that are falling apart. Vandalism and destruction of government or community property is rife in black schools, there is no respect for government property. Satellite dishes and solar panels of the newly installed telephone communication systems for the schools in Herschel district are also vandalised.

This creates stress among educators specifically the school managers as they will not be able to communicate with their district offices. This is also a clear indication that there is a lack of firm government action as well as parental and community involvement to curb vandalism in Eastern Cape schools.

Walton and Bolman (1979 : 178) assert that the education crisis is complicated by the desperate problem of academic unemployment. This is a reality in a democratic South Africa and is a problem which is faced by all provincial departments of education. Several applicants apply for a single position. According to Walton and Bolman (1979: 179) interview decisions which reduce the number of applicants to four or five is also crucial and is made on the basis of paper records. These documents are becoming less reliable because the person interviewed does not reflect the paper record. Favouritism and nepotism are practiced by a number of school governing

bodies. This is causing stress and frustration among those who are seeking employment with the department of education in the teaching profession.

2.4.12 Lack of job security

Zimbler et al (1985 : 194) assert that the feelings of insecurity regarding jobs or missing possible promotions can be highly stressful. When people do not obtain the promotion they expect, they often feel frustrated to the extent that they look for other jobs or simply drop out. Lack of job security and perceived low probability of reward can lead to manifestations of stress.

2.4.13 Lack of basic training in school guidance and counselling

According to Zimbler et al (1985 : 51) it is not unusual for staff members to bring their personal problems to their educational managers. This could create a stressful situation because there are very few educational managers who possess basic training in counselling. In addition, even those who have been trained, experience emotional drain and stress.

2.4.14 Lack of basic training to teach learners with special educational needs

According to the Bill of Rights, Chapter 2 Section 29 (1) (a) as expounded in the constitution of the Republic of South Africa, everyone has the right to a basic education including adult basic education. For the researcher, this does not necessarily mean admission of learners who are physically and mentally handicapped into the mainstream. Farber (1991 : 60) asserts that, this makes teaching and classroom management more difficult because most black teachers did not receive basic education and training as how to deal with learners with learning problems in particular handicapped learners. Adding such learners in a normal class is a source of stress for most teachers.

2.4.15 Extended professionalism

Green in Halsall (1998 : 20) argues that government reforms result in wider demands being made of teachers. Teachers are effectively confined within subjects and are given extra administrative and managerial duties resulting in a great deal of "busy work" that precludes real engagement with purposes and goals. This situation could result into decline in teacher's autonomy, confidence and morale. Green (1998 : 20) labels this model as distended professionalism indicating the excessive workload and stress involved.

2.4.16 Overcrowded classrooms

The education system is in a crisis due to classrooms with too many pupils and too few teachers. This means that learning and teaching interaction and discipline cannot happen effectively.

Teachers find it stressful to handle two sets of classes in the same classroom under the same roof. In some instances one session takes place in the mornings and another in the afternoon with the same teacher. Classrooms are overcrowded with a high pupil-teacher ratio which means that no individual attention is given to learners. Effective teaching and creativity amongst educators require classrooms that are not overcrowded. Participation and interaction cannot take place in over-crowded classrooms.

Cosser (1991 : 111) contends that there is a need for more creativity in teaching, more pupil based discovery as a mode of learning, more use of local environment, more relevance to local history and conditions and more participation in classes.

One of the enormous difficulties in the teaching profession is overcrowded classrooms. The MEC, dr. S. Mayathula, for Education in the Eastern Cape Province points out that the province has a primary learner-educator ratio of 43 : 1, which is above the national target. The secondary learner educator ratio is 33 : 1 that meets the national targets. These statistics are

an indication that the Eastern Cape Province has the worst average learner – educator ratio in South Africa. (MEC Budget Policy speech, 1998 : 8).

According to the MEC for Education, the classroom backlog was inherited from the former Transkei and Ciskei. (The Herschel/Sterkspruit district was part of the former Transkei.) The learner-educator ratio is in excess of 80 : 1 and inadequate school buildings are still common. Overcrowded classrooms are also aggravated by the numbers of pupils that remain longer within the school system due to repetition of grades.

The statistics for the Herschel/Sterkspruit district shows a learner-educator ratio of less than 30 : 1 (RIEP 1997) in schools, but in reality the ratio varies from less than 30 : 1 to more than 66 :1 and at certain schools the ratio is higher than 80 : 1. The situation is also made worst by the practice of multigrade teaching (combined classes) in small primary schools. (See the graphs 1, 2, 3 in the appendix).

Teachers complain of overcrowding that force them to travel from classroom to classroom or even to surrender their classrooms to colleagues during non-teaching time. Although some schools are spacious, functional and well maintained, many others are cramped, decrepit and dangerous (Johnson, 1990 : 60).

Johnson (1990 : 58) asserts that the quality of school space and supplies affect not only teachers' satisfaction with their work but also their productivity. Teachers who work in unsound or dirty buildings and lack adequate up-to-date supplies are like manufacturers whose plants are poorly ventilated.

Johnson (1990 : 58) continues that deficits in space and supplies are not only indignities and inconveniences, they compromise the efforts and efficacy of the best teachers.

It seems that a shortage of sufficient and appropriate supplies impedes instruction, and unsound teaching environment could be stressful.

2.4.17 Educational changes

Gold and Roth (1993 : 18) maintain that a further source of stress for teachers is change. According to them, the changes that face the teachers include population increases, diversity in school populations, cost of living increases, crime and its affect on students' behaviour and numerous other problems. They further stress that change most often brings about some type of disequilibrium to the individual. Change is perceived as challenging but it creates problems which teachers are unable to handle.

It appears that stress may also arise because of the pace of change brought about by the 1996 South African School Act (SASA) and the demands of implementing the national curriculum (Curriculum 2005), that is, outcomes-based education, and administering standard assessment tasks. Mda (1998 : 24) contends that most teachers feel hostile towards outcomes-based education. Mda argues that Curriculum 2005 will fail because teachers do not understand it, and are not given even the most rudimentary training in it.

Smith and Laslett (1993 : 115) assert that there are changes outside the school in the familiar pattern of family life and family discipline, and changes in attitudes towards authority figures. They state that many teachers feel that in their task of maintaining reasonable standards of behaviour among children, they may have lost their allies in the community, and they are left exposed to unfair criticism of their professional performance. They argue that the Children's Bill of Rights as proclaimed in the South Africa. Constitution is a contributory factor to teachers' stress.

Esteve in Smith and Laslett (1993 : 116) highlights the primary causes of stress as events in classrooms and interactions of teachers with pupils.

Van der Bank (1997 : 82) contends that change in itself can cause a lot of stress to people involved or affected by change. In the teaching profession there is a continual change in teaching methodology, new subjects and

syllabi, new demands on teachers which leads to stress on the part of the teacher.

2.4.18 Disempowered educators

Coutts (1996 : 35) contends that poor conditions of service such as inequitable salaries, poor teaching conditions such as excessive large classes, inadequate facilities and poor educational management disempower teachers as professionals.

2.4.19 Education and politics

Fullan in Hopkins, Ainscow and West (1994 : 13) argues that educational reform is more complex, frequently arbitrary and always highly political. According to Walters (1991 : 69) teachers need to be informed about the rapidly changing political situation particularly in South Africa as well as the explosion of knowledge.

Johnson (1990 : 17) alleges that workers also assess their workplaces politically. Teachers will be interested in things such as how the organization (education system) is run, whether they will have influence and the way in which power is distributed, promotion opportunities, whether teachers are treated equally, equity concerning gender and minorities, link between the education system and unions which exercise workers' collective power in negotiating wages, hours and working conditions.

Louis and Smith in Reyes (1990 : 25) argue that teacher's work lives are affected by ongoing philosophical and political conflicts over where educational authority should be placed. They argue that defection of talented teachers to non-teaching jobs is the result of job dissatisfaction.

Coutts (1995 : 38) contends that education is a political contested terrain since it can be used as a vehicle for transforming the South African society. Teachers should be trained to be critical pedagogues in order to assume their role in the transformation of society. According to Coutts (1995 : 38)

the nature of teachers' function and role needs to be redefined in tandem with the changes being wrought in society.

Sybouts and Wendel (1994 : 54-55) assert that teachers find themselves in a difficult position when it comes to politics. They argue that teachers work for the government and have to implement its education policy even if they do not agree with it. They continue that if teachers are to function as teachers, they have to be politically aware. Teachers should not be an extension of state control; educators should possess a moral sense of right and wrong with regard to politics, especially the school management team to avoid frustration and political conflict within a school as an organisation.

2.5 SOCIETAL STRESSOR

Contemporary South African society consists of a diversity of languages, cultures and religions which make many different and conflicting demands on the teacher concerning the inculcation of values and aims of the education system.

Society has completely changed its attitude towards teachers. Parents and members of the community do not give unqualified support to the teachers in the presence of the child. The teacher is no longer regarded as a person whose acquisition of knowledge, sense of vocation and self-sacrifice is to be admired. Community value systems such as political, cultural and social values differ from those of the teachers. These factors have a demotivating effect on teachers and a negative effect on their work.

2.5.1 Ideologies

Harris et al (1985 : 346) maintain that personality and ideology are important factors in both contributing to and coping with stress.

Black teachers are currently operating in various ideologies. They are caught between the ideology of the past such as "liberation first and education later" and the ideals of the present such as the revitalisation of

the "culture of learning and teaching and services" (COLTS). Dekker and Lemmer (1994 : 405) who cite Van Niekerk: "ideologies corrupt peoples' value systems and replace them with values which do not respect human dignity".

Harris et al (1985 : 99) argue that an organisation's ideology affects the behaviour of its people, its ability to effectively meet their needs and demands, and the way it copes with the external environment. Much of the conflict that surrounds organisational change is an ideological struggle in reality.

The concept ideology is certainly not new to the politicians. The researcher is of the opinion if the needs and demands of educators are not met, conflict could result. This can also bring tension and stress among educators.

2.5.2 Non-involvement of parent in education

Parental involvement and support plays an essential role in the achievement of the school community. In many instances black teachers experience stress owing to uncaring and ignorant parents, lack of parental involvement in school activities, parents who do not allow nor supervise their children's homework and non-supportive parents who do not accept that their children have special learning problems (Blasé, 1986 : 18).

For effective education to take place there must be a harmonious relationship with the parents. Where teachers and parents disagree, stress can result especially if parents are imposing, demanding and inconsiderate. Gold and Roth (1993 : 38) assert that public schools complain of a lack of support and interest on the part of parents. According to the researcher, teachers often report about the lack of parental support which is evident during special programmes or events at school. They argue that parents are highly critical and often verbally abusive to teachers.

Richardson (1975 : 118) declares that parents are reluctant to acknowledge that they have a collective responsibility to the younger generation, which

must be shared with teachers, as well as a personal responsibility to their own children. Richardson further states that the problem is both organisational and personal. Individuals within the system have to come to terms with some painful realities about how they are perceived by others. Johnson (1990 : 97) asserts that some schools are more open, accommodating and responsive to parents than others which results in greater parental involvement in school activities. The researcher is of the opinion that even though parents are invited to parents' meeting only few individuals attend such meetings. The teacher's effort to build or maintain better working relationships with parents is limited by the context of the school.

It appears that parental involvement is confined to minorities although some schools clearly encourage parents to volunteer in meaningful ways.

Johnson (1990 : 102) maintains that the school which systematically ignore or rebuff parents, find it difficult to promote different, more trustful and responsive relationships.

2.5.3 Public criticism

Related to poor discipline and lack of respect by learners, teachers experience a lack of appreciation for their effort. Whenever learners fail or perform badly in the examinations, teachers are criticised and regarded as being lazy and unable to perform to the expected standards and are seldom praised for success. When learners pass the examinations, parents do not give credit to teachers but only acknowledge the diligence and intelligence of their offspring.

Farber (1991 : 51) contends that the public tends to focus on workers' limitations and failures, instead of giving positive morale support. It seems that everybody needs a pat on the shoulder or positive stroking, and without it, we feel undermined, unappreciated and demotivated.

Zimblet et al (1985 : 196) argue that even negative attention is better than no attention at all and continue that we all need some positive stroking.

2.5.4 Poor self-image and self management

Educators who are negative about themselves create internal tension and generate stress. The common cause of stress is too much to do and not enough time to do it, which is coupled by the problem of overload (Cranwell-Ward, 1987 : 60). The primary cause of stress may be the lack of self management. School managers who cannot manage themselves, who waste time, fail to prioritise and become inefficient will eventually become stressed because they also fail to attend to their own well-being.

2.5.5 Poor classroom management and curricular changes

According to Bray et al (1986 : 138) many teachers and parents favour an organised environment, and distrust what they consider to be the potential chaos of children learning in their own ways and at their own speed. They state that teachers may feel that the discovery method threaten their status. Child-centred approaches may therefore be hard to operate in situations of rapid staff turn over, because for effective teaching to take place through discovery methods, teachers are required to know their learners quite well.

2.5.6 Poor time management

According to Zimblet et al (1985 : 297) time gives meaning to performance. It appears that poor management of time leads to poor performance that produces psychological stress which in turn results in reduced concentration and efficiency. In addition, the individual feels overloaded, anxious and demotivated.

2.5.7 Incompetent and inconsistent leadership styles

According to Van der Westhuizen (1994 : 331) an interesting facet of stress is that the resultant aggressive reactions are not normally aimed at the true

source of the person's frustration. For him, the teacher's main source of frustration can cause teachers to attack more helpless targets, and that's why some teachers row with their pupils over trivialities or chronically scream at them.

- **Leadership style**

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. Where leadership is ineffective, educational aims are not achieved resulting in a negative stress on the part of the teacher.

The task of the educational manager (principal) has undergone radical change. The educational leader is subjected to changing demands especially in respect of the management task and management training which both require academic and professional training. According to Van der Westhuizen (1994 : 2) the educational leader can no longer be expected to perform his or her duties in a hit or miss fashion. Very few educational leaders ascend the promotional ladder with proper management training. Van der Westhuizen (1994 : 2) maintains that the principal's task has rapidly changed from being pedagogical-didactical to more managerial in nature.

The school manager should undergo management training which is followed by a management development programme either at district or regional level. The manner in which the manager executes his leadership determines the effectiveness of his or her management, a phenomenon known as leadership style. Van der Westhuizen (1994 : 190 – 191) identifies the following types of educational leaders: autocratic leader, democratic leader, laissez-faire leader, transformational-leader and bureaucratic leader.

- **Autocratic leadership**

According to Van der Westhuizen (1994 : 190) this type of leader wants to have his own way and he or she alone determines the policy. All decisions are taken by the autocratic leader taking full responsibility for decisions made. This type of leader is inclined to dominate and has difficulty in working with others. The autocratic leader (teacher) is characterised by subjecting the maintenance of order to stress; impersonality; one way communication; distraction of students (learners) and a punitive, moralistic attitude (Harris et al, 1985 : 349).

According to Harris et al (1985 : 349) teachers with an authoritarian orientation tend to report experiencing higher levels of stress in dealing with group instruction as compared to teachers with a humanistic orientation.

An autocratic leader is more of a commander than a democrat, a dictator rather than a delegator. According to Bray et al (1986 : 133) autocratic leaders often establish and reinforce opposing implicit aims of education by discouraging discussions and creating a climate of fear which in turn causes the learning environment to be poor. Cloete (1993 : 209) asserts that the leader is expected to dominate, delegate little or no authority and afford his/her subordinate, little opportunity to exercise discretion. According to Van der Westhuizen (1994 : 343) authoritarian leadership and poor leadership are equally strong activators of stress. He argues that when the school is poorly organised all staff-members become over tense because nobody can achieve in a chaotic environment.

According to Dunham (1984 : 56) autocratic leadership behaviour ignores consultation and refuses to delegate decision making and authority. Durham (1984 : 56) states that autocratic leadership is indecisive or ambiguous and does not provide clear and helpful guidelines for teachers. It seems that an autocratic leadership style is

unpredictable and inconsistent and generates staff uncertainty and insecurity.

- **Democratic leadership**

This type of leader represents his/her group and is accountable to them. According to Bray et al (1986 : 133) words like consultation, discussion and participation come to mind when an individual thinks of a democratic style of leadership. Cloete (1993 : 209) describes this leadership style as a participative, co-operative or consultative approach. According to him, employees should be treated as grown-ups who can contribute to the making and implementation of decisions.

It appears that a democratic leader or teacher will not limit others, will not force his or her will and will not oppose change, and will welcome change and co-operation. This type of leader provides leadership by means of conviction and reason. He or she will maintain the ideals of those he/she leading.

According to Van der Westhuisen (1994 : 190) this type of leadership involves the staff by means of mutual consultation in decision making. Decisions are made by means of voluntary and spontaneous communication. It also offers opportunity for original and creative contributions by staff members. It seems that schools with democratic educational managers experience less stressful environments because there are open communication channels and staff members are directly involved and consulted in decision-making.

- ***Laissez-faire* leadership**

According to Van der Westhuizen (1994 : 190) this leadership type does not make his or her presence felt. Staff have the freedom to make individual or group decisions. Bray et al (1986 : 133) states that *laissez faire* is a French term which refers to a policy of non-interference in which people are left to behave as they like. This policy may allow

people to exercise their own initiative and develop their own projects without obstruction. It also reflects laziness and lack of interest. Schools with laissez faire educational managers are often chaotic and unhappy places, lacking guidance and control.

- **Transformational leadership**

According to Carter, Glass and Hord (1993 : 135) transformational leaders are people who exhibit leadership skills beyond those of managing the system in order to move the system towards achieving its next stage of evolution. They argue that these leaders help others to share in their vision of the direction in which the system should be heading. They provide up-to-date information on the status of the organisation.

Bailey (1991 : 135) asserts that for these leaders to accomplish their mission, they must be engaged in risk-taking behaviour to facilitate change in the desired direction. Baily states that they must empower others in this process and communicate their vision to every level in the organisation. He further maintains that these great school leaders have a great vision and are committed to it. They also have a concern for, and a skill in creating a climate in which instructional and school improvement can take place.

It seems that transformational leadership styles could alleviate stress among educators because the school management communicate their vision to every educator at site level and that all educators are involved in the decision-making of the school.

Bensimon, Neumann and Birnbaum (1989 : 10) assert that leaders can increase their own power by empowering their subordinates. According to them, transformational leadership goes beyond meeting the basic needs of subordinates. Transformational leaderships engages its followers in such a way as to raise them to new levels of morality and motivation. They also believe that transforming leaders are concerned

with values such as liberty, justice and equality and as such transformational leadership increases subordinates' confidence.

- **Bureaucratic leadership**

According to Van der Westhuizen (1994 : 191) the bureaucratic leader occupies the position of leader in a bureaucratic system. This style of leadership is the combination of democratic, autocratic and free rein leadership. Van der Westhuizen states that bureaucratic leaders integrate, blend and balance components of their own leadership style in harmony with the situation, that is with the teaching environment. This type of leader adheres strictly to the law, rules and regulations and tries to maintain his or her position but sometimes does as he/she chooses. Bureaucracy may lead to enslavement of authority and thus the freedom to obey is negated. It also means that each man's freedom and responsibility of authority is negated.

Van der Westhuizen (1994 : 342-343) asserts that the bureaucratization of a profession by increased administrative work, regulation and red-tape is also a winning recipe for chronic and unnecessary work stress. According to the bureaucratic leadership style, teachers are regarded as employees, which results in a type of head-subordinate relationship, authority comes from above, it is centralised and staff merely have to obey (Van der Westhuizen, 1994 : 191).

Bensimon, Neumann and Birnbaum (1989 : 28) contend that bureaucratic organization is designed to accomplish large-scale administrative tasks by systematically co-ordinating the work of many people. According to them, bureaucratic leaders are often seen by subordinates as distant and aloof but they are efficient and provide fairness and equity and reduce the discretion that superiors might otherwise have in dealing with subordinates.

2.5.8 Family problems or work problems

Personal and working lives cannot be separated. According to Zimbler et al (1985 : 51) stress can be transferred from the home to work or vice versa. They maintain that many managers tend to suppress their feelings at work and then break out emotionally at home. Marital discord or dissatisfaction and extramarital affairs can also be carried to a work situation which can affect the working relationships, and negatively affect performance. According to Cranwell-Ward (1987 : 133) relationships at work and with family and friends are identified as common sources of stress. An educational leader needs to make contact with people at home, work and within the community.

2.5.9 Lack of managerial skills and control

Prinsloo and de Vries (1999 : 172) assert that there is a global shift in attitude towards management and control of the work force. They argue that participatory and collaborative style of management has become part of the education process. According to them, the political change in South Africa has the added effect that the realization of the limited resources to effect change and very little observable improvement create tensions that are worsened by high levels of violence, unemployment, and an unskilled work force coupled by the inadequate participatory and collaborative management styles within a school as an organization could create tension and stress among educators.

2.5.10 Inability to delegate

Dean (1985 : 217) asserts that stress may be caused by the inability to delegate. Dean continues that if a school manager insists on having a finger in every pie, he or she may take on so much that the pressure will cause stress.

Kemp and Nathan (1990 : 165) define management as achieving objectives through others. This implies that school managers cannot and indeed may not achieve all objectives of their schools without delegating certain duties or tasks to their subordinates. It seems that a good school manager is the one who delegates, who allows the staff in decision-making of the school, and who has a positive attitude towards change and development. The school managers who do not possess these traits are likely to experience tension and stress and will eventually develop burnt out. In addition, the school managers with too many tasks in their hands are really prone to stress.

2.5.11 Teacher appraisal

Van der Bank (1997 : 185) points out that teachers are evaluated or appraised by members of the team management. Van der Bank regards class visits, scrutiny of the exercise books of pupils as well as preparation for teachers as possible control methods. According to him, whatever form this evaluation takes, it is problematic for teachers and may develop into a touchy matter if not handled correctly.

Zynoe (1995 : 384) asserts that teacher appraisal is a necessary part of all education processes. It seems that it is imperative that appraisal system should take place as part of educational development. Teacher appraisal will create an atmosphere of accountability and promote the professional development of individual teachers.

De Witt (1982 : 35 - 37) in Hayward (1993 : 11) argues that as qualifications and competence reflect professionalism teachers feel that their professionalism should not be isolated and undermined by the evaluation system.

Zynoe (1995 : 384) alleges that teachers are judged on a once-off evaluation by an inspector, subject advisor or principal and assessed as either a good or a bad teacher. It seems that evaluation in the past was

meant for promotion purposes and was used as a means of controlling teachers. This created an atmosphere of resistance.

De Witt in Hayward (1993 : 11) argues that evaluation is a touchy, prickly matter which can too easily result in misunderstandings, grievances, frustrations and unhappy staff relations.

It seems that the assessment of teacher's work which was one of the instruments applied by the education department to measure teachers' performance, caused a lot of resentment among black educators. This instrument was viewed as a source of extreme stress. This instrument was regarded by educators as a form of policing educators' performance, as it was more concerned about outputs or products.

2.5.12 Degradation and deskilling of teachers

Borman and Greenman (1994 : 74) assert that certain procedures at school operate under the pretext that they are improving educational quality. These procedures often imply a loss of commitment and respect. According to them, these procedures also reduce the power of employees to have any significant say in the goals and functioning of the institutions in which they work.

Borman and Greenman (1994 : 74) maintain that when individuals cease to be able to plan and control a large portion of their work, deskilling takes place. They continue that essential skills for doing these tasks well are forgotten. Skills that teachers have built over decades of hard work, such as lesson designs, instructional strategies, the desire to work with parents and the culture of working closely with the communities, are lost.

2.6 ORGANISATIONAL FACTORS

The overall organisation of a school is largely determined by the school manager (principal) and his or her management team. Organisational factors can cause considerable teaching stress.

2.6.1 Extra organisational factors

According to Kreitner and Kinicki (1995 : 457) conflicts associated with balancing one's career and family life are stressful as well as conflicts regarding the individual's socio-economic status. They argue that stress is higher for people with lower socio-economic status which represent a combination of

- Economic status, as a measure of income;
- Social status assessed by education level;
- Work status, as indexed by occupation.

It is the researcher's opinion that conflicts in the work environment, socio-economic factors as well as political factors are stressful to black educators and may have a negative impact on the individual's well being.

2.6.2 Administrative and authority problems

According to Dekker and Lemmer (1994 : 364) many new principals seem to experience difficulty in exercising authority. They either try to exert authority they do not have, or fail to utilise the authority necessary to solve a problem successfully. The problem of administrative stress is serious for an increasing number of principals. It seems that time demands and heavy workloads are some of the possible causes of stress.

2.6.3 Poor or unhealthy school organisation

According to Leach (1984 : 168) unhealthy organisations consist of people who instead of giving each other unconditional mutual support become rivals and have to work and communicate with each other in situations of ambivalence, distrust and conflict. It appears that lack of support, interpersonal skills, poor communication, distrust and conflict among teachers may lead to stressful situations.

2.6.4 Poor working relationships

Good working relationships enhance individual and organisational health. Poor working relationships are a major source of stress (Cranwell-Ward, 1987 : 55). It seems that school managers need to establish effective and good working relationships with their superiors, colleagues, learners and the community which they serve. Researchers also indicate that interpersonal relationships between teachers and administrators can be an important source of job stress (Milstein and Farkas, 1988 : 236).

2.7 CONCLUSION

It seems that there are a variety of factors which cause stress among teachers. The major factors are the political dispensation, economic decline of the country and the educational change specifically, the crisis in the Eastern Cape Department of Education.

Apartheid and its segregation policy development, particularly the Bantu Education system lack of educational facilities, gross shortages of schools in rural areas and overcrowding in classrooms have resulted into an inferior type of education for black teachers..

Educational changes contribute to a stressful situation because black teachers adopt a laissez-faire attitude which can be interpreted as a culture of laziness which results in ineffectiveness in the teaching situation.

Orlans and Shipely (1983) in Heath (1989 : 47) argue that organizational change is identified as a major source of stress. Heath (1989 : 47) also contends that stress as experienced by individuals, is a response to internal change such as an increased self-doubt, increased guilt, lower levels of adequacy, lack of skills, fear and feelings of threat and external change on other peoples' expectations, lack of resources, increased demands, rapid and complex innovations, alterations to physical environment and loss. According to him, internal and external changes may be experienced as stimulating, challenging and developmental. He continues that an

individual who lacks resources for coping strategies can experience changes as threatening, deskilling, undermining and debilitating and can respond by feelings of stress.

Heath (1989 : 47) further maintains that change itself is therefore not intrinsically a cause of stress: it is the individual's response which is experienced as stressful or stimulating, inadequate or effective. It appears that conflicts can easily arise in a situation where access to information is denied, where teachers are not involved in the planning of school programmes or activities and are not involved in decision-making. In addition, the maintenance of status by the school management team can erode a sense of collegueship which can result in the development of feeling, devalued and being unsupported.

CHAPTER 3

STRESS MANAGEMENT

3.1 INTRODUCTION

According to Cranwell-Ward (1987 : 2) managing stress is seen as the controlling of a situation in which an imbalance is perceived between demands, capabilities and resources. Adams (1980 : v) contends that stress management should be approached as an ongoing developmental process. Van der Westhuizen (1994 : 329) quotes D'Arienzo, who states that the level and the frequency of stress in the teaching profession are increasing drastically. Stress is recognised as a societal and management dilemma, which needs speedy solution and especially thorough and scientifically based strategies for the future.

Van der Westhuizen (1994 : 330) cites Duff, that there are precautions that can be taken against stress situations and methods that will allow educational administrators to reduce organisational stress to ensure teachers to be as productive as possible. The total elimination of stress in education, however, can never be realised. The total removal of stress is unrealistic as stress can be a powerful generator of productivity, motivation and reactivity for professional practitioners to deliver their best. According to Human (1991 : 123) assertiveness, self-development and stress management training can help all employees to understand the causes of stress and low self-esteem, to confront their particular manifestations and to take action to prevent its onslaught.

According to Woodhouse et al (1985 : 119) there are ways of reducing stress such as relaxation, exercise, improved diet and not dwelling on problems. They argue that improved communication and shared power in the organisation can also reduce stress. According to Zimblet et al (1985 : 302) effective communication is essential for the running of healthy organisation. Effective communication can provide educational managers

with the necessary skills for the resolution of conflicts within the school as an organisation. Effective communication can reduce uncertainty by lessening role ambiguity and role conflict. Furthermore, they maintain that motivation improves performance and lower the stress, which is associated with non-achievement and demotivation. People work hard because they expect some return for their effort. It appears that true motivation results from the delegation of responsibility, which enables people to make the kind of decisions that enrich their working activities and provide them with the means for actualising their potential.

According to Cranwell-Ward (1987 : 2) stress, if channeled in the right way, can provide the energy for increased performance and self-development. Cranwell-Ward further states that developing resistance to stress is important because it helps an individual to become more resistant to the impact of stressful situations. Stress can be defined as a feeling of elation and being able to rise to a challenge (Cranwell-Ward, 1987 : 35).

3.2 TEACHER SUPPORT, RECOGNITION AND PRAISE

School leadership needs to ensure that teachers have adequate sleep and rest and have proper meals. According to Milstein and Farkas (1988 : 235) researchers indicate that teachers need support and recognition in their job. Teachers desire a more equitably shared role in decision making, praise for excellence in teaching and support by parents and community groups.

3.3 DELEGATION

According to Zimblet et al (1985 : 212) delegating responsibilities can be an invaluable skill for managing stress. This technique is one of the most prevalent stress management practices used by managers. Bray et al (1986 : 135) allege that delegation allows people to decide and this may improve job satisfaction for junior teachers. It further allows teachers to be able to influence the operation of their schools. According to Oosthuizen and Van der Westhuizen (1998 : 160) an inability or unwillingness to delegate tasks on the part of the educational manager can cause serious

time management difficulties. Delegation is undoubtedly an acknowledged tool used to develop management skills and a form of training with a view to promotion.

Kruger (1997 : 195) contends that in the changing school system the role of the principal has changed dramatically. The principal as the manager of a business and many of the duties and activities of a principle have become specialised fields. It is therefore impossible that the principal will be able to do everything.

3.4 SUPPORTIVE NETWORK SYSTEM AND SOCIAL SUPPORT

According to Farber (1983 : 73) good professional, supportive, creative and resourceful mentors provide models of strength to deal with disappointments and pressures in daily work. In order to reduce stress, teachers should lunch together, discuss students and curriculum ideas rather than feelings of defeat. Principals should value their teachers and encourage them to try out new ideas. Educators should be involved in all levels of decision making. Farber (1983 : 156) further defines social support as information that leads individuals to believe that they are cared for and being loved, esteemed and valued and that they are part of a network of communication and mutual obligation. Faber continues that social support can help individuals to master their own emotional problems by mobilizing their psychological resources. Social support can also help individuals to cope with stressful situations. Social support can protect teachers from depression, alcoholism and social breakdown. House (1981 : 83) contends that social support can both reduce work stress and also buffer the impact of stress on health. Social support can even buffer the effects of perceived stress on ulcer and neurotic symptoms. Gray and Freeman (1988 : 20) assert that social support is of great importance in coping with stress. They state that talking things over and sharing experiences are essential for continued coping. Social support is one of the best ways of preventing potentially stressful events which are stressful to teachers.

According to Adams (1980 : 61) satisfactory support networks can provide a security base, a feeling of belonging and acceptance, which can enhance individual confidence and competence and provide various means for managing personal stress. Having friends, family or teacher colleagues to talk to, provide an outlet when stress levels become excessive. Expanding social support networks can also be a means for tension reduction. Therefore, network support can be viewed as a process of developing contacts for advice, information and moral support in a career. In addition, network supports influence access to management positions providing visibility, information, support and continued upward mobility in interrelated services. Oosthuizen and Van der Westhuizen (1998 : 176) assert that in terms of Section 20 of the South African School Act, a governing body of a school must support the staff (including the educators) in the exercise of their professional activities. Networking can be done by interdepartmental programmes (e.g. presenting or running workshops to educate learners, educators and communities). School managers should inform the community about the school activities. These activities emphasise the importance of effective channels of communication between the school and community.

Hill and Ragland (1995 : 87) describe networking as an inclusive concept covering a wide range of interactions among people. They regard establishing networks as an essential connection for any individual wanting to grow personally or professionally. Networking involves flexible structures of information sharing with a variety of people.

3.5 SELF-MANAGEMENT PROGRAMMES

According to Timm (1987 : 4) in Van der Bank (1997 : 138) self-management is a process of maximising our time and talents to achieve worthwhile goals based on a sound value system. Educational managers themselves resources are of the school organisation and their managerial function extends to their control of their own time, skills and attitudes, to cope with stress, to direct their own efforts and to development their

competence. The educational managers need to evaluate themselves and develop time management skills and interpersonal skills.

3.6 SELF DEVELOPMENT PROGRAMMES

According to Van der Bank (1997 : 138) self development is a process through which people strive to become more competent in the way they manage their lives, their relationships with others, their personal objectives and their working objectives. Educational leaders should constantly develop themselves through in-service programmes, upgrade themselves by registering with distance education institutions, in order to gain new knowledge and technological skills to be able to keep pace with new developments and demands in their working environments, especially in a time of dramatic transformation.

3.7 HEALTHY SCHOOL ORGANISATION

According to Leach (1984 : 168) there is a need for organisations to reduce uncertainty in order to reduce stress. Leach states that widely distributed participation in decision making and improved interpersonal communication can improve the social environment of large schools. Increased participation is regarded as an antidote to the development of dissatisfaction at work. Leach further argues that when workers feel that they are being consulted about important decisions, they believe that their judgement and experience are respected and their contribution is valued and this boosts their self-esteem.

3.8 PRINCIPAL CENTRES FOR PROFESSIONAL GROWTH AND DEVELOPMENT

According to Whitaker (1996 : 68) principals need greater opportunities for professional growth and advancement. Principals need more training in leadership skills and interpersonal skills. Historically many professional development opportunities for principals were wasted. Principals need in-

service programmes where they can view themselves as continual learners. The principal's centre can provide principals with the opportunities to gather and share ideas and make decision about their own growth and development. In addition, these centres can provide them with the opportunities to design their own professional development activities. According to Dekker and Lemmer (1994 : 388) principal centres can give educational managers the opportunity to refresh their knowledge and to make contact with peers. These centres should acquaint principals and other educational managers with the latest developments in school based research, leadership theory and other areas of significance in their occupation.

3.9 ORGANISATIONAL CHANGE ATMOSPHERE

An agent of change in an organisation like a school is necessary for the change to be successful. The change agent must be the client system. The teachers must feel that the change plan is their own, senior officials of the education system must support it, it must be in reasonable accordance with the values and ideals of the participants. There must be an atmosphere of support, trust, acceptance and confidence in the organisation and members must not feel that their autonomy or security is threatened. There is a need to change our teaching strategies. According to Human (1991 : 304) the education crisis and the alternative education movement alerted the need to change our methods in order to develop independent, self directed and critical thinkers.

Reigeluth and Garfinkle (1994 : v) assert that change in our society presents a challenge to all social institutions, including education. They indicate that there is a need for systematic change in education. They describe systematic change in terms of two different kinds of changes:

- Piecemeal change, often called tinkering, which entails modifying something (a part of it) and

- Systematic change often called a paradigm shift, which entails replacing the whole thing.

They argue that systematic change must pervade all levels of the system, classroom, building, district, community, and state government. It must include the nature of the learning experiences, the institutional system that implements those learning experiences, the administrative system that supports the instructional system, and the governance system that governs the whole educational system (Reigeluth & Garfinkle, 1994 : 3).

3.10 ORGANISATIONAL STRUCTURES

Van der Westhuizen (1994 : 162) contends that organising is a process by which the manager brings order to chaos, removes conflicts between people and establishes an environment suitable for teamwork. This means that the educational leader must plan, organise his or her tasks, create an organisational structure, delegate, and co-ordinate. For the smooth running of the school environment, the school manager should ensure harmony and co-operation among staff members. In addition, the work and extramural duties that are assigned to educators should be within their capabilities, level of training and interest. This will improve staff relationships and promote collaboration and reduce tension and stress.

3.11 COPING WITH CHANGE

Cranwell-Ward (1985 : 7) argues that to cope with change one needs to be retrained, redeployed or even made redundant. Another way of managing stress is to flow with pressure and minimise performance. This is usually influenced by two factors, which are the level of competence, and the level of challenge in the situation. The reaction is also influenced by self-confidence and the individual's level of commitment to and control over the situation. According to Kreinter and Kinick (1995 : 566) role models, mentors, experts and training are useful mechanisms to facilitate change. Educational leaders need to be creative within the school as an organisation, increase teamwork and must be committed and flexible. In

addition, school managers must provide information as much as possible and act as catalyst agents.

Hopkins, Ainscow and West (1994 : 14) assert that individuals need to become skillful and knowledgeable to cope with change. Everyone needs to become a change agent.

Tattum (1993 : 59) asserts that schools need to work towards a whole-school approach which is consistent with the daily experiences of pupils, teachers and parents. A policy statement must be drawn up and communicated to all, which progresses from crisis management to intervention approaches and prevention strategies.

3.12 MANAGEMENT BY OBJECTIVES

According to Zimbler et al (1985 : 319) management by objectives (MBO) emphasises participation in decision making and implementation on the part of employees. Individuals are encouraged to set their own objectives in terms of their personnel working criteria. They argue that people set their own goals, objectives and action plans in a specific area of work assigned to them in the sessions held to formulate organisational plans. In the MBO approach, the needs of everyone are taken into account which means everyone has a say in the planning of the school activities which approves communication (Van der Westhuizen, 1994 : 146). According to Van der Westhuizen (1994 : 149) goals and planning are usually influenced by external factors such as the political policy, provincial policy, social and economic considerations. This approach allows for a clarification of expectations which minimises the stress associated with change and more importantly it allows for some personal negotiation to clarify the mandate that each individual obtains as a result of the overall programme.

3.13 SELF UNDERSTANDING AND SELF ACCEPTANCE

School leaders need to understand themselves, their needs and motives and accept themselves and their limitations in order to achieve peace of

mind. Cranwell-Ward (1987 : 15) asserts that in order to reduce stress a number of techniques should be employed such as meditation, relaxation and healing. These techniques help to lower the blood pressure and increase one's self esteem. Individuals will be able to manage stress effectively if they are able to keep the right balance between outer demands and their inner resources for meeting those demands.

3.14 COMMUNITY AND PARENTAL INVOLVEMENT

According to Oosthuisen and Van der Westhuizen (1998 : 167) Section 4 (m) of the National Education Policy Act of S.A. of 1996 (b) stipulates that community participation in the development of an education policy should be realised as one of the guiding principles in education and that all interested parties must be involved in all aspects of the education system. Parents' participation in the educational process at school can lead to a drastic improvement in the school climate. Bray et al (1986 : 118) contend that communities can assist with the curriculum. Villagers who are skilled in craftwork can help children learn crafts, priests can help children to learn about religion, health workers can help about hygiene, agriculturists can help children about crops and animals, store owners can help with commerce. It seems that communities can also help with social studies projects and can help teachers by providing housing accommodation either on the school compound or in the village. This can encourage teachers to work hard and to stay in school rather than to seek transfers. In addition, parents can make a meaningful contribution to the school activities which fall outside the expertise of educators but in which the parent is an expert as a result of his or her particular professional background or field of interest. Community involvement encourages teachers to work efficiently and effectively. Parental involvement in the school activities of the child serves as proof of the parent's love for his/her child.

3.15 A SUITABLE SCHOOL ATMOSPHERE OR CLIMATE

According to Badenhorst and Scheepers (1998 : 74) dealing with stress is a collective activity. They present the following guidelines to promote a school atmosphere that is less stressful:

- Teachers should be encouraged to talk about their problems and share in the decision making process;
- The school should strive for a better learning environment, by reducing the stress arising from conflict between teachers and students;
- Every principal should endeavour to improve their leadership skills and be on the lookout for stress symptoms among colleagues.

3.16 TIME MANAGEMENT

Badenhorst and Scheepers (1995 : 74) declare that teachers should continually try to improve their time management skills. They state that learning to manage time properly is a prerequisite for teachers to reduce the stress arising from their workload. In addition, teachers need to learn to plan their time and task. Jobs should be ranked in order of importance and tackled one at a time. This alleviates the feeling of too much to do in too short a time. According to Zimblet et al (1985 : 228) personal effectiveness and satisfaction reflect control of the individual's own time in considering the importance of his/her family, social activities, community engagement, spiritual well-being, financial and personnel aspects of life.

Sybouts and Wendel (1994 : 118) contend that time management should be viewed as a means of creating access to and for people to interact with the principal. Time management should help the principal to become organised and efficient in taking care of office routines so that there will be more time for staff interaction.

3.17 AN ORGANISATIONAL DEVELOPMENT PLAN

According to Van der Westhuizen (1994 : 648) organisational development places any change in an organisation into the context of renewal. Development indicates a position reaction because of the interaction between the organisation and the environment. Change therefore, should take place on a continuous basis. The organisation should not experience this process in the form of shock waves. It is clear that change must take place in a planned way to effect organisational change as a form of development. For organisational development to be successful, it must provide a systematic framework for change. This framework should include an awareness of psychological, technological and structural properties of successful organisational developments. In addition, change can only succeed with the active involvement and support of the principal. The principals must subject themselves to a dynamic process of continual self-examination, self criticism and self improvement regarding the effect and significance of their intervention (Van der Westhuizen, 1994 : 652).

According to the researcher, for a change to be successful, the principals must act as agents of change, catalysts, and play a strategic role in initiating change. The principals must play advisory roles and provide psychological and professional support in the programme of change. They must encourage those involved to collaborate and experiment with change. They must act as facilitators and give moral support to the educators.

According to Van der Westhuizen (1994 : 653) the following three types of behavioural patterns are adopted by principals during the implementation of renewal regarding the curriculum:

- a responsive style;
- an initiatory style;
- a management style.

□ **The responsive style**

Van der Westhuizen (1994 : 653) alleges that the respondents mainly adhere to basic attitudes and their primary task is to establish an effectively functioning school where the basic administrative task and the tuition activities function smoothly. Educational managers respond to demands for change rather than initiate it. This style can be called the reaction style. The responders do not take any initiative concerning how their schools and teachers should change.

□ **The initiatory style**

Van der Westhuizen (1994 : 563) declares that initiators are characterised by their ability to show initiative and to innovate. They are active leaders and make things happen at a school. This type of educational manager have an understanding of what constitutes a good school, and good guidance and teaching as well as what the principal, teacher, and parents should do to make this a reality.

□ **The management style**

According to van der Westhuizen (1994 : 654) these educational managers are not naturally inclined to initiate change but, when the head office expect some changes at their school, they see to it that it is done effectively. These managers are prepared to protect their teachers from excessive demands and expectations.

From the above named behavioural patterns the researcher deduces that an educational manager who responds to the demands for changes, who initiates innovations and also protects his/her staff from excessive demands and expectations, reduces stress in the teaching environment which results in effective educative teaching. In addition, a change agent must be knowledgeable of the change process which seems applicable to the education system.

3.18 NUTRITION AND EXERCISE

According to Adams (1980 : 47) a consistently good eating plan, based on a balanced diet of cereals and grains, vegetables and fruits, dairy products and meat, is important in withstanding the impact of chronic stress. It seems that poor diet predisposes individuals to become early candidates for stress.

Exercise and proper nutrition can help individuals to withstand the impact of stress. Recreational exercise such as leisurely walks, bowling or tennis can be of great benefit in terms of providing a diversion and releasing tension. Adams (1980 : 47) maintains that researchers have established that we need to be able to rely on others, particularly during periods of high stress to maintain our health.

3.19 MEANINGFUL COUNSELLING

According to Cloete (1993 : 214) counselling takes place everywhere and workers will approach supervisors for advice. Counselling by supervisors should be undertaken in a manner that will enable employees to utilise their abilities fully in their work. It seems that counselling undertaken in the correct manner will ensure that the relationships between subordinates and their supervisors as well as their colleagues will be frank, eliminate suspicion and make employees feel secure in their work environment. The goals of counselling are to free employees from anxiety and stress in order to enable them to apply themselves fully to their work.

Gray and Freeman (1988 : 222) argue that everyone finds it useful from time to time to take a course of self examination and to acquire the creative skills of introspection. It is useful for heads (school managers) as well as educators to take a course of personal therapy. Various courses of counselling and training are useful. Schools are miniature worlds where emotional challenges, new issues and opportunities often arise. School managers should be prepared to address these issues. The recent concern

with child abuse and sexual harassment require educators with counselling skills.

Sybouts and Wendel (1994 : 204) stress that a school's guidance and counselling programme is a good source of improving a school climate. While working with administrators and other staff members, counsellors can identify ways to help individuals to reduce stress and tensions. It seems that these programmes can address inhabiting factors within a school

3.20 REFER ALCOHOL AND DRUG ABUSE TEACHERS

According to Cloete (1993 : 217) abuse of alcohol and drugs has increased in recent years especially amongst juveniles and has a detrimental effect on the job performance of some employees. Educational leaders should be able to detect which of their subordinates are inclined to abuse alcohol. Cloete argues that there are various reasons which causes employees to resort to alcohol and drug abuse such as feeling insecure in their work because of insufficient training, physical or mental illness and because they feel lonely and long to be popular. The researcher is of the opinion that teachers who abuse liquor should be referred to psychologists and to rehabilitation centres.

3.21 INCENTIVES AND MOTIVATION OF EDUCATORS

The education department can provide motivation by means of scholarships, loans and study leaves to attain advanced or appropriate qualifications at approved educational institutions. Cloete (1993 : 217) asserts that self development programmes can also be made by means of classroom training, short courses presented by professional associations and educational institutions and other training methods.

Johnson (1990 : 17) asserts that workers are influenced by an array of incentives and rewards such as letters of recommendation.

Richards and Shujaa in Reyes (1990 : 195) identify the following two approaches to performance incentives, namely:

- Incentives to individuals in the form of merit pay and
- Incentives to schools in the form of performance awards.

Both types of incentives have advantages and disadvantages. It is therefore imperative that the department of education should at least consider which approach.

3.22 EMPLOYEE ASSISTANCE PROGRAMMES

According to Zimblet et al (1985 : 226) stress management programmes can be conducted within the organisation of the school itself which should include accurate diagnoses of employee stressors, since they will differ for different individuals. Programmes should be designed that take into account the specific needs of each individual for self-development and career development and improved job satisfaction. Such programmes should be open to everybody and should have management support to become a part of the culture of the organisation. In addition, it is also important to consider the modus operandi and the philosophy of the school as an organisation.

Robert (1992 : 165) asserts that staff development focuses on improving personnel performance by improving attitudes, information and morale and raising the quality of teaching.

Sybouts and Wendel (1994 : 148) contend that for an educational change to take place and for the school to improve, the emphasis must be on staff development. Innovative projects that make a lasting emphasis on staff development programmes that are concrete, systematic, teacher specific and should be extended. Sallis (1994 : 124) maintains that staff development can be seen as an essential tool for building the awareness and knowledge of quality. Sallis argues this can be a key strategic change agent for developing a culture of quality.

3.23 DECISION MAKING PROCESS AND THE AUTHORITY STRUCTURE WITHIN AN ORGANISATION

According to Van der Westhuizen (1994 : 340) research indicates that increased personnel autonomy and especially teacher participation in policy making leads to better decisions, less conflict and better staff morale. Van der Westhuizen states that organisational stress decreases when the teaching corps participate in decision making process.

3.24 SELF ASSESSMENT OR SELF APPRAISAL

Parkay and Stanford (1991 : 23) maintain that self assessment is a necessary process in the professional development of teachers. Each individual teacher should acquire the habit of assessing his/her growth in knowledge, skills and attitudes. This can help teachers to know their weakness and strengths, which could reduce stress in teaching environments.

3.25 EMPOWERMENT OF EDUCATORS

Goldstein in Kowalski (1995 : 116) argues that stress is becoming a greater liability of the job than ever before. He continues that worrying too much about stress may cause total detachment from work which is a condition that is more serious than the stress itself.

In order to reduce stress among black educators in a transforming education system, educators need to be empowered in a number of facets such as classroom management, administrative skills and budgeting skills.

Powell and Solity (1990 : 163) describe the empowered teacher as someone who is expected to offer counselling, to act as arbiter between students, to act as an observer, a critic, a philosopher, a researcher, an economist, a dispenser of wisdom, comforter and a security.

Empowering can be seen as a process of encouraging teachers to feel more in control of their own professional practice. According to Powell and Solity (1990 : 51) contemporary teachers witness effects of changes in many aspects in their professional lives. Approaches to discipline have changed, curriculum keeps on changing, the governing of schools is changing, new ways of assessing pupils are being introduced, in-service training for teachers has become a major enterprise, and the government is thinking of ways of changing initial training for teachers.

Pasch, Spark-Langer, Gardner, Starke and Moody (1991 : 348) define empowerment as a process of giving teachers more control over their own and their students' destiny in schools. Empowered teachers participate in school-based management decision regarding materials, staffing, students, scheduling and other issues affecting the school. Empowered teachers also participate in school improvement projects composed by the principal, teachers and perhaps, parents who follow a systematic procedure to solve a school problem or fill a need.

Blasé and Kirby (1992 : 81) contend that empowerment requires elevating teachers in terms of status and knowledge as well as giving them access to school decision-making. They view in-service training as an appropriate vehicle for increasing teacher's status and knowledge. Teachers must be provided opportunities to acquire the necessary knowledge to warrant classroom autonomy and authority over school decisions.

Coutts (1996 : 42) argues that teacher empowerment lies with the education, training and development of teachers as professionals. There is a general complaint that educators in South Africa are not properly qualified. Coutts continues to state that, if matric plus three years training is taken as a measure of qualified teacher status, therefore, 89% of black teachers are unqualified.

The academic background and the professional training of black teachers need to be considered for the purposes of improvement. Coutts (1996 : 42) maintains that the areas which need to be considered are the duration of

teacher training courses, in-service education and training of teachers, teacher internship, induction and development, professional empowerment and curriculum concerns in teacher education.

Coutts (1996 : 44) emphasizes the following areas for teacher empowerment:

- Remedial education: Education directed towards the remediation of specific learning disabilities;
- Specialised education: Education directed towards addressing special academic and learning problems, physical health problems, emotional concerns and particular social needs;
- Adult basic education: Second chance empowering education for adults including basic literacy and numeracy;
- Adult education: Education directed towards the so called lost generation, marginalised youth whose formal schooling was disrupted by the political conditions of the country;
- Community education: Education directed towards community well-being and development, including the teacher's role as a community leader, resources person and development agent;
- Guidance and counselling: Education to equip teachers as counsellors, communicators advisors and consultants.

Davidoff and Lazarus (1997 : 162) describe empowerment as the process of sharing control and responsibility, providing structures and relationships where people are not merely carrying responsibilities, but also exercising real control over the situations within which they are carrying responsibilities.

Davidoff and Lazarus mention the following two dimensions of empowerment, namely:

- Subjective empowerment refers to personal power, where people feel they can make a difference in a situation and they feel confident and assertive and able to participate.
- Objective empowerment which involves the taking of power, building structures where people can participate and become involved in decision-making processes.

Teachers' unions currently are empowered to organise the needs of teachers such as in-service programmes, supervising effective teaching and campaigning for a culture of learning and teaching service (COLTS).

Orlich in Stakler (1989 : 170) argues that teacher empowerment is the gaining of awareness and acceptance. Teachers are given full responsibility and authority for instructional and curriculum development.

In terms of school-based management, Murphy and Beck (1995 : 22) view empowerment as the system designed to improve education by increasing the authority of the educator at the school and to empower the school staff by providing authority.

In order to alleviate stress among educators, the education system should give autonomy to the school staff and community representatives to exercise more autonomy in decision-making, in policy making, they should have a greater voice in school affairs. This participatory management style could improve the morale of the school staff and their communities. The teacher unions have the political muscle to influence curriculum implementation in the school through collective bargaining.

Sybouts and Wendel (1994 : 150) maintain that teacher participation in decision-making is imperative for change to occur at the foundation level.

Individuals who are working in an environment which is constantly changing, require support. Managing people and developing their skills ensure continuous improvement and positive change for everyone in the organization as well as establishing excellence in our schools. According to

the Education Task Team Report (1996 : 46) empowerment can be categorized into the following three aspects of people development:

□ Objective empowerment:

People need to perceive that appointment, promotion, and upgrading procedures are national and fairly applied, that they have access to the information they need; that leadership locates decision making at appropriate levels; and that they have sufficient physical and material resources to do the job.

□ Subject empowerment:

People need to have a sense of "I can do this" which originates from a feeling of self-confidence and motivation, and promotes high morale.

□ Competence:

People need to have or develop the skills, knowledge, understanding and attitudes which enable them to carry out their responsibilities effectively (Education Task Team Report, 1996 : 46).

In order to alleviate stress among educators, teachers must have access to information. School leadership should involve educators in decision-making and must have material resources to perform their duties. For empowerment to be successful the morale of the educators need to be elevated and they must have a sense of self-confidence.

Bailey (1991 : 128) contends that empowered educators act professionally whether their profession is a teaching or supervisory one. They deserve respect, trust and prestige. Educators must be accountable, possess professional competence and progress intellectually.

Bailey (1991 : 128) argues that for empowerment to be successful, a new restructured system that emphasizes educators as professionals with certain skills and knowledge, the academic training background, and

interpersonal abilities should provide the upliftment that teachers need as we enter the twenty first century.

3.25.1 Empowerment of women

Coats (1994 : 48) contends that empowering women means to offer them the opportunity to make their own decisions, to move forward, to challenge assumptions, to equip them to come to terms with new frameworks. According to Walters and Manicom (1996 : 24) women must gain access to and participate in decision-making structures at all levels of society. Women need to attain real power as part of a process of economic, political and cultural transformation.

3.26 AN OPEN COMMUNICATION SYSTEM

Sharma in Tunica (1995 : 214) asserts that communication can play a vital role in alleviating or diminishing stress levels. Sharma argues that when individuals i.e. educators air or voice their concerns or grievances in a safe and supportive environment stress levels are significantly reduced. Communication is an effective stress management technique because it provides the opportunity to ventilate emotional energy in a safe and healthy way and resolve the problems that may be encountered.

According to Kruger (1997 : 222) open communication is an important requirement for effective leadership. This can create an open channel between the principal, staff, pupils and parents, regular feedbacks, participative management skills and usually involves the staff in discussions.

3.27 DEVELOPMENTAL APPRAISAL OF EDUCATORS

Davidoff and Lazarus (1997 : 140) assert that appraisal is a way of ensuring that staff are supported appropriately and that quality work and cohesion of the overall focus and vision of the school are kept alive in and out of the classroom. According to them, appraisal is seen as a central developmental process in the school because it is owned by the teachers of the school. It embraces their educational values and reflects the vision and

the mission statement of the school, and it is in line with the provincial and national education vision. Appraisal should be seen as part of the professional development of teachers rather than a form of control. It appears that educators need not fear or resent anyone who is observing them in a teaching situation.

The new developmental teacher appraisal system can reduce tension and alleviate stress among black teachers. According to the South African Democratic Teacher's Union (SADTU) (1998 : 14), this new policy will enhance the Culture of Learning and Teaching Service (COLTS) and education transformation in general. This teachers' union further maintains that the new teacher appraisal system defines the educators' job description, as well as Head Of Departments (HODS), deputy principals and principals.

This union regards this new procedure or appraisal instrument as an instrument of commitment and responsibility and above all it will define the workload of educators. In addition, this new policy addresses the objectivity of the process by including peers and union members to the appraisal panel. (South African Democratic Teacher's Union Eastern Cape Province, 1998 : 14).

3.28 INDUCTION OF NEWLY QUALIFIED TEACHERS

Coutts (1996 : 44) maintains that another way of empowering teachers is to extend their personal and professional expertise via interventions in the school itself. Lysons in Coutts (1996 : 121) argues that induction is a transition process that occurs far too quickly in practice. Lysons maintains that induction is a continuum that includes pre-service, induction, and in-service elements.

Without support and assistance, many potentially good teachers become discouraged and abandon their teaching careers. According to Lysons, a high number of beginner teachers suffer professional trauma in their first

year of teaching. Induction aids employees by orienting them to school environments and familiarizing them with new and continuing programmes.

3.29 NEW CHANGES AND PRACTICES

Pasch et al (1991 : 351) contend that teachers may remain personally threatened and clumsy with new practices. Patience and persistence are the keys to change and improvement. Teachers should try to avoid comparing the current situation with the ideal image. Teachers should try to play an active role in their professional organisations. Teachers need to be proactive and be vocal agents for positive change in their schools.

By adapting the afore-mentioned factors the attitude of powerlessness and hopelessness disappears and a sense of co-operation and high morale among teachers can be built.

3.30 READINESS FOR CHANGE

In a school as an organisation for change to be effective the school manager needs to consult with other educators. Anderson (1992 : 186) asserts that when intervening in a consultative mode regardless of your role, it is good to do a force field analysis. Anderson argues that the agent of change should be identified and tested to see if there are ways to remove stumbling blocks before they hamper the effectiveness of one's efforts.

In a school where the school manager is a boss, that is one who is autocratic and authoritarian in nature there is much resentment among educators. The school manager must interact, and consult with the staff which can alleviate stress.

3.31 PEER SUPPORT

Blandford (1998 : 66) asserts that teachers need to be reassured that they will not lose professional esteem or promotional opportunities by admitting to stress. Teachers must feel safe and secure in their work place. Peer

support is essential to good practice and teachers cannot be effective if they work in isolation from their colleagues within the profession.

Blandford (1998 : 68) maintains that teachers should be aware of the existence and nature of support agencies available to them. Blandford continues that in a culture of peer support, teachers can reduce occupational stress through:

- Development of discipline and management skills;
- Occupational and environmental support;
- Time management;
- Development of personal coping strategies.

Collaborating with friends who give morale support rather destructive criticism is the best remedy to reduce stress in a school as an organization.

3.32 ASSERTIVE DISCIPLINE

Blandford (1998 : 101) contends that assertive discipline focuses on the emotional motivation of teachers to implement a plan that asserts their right to teach. Assertive discipline is an approach to school discipline that helps teachers to learn more effectively to express their wants and feelings while at the same time not abusing the right of others (that is right of learners in this research).

Blandford mentions the following three essential components of assertive discipline:

- Clear unambiguous rules;
- Continuous positive feedback when pupils are successfully keeping these rules;
- A recognized hierarchy of sanctions which are consistently applied when rules are broken.

It seems that educators must be in a position to influence positive behaviour to their learners and teachers must be consistent when applying discipline as far as rules and regulations are concerned.

In addition, assertive discipline can only succeed in a school situation where there is a positive relationship of trust between learners and school staff.

3.33 CAREER LONG LEARNING

Coutts (1996 : 97) asserts that a teacher who can respond and adapt to any learning situation that arises have the quality of with-itness and such a teacher will be committed to ongoing professional development.

Pollard and Tann (1993 : 207) contend that with-itness is a term coined by Kounin to describe the capacity to be aware of the wide variety of things which are simultaneously going on in the classroom. This is a constant challenge for any teacher and can be a particular strain for a new teacher until this skill is acquired.

Green in Halsall (1998 : 226) argues that the pace of social change requires schools to be learning organizations. All teachers and managers must continue to be learners rather than limiting this to some individuals.

According to Zynoe (1995 : 382) teachers need to be lifelong learners. This can be achieved through a countrywide programme of INSET for teachers and teacher educators.

Zynoe (1995 : 382) asserts that INSET is already being implemented on a limited scale by some schools. According to Zynoe, teachers need to be given time off from teaching to develop themselves if any INSET programme is to be effective.

3.34 EFFECTING SCHOOL CHANGE

Larson (1996 : 36) asserts that if our schools are going to change, teachers, administrators, and policy-makers must be willing to overcome the fear of change by developing an understanding of what change entails. Larson argues that the following must be understood in order to make a lasting change in an educational setting:

- Change is a process, not an event;
- Change is accomplished by individuals and is a highly personal experience;
- People will change when they see a need to change and if they know how to change;
- Change involves developmental growth;
- Change is both rational and irrational;
- Change always entails debate and dispute;
- People will change if they are actively involved in making the change and feel secure;
- Change is inevitable;
- Lasting change takes time to create and institutionalize. Successful change will occur if it is kept close to the common practice, there is a high potential for immediate impact, and it is easily operationalized;
- Change will not occur if it involves unsolvable problems, people are unprepared, there is no real penalty for non-compliance nor real reward for compliance, there is inadequate supervision, or people involved in the change receive weak feedback;
- Individuals in the organisation must be designated to manage the change process;
- Organisations in which people work can encourage or discourage change;

- To effect change in our schools, we must first know what teachers' concerns are and then deliver interventions that can respond to their concerns.

It appears that for effective and lasting change to take place in our education system teachers' problems, salaries, pupil-teacher ratio, conditions of service such as security, rank and promotion must be properly clarified. Educational facilities must be improved and be conducive to teaching. Classrooms must be built to reduce overcrowding. Labour-saving devices need to be supplied to all schools. Principals need to be released from clerical work and concentrate more on supervisory functions.

3.35 CONCLUSION

In order to produce successful change, the change should be advocated by the change agent within the school as organisation. A narrow focus of teachers operating in isolation in the classroom situation should also be avoided. There is a need for thorough and intensive training in the change process.

In addition, barriers to change created by teacher isolation must be alleviated. Participation of teachers and time for such involvement must be allowed within the normal school hours and days. Chances for organisational change to be successful increases if educational leadership is involved in its implementation. During this transformation period when the education system is being restructured, the education department should embark upon certain programmes such as time management, self-management and self-development programmes. This will equip personnel to interact with one another with the objective to reduce tension and stress in the school environment. One can assume that management education is crucial to a changing South Africa. The training of black school managers in people management skills is often more urgently required than the training of subordinates (educators). The training of educators can be undertaken by district officials as well as school managers in time with the individual training needs. Many formal training programmes and many

non-governmental education organisations and tertiary institutions are offering management education programmes of high quality which can assist with the process of development.

The primary aims of this chapter were to suggest a range of developmental opportunities, support and techniques to manage stress. Jones (1993 : 5) contends that developmental teacher appraisal can be an effective element in the management of current educational reforms. Developmental teacher appraisal is a vital tool for managers of schools. Appraisal can serve in the identification of in-service training needs and enhance the overall management of schools. Jones (1993 : 6) quotes the school management Task Force Report (1990) by pointing out that every teacher deserves the opportunity to review their profession and career development regularly. The rapid introduction of a national system of appraisal is regarded as an urgent priority.

Dean (1985 : 240) asserts that stress is less likely to occur where people have been involved in decision-making regarding their profession and where there is strong support from colleagues and a problem-solving attitude in the school. It appears that school leaders, must be transforming leaders who are concerned with values such as liberty, justice, equality and transparency. They must practice democratic principles and be made conscious of educational politics.

CHAPTER 4

EMPIRICAL RESEARCH

4.1 INTRODUCTION

In the preceding chapter the focus was on the concept teacher stress, as well as stress management.

In this chapter, the researcher will concentrate on the objectives of the empirical research, a discussion of the methodology of data collecting, the measuring instrument, i.e. the questionnaire, the preparation of the study, the pilot study, the reliability and validity of the questionnaire and the study limitations or problems encountered and conclusion.

4.2 OBJECTIVES OF THE EMPIRICAL INVESTIGATION

The following objectives are formulated:

- To assess the possible causes of stress outside the organisation, i.e. the school in this study as well as within the organisation.
- To determine the reasons for the high levels of stress among educators.
- To determine the level and causes of stress among both male and female educators.
- To identify educators with high levels of stress and at the same time, determine the major stressors in their working environment.

4.3 METHOD OF DATA COLLECTION

Black (1993 : 13) points out the need for preparation in data collection. Failure to prepare often leads to problems at later stages. A survey research method is used in this investigation. According to Baker (1988 :

165) survey research is the method of collecting data in which a specific defined group of individuals are asked to answer a number of identical questions.

Black (1993 : 44) argues that the researcher must decide what descriptive statistics (graphs or charts) will be used when collecting data. Failure to prepare can result in attempting to measure too many variables.

A survey research is best adapted to obtaining personal and social facts, beliefs and attitudes (Kerlinger, 1986 : 386). A randomly selected sample from a population of one hundred and nineteen schools within the district of Herschel/Sterkspruit was decided upon. The researcher randomly selected fifteen (15) schools from which he drew his sample because it was cost effective and time saving rather than to study the whole population of Herschel educators. Berg (1995 : 175) and Black (1994 : 45) quotes Kerlinger (1986) who defines random sampling as a method of drawing a portion (sample) of a population so that all possible samples of a fixed number (N) have the same probability of being selected.

Because of the vastness of Herschel district and its geographical situation which is rural and mountainous in nature, the researcher decided to use random sampling.

The schools were listed alphabetically and the researcher decided to select the first five schools in the list, the next five schools were omitted and then the next five were selected.

The criteria for selecting schools was that Herschel district is the administrative area where the researcher resides, and it will be easier for him to contact the respondents.

The researcher decided to choose a certain number of schools because it was cost-effective to deal with a few schools rather than to deal with a large population in terms of reproducing the questionnaire.

Berg (1995 : 175) maintains that random sampling is the best strategy for ensuring representation of the employed sample to the available population.

4.4 PERMISSION TO COLLECT DATA

The researcher wrote a letter to the Permanent Secretary, Department of Education and Training, Eastern Cape Province to ask permission to conduct the research. Permission was therefore granted to the researcher (see appendix A) on the condition that he should also consult the local teacher unions.

A second letter was addressed to the teacher organisations/unions within the district and the researcher was given permission by one teacher's union (see appendix B). The other Union did not respond to the letter which was sent to them.

A third letter was also written to the principals of schools, their staff members as well as their school governing bodies. This only refers to the schools identified by the researcher for the purpose of the research work. The objective of the research was fully explained in the letter. Thereafter an appointment date was secured for every school identified.

4.5 MEASURING INSTRUMENT (THE QUESTIONNAIRE)

Babbie (1992 : 8) contends that the survey research is the most common research method which involves the administration of a questionnaire to a sample of respondents. Although there are a variety of measuring instruments the researcher decided to use the questionnaire for his investigation. Before the instrument was administered, the researcher explained the purpose of the study to the respondents. The respondents were motivated into a positive frame of mind, and also to answer the questionnaire honestly. It was explained to the respondents that there are no right or wrong answers and that they must give the first reaction that comes to their minds.

Furthermore, they were informed that they must not skip or leave blank spaces in the score or answer sheet(s) and that the information obtained from the score sheet will be kept confidential and their names will not be disclosed to any one. The respondents were informed that a summary of the survey's results will be sent to them on request.

4.5.1 The questionnaire

Reber (1985 : 605) and Chaplin (1985 : 379) define a questionnaire as a set of questions dealing with a single topic or a set of related topics to be answered by the respondents or subjects. The purpose of a questionnaire is usually for measuring interests, personality problems and opinions and for recording biographical information.

The Experience of Work and Life Circumstances Questionnaire (WLQ) was compiled as a self-evaluating questionnaire in order to determine the level and causes of stress among employees (in this study educators) who are able to read and write English and Afrikaans. The WLQ can also be used for selection purposes in order to identify those persons experiencing high levels of stress.

4.5.1.1 Types of questions

Van Den Aardweg and Van Den Aardweg (1988 : 190) and (1993 : 198) assert that a questionnaire can take the following two forms namely:

- The structured (closed-ended) questionnaire which contains questions with alternative answers from which the respondent selects. According to Baker (1988 : 173) this is an exhaustive type of question which includes a broad range of responses so that every possible answer to the question can be fit into a category. This is often referred to as forced-choice questions.

- The unstructured (open-ended) questionnaire which contains questions but no alternative answers are given. The respondent is expected to formulate his/her own answer.

Baker (1988 : 174) further highlights the following types of questions:

- Contingency questions depend on the responses to earlier questions, for example:
 1. Do you currently drink beer?
 2. How many pints do you drink per day?

The answer to these questions can be as follows:

Less than two, three pints, half a dozen. Berg (1995 : 41) contends that these questions are called double-barreled questions.

Babbie (1992 : 148) describes double-barreled questions as questions with a single answer to a combination of questions.

- Matrix questions: According to Babbie (1992 : 148) matrix questions allow for the answering of a set of questions with similar types of responses, for example: Sex education should be taught at school. – strongly agree, agree, undecided, disagree, strongly disagree.

Since the WLQ was also developed to measure the emotional manifestations of stress as well as possible causes of stress the researcher decided to make use of a structured format, namely that of multiple choice items.

4.5.1.2 Advantages and disadvantages of the questionnaire method in research

- Advantages
 1. It is economical, both financially and time wise;
 2. It is effective and practical;
 3. A large sample can be used;
 4. Standard instructions are given to all respondents;
 5. It can be completed anonymously;
 6. There is no influence of an interviewer.

- Disadvantages
 1. There is a possibility of misinterpretation of questions;
 2. The return may be low and this may bias results (a 60 – 70% return is required);
 3. Only those vitally interested in the topic of the research may reply thus biasing a generalization of the results;
 4. It takes up much of the respondent's time.

(Van Den Aardweg and Van Den Aardweg, 1988 : 190 & 1993 : 198).

- Advantages of the Questionnaire used in this research
 1. The questionnaire was cost effective.
 2. Much time and labour was saved because the researcher did not waste time by formulating the questions or typing the questionnaire.
 3. It was completed anonymously.
 4. It provides answers to choose from, and that motivates the respondents to communicate the information relevant to the purpose of inquiry.

- Disadvantages
 1. It was time consuming. The respondents complained that the questionnaire was too long and exhaustive.
 2. It could bias the results of the research as not all the schools were reached.
 3. Respondents who had little interest in particular problems could answer the questions indiscriminately.

4.5.1.3 Reliability and validity of the questionnaire

- Reliability: Reber (1985 : 636) maintains that in psychological testing (and in measuring generally), reliability is a generic term used to cover all aspects relating to the dependability of a test measurement. The essential notion is consistency, that is the extent to which the measurement device or test yields the same approximate results when utilized repeatedly under similar conditions. It seems that this concept

refers to the consistency and stability of the test when repeated under the same conditions.

- Validity refers to the process of assessing the degree to which a test or other instrument of measurement does indeed measure what it purports to measure (Reber, 1985 : 807). According to Chaplin (1985 : 484) validity is established by correlating the results of the test with an outside criterion or independent measure. Babbie (1992 : 132) quotes Carmines and Zeller (1979) who maintain that there are three types of validity namely:
 - Criterion – related validity which is sometimes called predictive validity which is based on some external criterion;
 - Construct validity which is based on the logical relationships among variables;
 - Content validity which refers to the degree to which a measure covers the range of meanings included within the concept.

4.5.1.4 The reliability and validity of the questionnaire used in this research or study.

- Reliability of the questionnaire: It was pointed out that reliability coefficients vary between 0,62 and 0,92 and that the questionnaire proves to have content as well as construct reliability (Van Zyl, Van Der Walt and Brand, 1994 : 1).
- Validity of the questionnaire: According to Van Zyl and Van Der Walt (1991 : 22) items in the questionnaire were developed according to a theoretical model and evaluated by a panel of experts, the questionnaire is assumed to have face as well as logical validity.

4.5.2 Structure of the questionnaire

Structured formats, namely multi-choice items were used.

The questionnaire is intended for use in organisations. Van Zyl, Van der Walt and Brand (1994 : 24) argue that items should the following measurements:

- Levels of stress, that is the experience of stress;
- Possible causes of stress outside the organisation

Possible causes of stress within the organisation were further divided into 6 sub-fields. The sub-fields which were decided upon are organisational functioning, task characteristics, physical working conditions, career opportunities, and social functions as well as remuneration, fringe benefits and staff policy.

4.5.3 Administration of the questionnaire

The researcher decided to use a self-administered questionnaire. Babbie (1992 : 147) defines a self-administered questionnaire as the questions which are asked by an interviewer or sometimes questions which are written down and given to respondents for completion. The measurement instrument was administered during the presence of the researcher. This was done in order to obtain full co-operation of respondents.

A questionnaire for the Experience of Work and Life Circumstances (WLQ) is used as a measuring instrument. This questionnaire was developed and compiled by E.S. van Zyl and H.S. van der Walt in 1991, who were at the time personnel of Human Science Research Council (HSRC). This questionnaire was designed to measure stress in the work situation. The questionnaire is divided into two parts, the first part deals with the work experiences and the second part with life circumstances and expectations. (See appendix F). The questionnaire was administered to two hundred and thirty (230) educators within the district of Herschel.

4.5.4 The aims of the *Experience of Work and Life Circumstances questionnaire (WLQ)*

- To determine the level and the causes of stress of an employee whose reading and writing skills are at least on a standard 8 level;
- To determine whether the respondent experiences normal, high or very high levels of stress;

- To establish the factors that cause the level of stress that are experienced.

4.5.5 Rationale

The questionnaire is based on the rationale that a person with a high score on the items in the questionnaire experiences a high level of stress. A high level of stress can mean that the respondent experiences many problems arising from the environment (Van Zyl and Van der Walt, 1991 : 5).

4.5.6 Pilot study

Leedy (1989 : 143) contends that all questionnaires should be tried out on a small group of the population which is referred to as a pilot study.

Baker (1988 : 176) asserts that the purpose of a preliminary pretest is to identify problems relating to certain questions. He continues that a pretest should be done with friends or acquaintances who will agree to answer the questionnaire.

The researcher conducted a pilot study with ten (10) of his colleagues at Herschel/Sterkspruit district office using the questionnaire. These questionnaires were not included in this final investigation.

The respondents were asked to go through the questionnaire, to make comments or to note any problems experienced with the questionnaire.

The respondents did not experience any difficulties with the questionnaire with the exception of the few who did not read well. These questionnaires were not taken into account.

4.5.7 Limitation of the study

It was not easy to conduct this investigation among educators because of the political division among educators. The research was conducted during

an awkward time during October and November when educators were busy setting examination question papers, marking scripts for internal classes and others were writing examinations for the purpose of self-development or upgrading their qualifications. The study/investigation was only applied to educators who were teaching in the Herschel district and to no other segment of the population. In other words, the results of this study cannot be generalised, probability inferences can only be made if situations are similar.

The questionnaire is a very limited tool which, together with sampling data, should be followed up by an in-depth interview so that certain issues can be investigated further.

According to the researcher, the stress measures considered here demonstrate good psychometric qualities but there are inherent limitations that must be addressed.

- Firstly, the sample was limited to a rural area in the district of Herschel, Eastern Cape Province. The conditions and regional practices limit the generalization of the findings. The use of these measures in other urban areas or within other rural school settings cannot provide the same reliability and validity issues.

- A second limitation rests with the form of measurement itself (questionnaire) because it is a pencil and paper instrument providing self-report data which is only one of the many useful tools used in social (research) psychological measurement. The use of these measures should be accompanied by an in-depth interview data. Pettegrew and Wolf (1982 : 389) cite Jick (1979) that it is likely that job-related stress can be measured most effectively with a variety of data, originating from multiple sources.

4.5.8 Conclusion

The data collected from the sample is used in the next chapter in which data analysis, or interpretation of results, and the findings of the investigation will be discussed.

CHAPTER 5

DATA ANALYSIS, INTERPRETATION OF RESULTS AND SUMMARY OF FINDING

5.1 INTRODUCTION

In the previous chapter, the researcher explained the methods of data collection and the measuring instrument.

This chapter will focus on the analysis of data research findings and a brief interpretation of results. The researcher will also use a multiple regression analysis to analyse his data collection. The analysis involves both descriptive and inference statistics.

The data collected from the respondents was computerized by the computer centre at the University of the Orange Free State.

5.2 BIOGRAPHICAL INFORMATION

The following tables depict the biographical information of the data collected from the educators: The sample was formed of both male and female educators. From the table below it can be deduced that from the sample of 230 questionnaires that were returned 48,7% were females and 47% were males.

TABLE 1: Gender

GENDER	AGES					%
	-24 yrs	24-29yrs	30-39yrs	40-49yrs	50+	
Male	01	14	58	30	05	46,96
Female	03	20	58	30	11	48,69
TOTAL	04	34	116	60	16	
					N=230	95,7

According to table 1 about 0,9% males were approximately 24 years, 13% were between 24-29 years, 53,7% were between the age of 30-39 years, 27,8% were between age 40-49 years and about 4,6% were at the age of 50 years and above. The sample of females indicated that 2,5% were approximately 24 years, 16,4% were between the age of 24 – 29 years, 47,5% were between the age of 30-39 years, and about 9,0% were at the age of 50 years and above.

5.3 PROCEDURE OF DATA ANALYSIS

5.3.1 Statistical analysis

Bausell (1986 : 230) contends that statistical analysis is an integral part of the research process that a researcher must use to analyse his/her data.

The statistical analysis used for this research is the t-test for independent samples because it represents a difference between two groups on a variable for which the mean and standard deviation are appropriate descriptors. The t-value is a ratio of two aspects of the data, the difference between the group means and the variability within groups (Cozby, 1989 : 139).

Cozby (1989 : 285) also defines a mean as a measure of central tendency, obtained by summing scores and then dividing the sum by the number of scores. This is a statistical term which is symbolised by the figure \bar{X} and is obtained by applying the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$\sum X$ = total of raw scores and

N = number of scores used

(Van den Aardweg and Van den Aardweg, 1993 : 25)

Van den Aardweg and Van den Aardweg (1993 : 219) describe the standard deviation as individual scores which are distributed above or below the arithmetic means. It takes into account the size and location of each individual score and is the most frequently used measure of variability. For them, the standard deviation is obtained by the following formula:

$$\delta = \sqrt{\frac{\sum x^2}{N}} \quad \text{where}$$

N

δ = standard deviation

N = the sum

x = the deviation of each score from the mean

That is $(X - X_1)$ where X_1 = each of the values in the distribution and X = the mean. This is the deviation score.

N = the number of scores in the distribution

$\sqrt{\quad}$ = the square root

5.3.2 Findings and interpretation of results

According to Cozby (1989 : 25) the results of the research findings are usually presented in three ways:

- A description in narrative form;
- The results are described in statistical language;
- The material is often depicted in tables and graphs.

In this research the research findings will be presented in all three ways that is the collected data will be depicted in tables and described in statistical language and finally a brief narrative form explaining the results.

TABLE 2: Frequency of the sample according to variables

FREQUENCY DISTRIBUTION	MEANS	STANDARD DEVIATION
Variables		
Organisation functioning	18,9	5,4
Task characteristics	40,8	8.13
Physical working conditions	12,4	6,4
Career opportunities	21,2	6,1
Social functions	21,4	5,4
Remunerations, fringe benefits, and staff policy	19,0	7,2

The above frequency table shows total distribution of all variables which were used in this study. It seems that these variables are not comparable with each other because they differ in terms of the number questions asked.

TABLE 3: Level of stress. Comparing men and women teachers

	N	Mean	Standard deviation	t-Value	Degrees of freedom	p-Value
Men	108	87,22	15,66	-1,94	228	0,53
Women	122	91,84	19,83			

From Table 3 it follows that there is no significant difference between the levels of stress of men and women teachers.

TABLE 4: Causes of stress within work situation: Organisational functioning. Comparing men and women teachers.

	N	Mean	Standard deviation	t-Value	Degrees of freedom	p-Value
Men	108	19,48	5,55	1,57	228	0,12
Women	122	18,37	5,19			

From Table 4 it follows that there is no significant difference between the causes of stress within the work situation with reference to organisational functioning of men and women teachers.

TABLE 5: Causes of stress within work situation: Task characteristics. Comparing men and women teachers

	N	Mean	Standard deviation	t-Value	Degrees of freedom	p-Value
Men	108	41,62	8,31	1,47	228	0,14
Women	122	40,04	7,92			

From Table 5 it follows that there is no significant difference between the causes of stress within the work situation with reference to task characteristics of men and female teachers.

TABLE 6: Causes of stress within work situation: Physical conditions. Comparing men and women teachers.

	N	Mean	Standard deviation	t-Value	Degrees of freedom	p-Value
Men	108	12,21	6,1	49	228	0,62
Women	122	12,62	6,5			

From Table 6 it follows that there is no significant difference between the causes of stress within the work situation with reference to the physical conditions of men and women teachers.

**TABLE 7: Causes of stress within work situation: Career matters.
Comparing men and women teachers.**

	N	Mean	Standard deviation	t-Value	Degrees of freedom	p-Value
Men	108	12,2	6,1	0,17	228	0,9
Women	122	21,30	6,1			

From Table 7 it follows that there is no significant difference between the causes of stress within the work situation with reference to career matters of men and women teachers.

**TABLE 8: Causes of stress within work situation: Social matters.
Comparing men and women teachers.**

	N	Mean	Standard deviation	t-Value	Degrees of freedom	p-Value
Men	108	21,42	6,0	0,01	228	1,0
Women	122	21,43	5,3			

From Table 8 it follows that there is no significant difference between the causes of stress within the work situation with reference to social matters of men and women teachers.

**TABLE 9: Causes of stress within work situation: Remuneration
Comparing men and women teachers.**

	N	Mean	Standard deviation	t-Value	Degrees of freedom	p-Value
Men	108	18,0	7,0	2,1	228	0,42
Women	122	20,0	7,5			

From Table 9 it follows that there is no significant difference between the causes of stress within work situation with reference to remuneration of men and women teachers.

TABLE 10: Causes of stress outside work situation. Comparing men and women teachers

	N	Mean	Standard deviation	t-Value	Degrees of freedom	p-Value
Men	108	42,0	10,2	0,11	228	1,0
Women	122	42,1	10,0			

From Table 10 it follows that there is no significant difference between the causes of stress outside the work situation with reference to fringe benefits and staff policy of men and women teachers.

TABLE 11: Multiple regression analysis: Dependent variables – stress

Independent variables	B	SE B	Beta	t-Value	p-value	Significance
Outside work situation	0,99	0,10	0,055	10,2	0,00	1%
Organisational functioning	-0,12	0,23	0,034	0,5	0,62	No
Task characteristics	-0,31	0,15	0,14	2,1	0,04	5%
Physical working conditions	0,40	0,19	0,14	1,5	0,04	5%
Career-matters	-0,31	2,3	0,10	0,92	1,15	No
Social- matters	-0,22	0,24	0,66	0,43	0,36	No
Remuneration, etc.	0,08	0,18	0,3	10,2	0,67	No

From Table 11 it can be seen that the variables outside the work situation and the inside work situation factors namely, task characteristics and physical working conditions make a significant contribution towards the levels of stress of the teachers.

The F-value or F-statistics is a ratio of two types of variances and the two variances are called systematic variance. Systematic variance is the deviation of the group means from the grand mean, which is the mean score of all subjects in all groups (Cozby, 1989 : 141).

According to Cozby (1989 : 140) the degrees of freedom are the number of scores free to vary once the means are known. Youngman (1973 : 5) contends that the principle of statistical significance enables the researcher to assess the findings with the context of his/her research.

Cozby (1989 : 288) defines statistical regression as the tendency of extreme scores on a measure to become less extreme (regress toward the mean) when the measurement is made a second time. A multiple regression analysis provides a means to analyze a dependent variable which is affected simultaneously by several independent variables (Babbie, 1992 : 439).

Youngman (1973 : 5) maintains that in statistical terms, significance is simply the degree to which a value could not have occurred by chance. This could be expressed in the form of a probability or percentage.

5.4 SUMMARY OF FINDINGS

5.4.1 Summary of literature review

According to the literature review stress has been mainly attributed to the following factors which affect all genders irrespective salary status, qualification and experience, type of school and reduced working time outside school hours (cf. 2.3.20):

- Overcrowded classrooms with high pupil-teacher ratios, physical conditions of the classrooms, lack of adequate space and turbulent environment can cause stress (cf. 2.4.16).
- Leadership styles such as bureaucratic, autocratic and authoritarian are causes of stress among educators (cf. 2.3.5; 2.3.6, 2.5.7).
- Poor interrelationships at work with colleagues, in the family circle, within the community and with friends family problems, personal problems (such as finances, marital problems, death in family) and

social problems are identified as common sources of stress (cf. 2.3.2., 2.3.8, 2.5.8, 2.6.4).

- Time management, self-management, time pressure, bureaucratic paper work, meeting deadlines for submission of returns and scheduled meetings cause stress among middle management (cf. 2.5.4).
- Stress is likely to occur where there are inconsistent demands, role expectations, role conflict, role confusion, role ambiguity, ill-defined job description, and excessive demands (cf. 2.3.7, 2.3.8).
- Inadequate preparation time, lack of resources and incompetent administration can cause stress.
- Stress is associated with change such as the restructuring of the education system, national curriculum and assessment, political changes, rapid changes, economic changes and new challenges, unemployment, redeployment and (cf. 2.3.5, 2.4.7, 2.4.9, 2.4.10).
- Disruptive learners behaviour, poor discipline or poor classroom management, disciplinary problems, punishments rationalisation could increase the level of stress (c.f. 2.3.10, 2.4.7, 2.4.8, 2.4.10).
- Judgemental appraisal or assessment/evaluation of teachers is likely to cause stress, tension and resistance amongst educators.
- Failure to delegate work, poor communication, poor decision-making, isolation, public criticism and disempowerment of educators are sources of stress (cf. 2.3.4, 2.5.3, 2.5.10, 4.4.19).
- Lack of motivation and incentives (e.g. salary increments, motorcar schemes, house subsidies or home owner's allowances) contribute to teachers' stress (cf. 2.4.5).

Campbell and Neil (1994 : 175) assert that compared with other social work, teaching was found to be the most stressful of the professional occupations (cf. 2.3.20).

5.4.2 Summary of empirical findings

- The inference statistics indicate that variable are not comparable with each other because they differ in terms of the numbers of questions asked for each variable in the questionnaire (cf. table 2).
- It seems that there is no significant difference between the level of stress of men and women teachers (cf. table 3).
- There is no significant difference between the causes of stress within the work situation with reference to organisational functioning of men and women teachers (cf. table 4).
- There is no significant difference between the causes of stress within the work situation with refernce to career matters of men and women teachers (cf. table 7).
- There is no significant difference between the causes of stress within the work situation with refernce to social matters of men and women teachers (cf. table 8).
- There is no significant difference between the causes of stress within the work situation with reference to remuneration of men and women teachers. (cf. table 9).
- There is no significant difference between the causes of stress outside the work situation with reference to fringe benefits and staff policy of men and women teachers (cf. table 10).
- The variable outside the work situation and inside the work situation namely, task characteristics and physical working conditions make a

significant contribution towards the level of stress of the teachers (cf. table 11).

- There is no significant difference between the causes of stress within the work situation with reference to task characteristics as well as the physical conditions of men and women teachers (cf. tables 5 and 6).

5.5 CONCLUSION

The results of the literature review indicate that teachers experience a considerable amount of stress and anxiety. Task demands, changes, poor communication system, organisational demands and authoritarian leadership styles have been identified as strong activators of stress. The results of the empirical research suggest that there is no significant difference between the causes of stress within the work situation with reference to organisational functioning, remuneration, and fringe benefits. The variables outside as well as inside the work situation such as task characteristics and physical working conditions indicate that they make a significant contribution towards the levels of stress of the teachers.

Van Zyl et al (1994 : 22) cite Oliver (1989) who maintains that approximately 30% to 40% of South Africans suffer from stress. According to Van Zyl et al (1994 : 22) further research on stress is necessary and that it should be done among black people.

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

Before the researcher could come to conclusion of this study, it is imperative to draw attention to the following recommendations. It is imperative that systematic changes should take place in our educational system in order to alleviate stress amongst educators.

6.2 RECOMMENDATIONS

6.2.1 Primary and secondary learners

According to the School Register of Needs Survey of 1996 the Eastern Cape has the highest ratio of primary learners to secondary learners namely a ratio of 3:1. The second highest ratio of 2,5:1 is in the Northern Cape and North West. This high ratio in the Eastern Cape can be a result of lack of facilities for secondary education. Although the ratio in the Sterkspruit school district is a little lower than in the whole province, the ratio of 2,7:1 is still higher than in any other province. This ratio can be contributed to the fact that there are only fifteen (15) senior secondary schools in the district. As the researcher is familiar with the situation of the combined schools, only one school offering grades 1 to 12 (see graph I in the appendix).

This ratio in the province and in the district can only be reduced if enough facilities are supplied to accommodate senior secondary learners. This can be done by building extra senior secondary schools or to build extra classrooms at existing combined schools. The latter might be a better option because these existing schools already have an infrastructure and this can only be extended. A needs survey should be undertaken by the Provincial department of education to see which schools can be targeted to

be extended. Careful planning and observation of existing economic activities should be taken into account.

Overcrowded classrooms with high numbers of learners or too many pupils and few teachers can create stress amongst educators (cf. 2.4.16). In overcrowded classes there is a lack of discipline among learners and a lack of interaction between learners and educators because of inadequate space in the classroom.

6.2.2 Learner : educator ratio

In the Sterkspruit school district there are 52,149 learners and 1,361 teachers according to the 1997 snap survey of the Department of Education. The aggregate learner - educator ratio is 38:1 (See graph II). This ratio is slightly higher for secondary school norms but can be handled in the primary school.

If the ratios for the different schools are calculated a total different situation is noted. Twenty-nine schools have a ratio of less than 30 learners per educator and another 37 schools have a ratio between 30:1 and 40:1 (See graph I). This means that 66 out of a number of 118 schools have a moderate learner - educator ratio. The other 52 schools have a ratio of more than 40 : 1 and in 9 schools the ratio is even higher than 60 : 1. These high ratios can be contributed to the lack of classrooms on the one hand, but also to the demand for education on the other hand. Due to the lack of classrooms not enough educators can be appointed to reduce the learner - educator ratio. Too many pupils per educator or multi-grade teaching can create a stressful situation (cf. 2.4.16).

Once enough classrooms are provided, a process of redeployment of teachers can be started to change the ratios of less than 30:1 and reduce the abnormal high ratios.

The building of new classrooms might be costly and new initiatives to provide enough space for education should be looked at. In this regard communities can assist to supply building material and to help building

classrooms. A new venture is to convert old containers into classrooms. This venture should be investigated and some recommendations should be made to alleviate the shortage of classrooms and thus the change high learner - educator ratio.

6.2.3 Further recommendations

Anderson (1992 : 55) asserts that change must be envisioned, anticipated and managed by numbers of key people in order to cope with the complexity and increasingly accelerated changes in education.

During this era of technological information, educational leaders as well as educators need adaptability, innovation and creative leadership skills. Authoritarian management styles are no longer effective and as such school managers need to apply network systems and people style of management. Educators need to develop new skills such as interpersonal skills, decision-making, problem management and change management. This could in a way lessen conflict in our schools and alleviate stress to both management teams and educators at school level.

Change is not made through guesswork or intuition, rather through the application of knowledge and understanding to the change process. Policy makers, administrators and teachers must deliberately employ the change process for school improvement to occur (Larson, 1996 : 37).

Dean (1993 : 84) quotes Fullan and Stergelbauer (1990) that politically motivated change is accompanied by greater commitment of leaders, the power of new ideas and additional resources but it also produces overload, unrealistic time-lines, uncoordinated demands, simplistic solutions, misdirected efforts, inconsistencies and under-estimation of what it takes to bring about reform.

In order to reduce overload and prevent inconsistencies in our schools, the following suggestion are proposed and the Provincial department of education should take the initiative:

- Principals of schools need to be consulted through district offices;
- Departmental circulars/instructions should be issued timeously;
- Educators should be involved in planning;
- The education system must reassure educators that change is a positive process;
- Consultants from universities and NGO's should be brought in to help with the change process.

According to Dean (1993 : 87) change can be damaging to confidence and teachers need reassurance that what they are doing is leading to success. Any change requires certain attitudes initially on the part of those to be involved. Teachers have to be prepared to consider change, flexible enough to cope with it and they must be open-minded.

For a meaningful change to take place, teachers and principals of schools should be well versed in the following areas:

- Curriculum 2005 (outcomes – based education):

Teachers need to be involved in the curriculum development process since they are in contact with the learner and they are the people who know what interests the child.

- Learner assessment:

Teachers must be trained in assessment or evaluation methods and there must be uniformity in provinces if not in the Republic of South Africa.

- Parental involvement:

Parents need to be informed in school related issues, as well as school expectations for the partnership between school and parents.

Teaching staff must be accommodating, open, and responsive to all parents.

Schools need to recognise, support and strengthen the crucial role of parents as educators.

□ Staff development and teacher appraisal

Staff development can enhance professional competence and increase job satisfaction.

There must be time allocated to staff development programmes.

The teaching staff need to be up-dated about current teaching methodologies.

The new developmental teacher appraisal system is a valuable instrument to measure the performance of educators, and it must be accepted with a positive attitude for the benefit of personal growth and whole school development.

Unterhalter, Wolpe and Botha (1991 : 196) maintain that teacher education must be seen as a continuous process which encompasses initial teacher training, induction, inset and long term career development.

- The state should provide an effective support system for schools when they embark on inset programmes.
- The state should provide broad guidelines for the implementation of inset but institutions should determine their own needs.
- There is a need to induct newly qualified teachers. This should take place at school level and district level.
- In-service training centres must be established in all districts. Educational colleges could be used as in-service centres.

- There is a need for management training of principals of schools and other senior managers.
- All educators should be trained in resolving crises especially managing pupils' behaviour and this should be earmarked as a national priority.
- The NGO's should provide support based training, either at inset centre or at schools or at a cluster of schools.

Nicolson (1989 : 40) asserts that the principal's management style is seen as a crucial factor in encouraging both a sense of collective responsibility among staff and a sense of commitment to the school among pupils and their parents. It is therefore imperative that school managers should:

- Establish and maintain internal and external communication systems;
- Maintain a good working relationship with the staff, parents and learners;
- Invite school governing bodies to all school functions in good time and chide them gently if they don't attend functions;
- Involve the staff and learners in the decision--making of the school.

6.2.4 Final comment

SADTU (1998 : 3) report that retrenchment looms for all teachers. The retrenchment of educators is part of a broad public sector plan to retrench workers. According to SADTU, temporary teachers were identified as a target group for retrenchment. However, it now appears that both temporary and permanent teachers may lose their jobs (The Educator's Voice, Feb. 1998 : 3).

These statements have created uncertainty, tension and are stress inducing. Many educators are not sure about their future as the

redeployment less is taking place. Frustration is prevalent among educators who have been identified as in excess.

For the researcher, retrenchment of teachers is totally unacceptable and it should be the last resort.

- The Department of Education both National and Provincial need to employ all newly qualified teachers who are roaming the streets looking for job opportunities in the place of those who opted for voluntary severance package, retired teachers, and those who have passed away.
- Educators' salaries should be increased to boost their morale since the inflation rate is high in the country.
- Infrastructures such as toilets, electric power and water should be improved specifically in rural areas.
- Schools should be built to reduce overcrowded classroom facilities.
- The Department of Education should accommodate rural based teachers in home allowance schemes.
- Vandalism and crime should cease at our schools.
- Schools should be centres of educational learning and teaching, not political battle fields.

It appears that for effective and lasting change to take place in our education system, teachers' problems, salaries, pupil-teacher ratio, conditions of service such as job security, rank and promotion must be properly clarified. Educational facilities must be improved and be conducive to teaching. Classrooms must be built to reduce overcrowding. Labour saving devices need to be supplied to all schools. Principals need to be released from clerical work and concentrate on supervisory functions.

6.3 CONCLUSION

Firstly, one would like to comment that it is not an easy task to investigate stress amongst educators. All the same there is a dire need that a survey should be conducted about stress. This survey could be essential for the

Department of Education. It is then the view of the researcher that further research be conducted for the purpose of obtaining clear understanding on stress. If the Department of Education wishes to know more about teachers and stress, a investigation should be conducted.

BIBLIOGRAPHY

- ADAMS, J.D. 1980. *Understanding and managing stress: A workbook in changing lifestyles*. California: University Association Inc.
- ANDERSON, T.D. 1992. *Transforming leadership; new skills for an extraordinary future*. Massachusetts: Human Resource Development Press Inc.
- ASMAL, K. 1999. Call to Action: Mobilising citizen to build a South African Education and Training system for the 21st centruy. Statements by Professor Kader Ismal, Minister of Education.
- BABBIE, R. 1992. *The practice of social research*. California: Wadsworth Publishing Company.
- BADENHORST, J. & SCHEEPERS, L. 1995. *School Management Training*, Pretoria: Kagiso Publishers.
- BAILEY, W.J. 1991. *School Site Management Applied*. Lancaster: Technomic Publishing Co.
- BAKER, T.L. 1988. *Doing social research*. New York: McGraw-Hill Book Company.
- BARNHART, C.L. (EDS.) 1973. *The World Book Dictionary*. USA: Double day and Co. Inc. Vol. 1 & 2.
- BAUSELL, R.B. 1986. *A practical guide to conducting empirical research*. New York and London: Harper and Row Publishers.
- BENSIMON, E.M., NEUMANN, A. & BIRNBAUM, R. 1989. *Making sense of administrative leadership, the "L" word in higher education*. ASME – Eric Higher Education Report, p. 10.

- BENSON, J. 1983. *The bureaucratic nature of schools and teacher job satisfaction*. The Journal of Educational Administration, 21(2) : 137-149.
- BERG, B.L. 1995. *Qualitative research methods for social science*. London: Allyn and Bacon.
- BERNETT, R.C. 1985. *Multiple roles, gender and psychological distress*, in Goldberger & Breznitz (Eds.) 1993. *Handbook of stress: Theoretical and clinical aspects*. New York: the Free Press.
- BLACK, T.R. 1993. *Evaluating social science research, an introduction*. London: Sage Publications.
- BLANDFORD, S. 1998. *Managing discipline in schools*. London & New York:: Routledge.
- BLASÉ, J. & KIRBY, P.C. 1992. *Bringing out the best in teachers, what effective principles do*. California: Corwin Press, Inc.
- BLASÉ, J.J. 1986. *A qualitative analysis of sources of teacher stress: consequences for performance*. American Educational Research Journal, 23 (1) : 13-40..
- BORG, M.G. & RIDING R.J. 1993. *Occupational stress and job satisfaction among school administrations*. Journal of Educational Administration, 31(1) : 40.
- BORNMAN, K.M. & GREENMAN, N.P. (Eds). 1994. *Changing American Education, recapturing the past or inventing the future*. USA: State University Press of New York.
- BOSHOFF, E. & MORKEK, P. (EDS). 1999. *Juta's Education Law and Policy Handbook*. Kenwyn: Juta & Co. Ltd.
- BRAY, M., CLARKE, P.B. & STEPHENS D. 1986. *Education and Society in Africa*. London: Edward Arnold Publishers Ltd.

- BROWN, D.J. 1990. *Decentralization and school based management*. London & New York: The Falmer Press.
- CAMPBELL, R.J. & NEILL, S.R. 1994. *Secondary teachers at work, teaching us work project*. London: Routledge.
- CAPEL, S., LEASK, M. & TURNER, T. 1995. *Learning to teach in the secondary school, a companion to school experience*. London: Routledge.
- CARTER, D.S.G, GLASS, T.E. & HORD, S.M. 1993. *Selecting, preparing and developing the school district superintendent*, Washington: London: The Falmer Press.
- CARTER, J. in HALSALL (ED.) 1998. *Teacher research and school improvement, opening doors from the inside*. Philadelphia: Opening University Press.
- CHAPLIN, J.P. 1985. *Dictionary of psychology*. New York: Dell Publishing Group Inc.
- CITY PRESS. EKAPA NEWS, *Eastern Cape Education in crisis*. April 4, 1999, p. 3-5.
- CIRCULAR NO. 28/1998. Date 11 May 1998. Province of the Eastern Cape. Department of Education and Training.
- CLOETE, J.J.N. 1993. *Personnel administration and management*. Pretoria: Van Schaik Publishers.
- COATS, M., 1994. *Women's Education*. USA: SRHE and Open University Press.
- COLDBERGER, L. & BREZNITZ, S. (ED). 1993. *Handbook of stress: Theoretical and clinical aspects*. New York: The Free Press.

- COOPER, B.S., SIEVERDING, J.J.W. & MUTH, R. 1988. *Principals management behaviour personality types and physiological stress.* Journal of Educational Administration, 26(2) : 197-221.
- COSSER, E. (ED.) 1991. *Education for life: The challenge of schooling for all.* Johannesburg: Creid.
- COUTTS, A. (ED). 1995. *Empower the teacher.* Johannesburg: International Thomson Publishing Company.
- COZBY, P.C. 1989. *Methods in Behavioural Research*, California: Mayfield Publishing Company.
- CRANWELL-WARD, J. 1987. *Managing stress.* England: Gower Publishing Co.
- DAILY DISPATCH, EAST LONDON: 1998. April 22. p. 3.
- DAVIDOFF, S. & LAZARUS, S. 1997. *The learning school, an organisation development approach.* Cape Town: Juta & Co. Ltd.
- DEAN, J. 1985. *Managing the secondary school.* 1st Ed. London & Sydney: Croom Helm.
- DEAN, J. 1993. *Managing the secondary school.* 2nd Ed. London & New York: Routledge.
- DE WITT, M.W. & BOOYSEN, M.Z. 1995. *Focusing on the small child insights : in, Psychology of Education.* Pretoria: Acacia.
- DEKKER, E.I. & LEMMER, E.M. (EDS.) 1994. *Critical issues, in modern education.* Durban: Butterworths Publishers Ltd.
- DEROGATIS, L.R. & COONS, H.L., 1982. *Self-report measures of stress.* In Goldberger, L. & Breznitz, S (Eds.) 1993. *Handbook of stress: Theoretical and clinical aspects.* New York: The Free Press.

- DUA, J.K. 1994. *Job stressors and their effects on physical health, emotional health, and job satisfaction in a university.* Journal of Educational Administration, 32(1) : 59-78.
- DUNHAM, J. 1984. *Stress in teaching.* New York: Nicholas Publishing Company.
- FARBER, B.A. 1991. *Crisis in education, stress and burnout in American teacher.* Oxford: Jersey-Bass Publishers.
- FARBER, B. 1984. *Stress and burnout in suburban teachers.* Journal of Educational Research, 77(6) : 325 - 331.
- FARBER, B.A. (Ed.) 1983. *Stress and burnout in the human science professions, USSA:.* Pergamon Press Inc.
- GLATTER, R., PREEDY, M., RICHES, C. & MASTERTON, E. 1988. *Understanding school management.* Philadelphia: Open University Press.
- GMECH, W.H. 1988. *Educators' response to stress towards a coping taxonomy.* The Journal of Educational Administration, 26(2) : 132-223.
- GMECH, W.H. 1988. *Research perspective on administrative stress: Causes, reactions, responses and consequences.* The Journal of Educational Administration, 26(2) : 132-135.
- GMECH, W.H & Chan, W. 1994. *Thriving on stress for success.* California:
- GOLD, V & ROTH, R.A. 1993. *Teacher managing stress and preventing burnout.* The professional health solution. London: the Falmer Press.
- GOLDSTEIN in KOWALSKI, T.J. 1995. *Keepers of the flame contemporary urban superintendents.* California: Corwin Press Inc.
- GOLDBERGER, L. & BREZNITZ, S. (EDS.) 1993. *Handbook of stress: Theoretical and clinical aspects.* New York: The Free Press.

- GRAY, H. & FREEMAN, A. 1988. *Teaching without stress*. London: Paul Chapman Publishing Ltd.
- GREEN, J. in HALSALL, E. (ED). 1998. *Teacher research and school improvement, opening doors from the inside*. Philadelphia: Open University Press.
- GROBLER, J. 1988. *A decisive clash: A short history of black protest politics in South Africa 1875 - 1976*. Pretoria: Acacia Books.
- HARRIS, K.R., HALPIN, G. & HALPIN, G. 1985. *Teacher characteristics and stress*. Journal of Educational Research, 78(6) : 346-350.
- HART, A.W. 1993. *Principal succession, United States of America*: State University of New York Press.
- HAYWARD, R. 1993. *Teachers stress in primary school an identification and description of stressors: The implication of teacher stress in primary schools - a management perspective*. Education Bulletin 37 (1) : 3-20.
- HEATH, G. 1989. *Staff development, supervision and performance appraisal*. Great Britain: Longman Group (UK) Ltd.
- HELLEVIK, C.O. in Bulmer, M. (Ed). 1984. *Introduction to Causal Analysis: exploring survey data windows pushing ceilings* London: George Allen and Unwin Publishes Ltd.
- HILL, M.S. and Ragland, J.C., 1995. *Women as educational leaders: Opening windows, pushing ceilings*, London: SAGE Publication Ltd.
- HOLMAN, L. 1999. *Teacher's moral decline*. City Press-Learning Press, August 8, 1999, p. 1.
- HOPKINS, D, AINSCOW, M. & WEST, M. 1994. *School improvement in the era of change*. London: Cassell.

- HOUSE, J.S. 1981. *Work stress and social support*. London: Addison-Wesley Publishing Company.
- HUMAN, L. (ED.) 1991. *Educating developing managers for a changing South Africa*. Cape Town: Juta & Co. Ltd.
- JANIS, 1983, in Goldberger, L. & Breznitz, E. (Eds.). 1993. *Handbook of stress: Theoretical and clinical aspects*. New York: The Free Press.
- JOHNSON, S.M. 1990. *Teachers at work: Achieving success in our schools*. New York: Basic Books Incorporated Publishers.
- JONES, J. 1993. *Appraisal and staff development in schools*. London: David Fulton Publishers Ltd.
- KEMP, R. & NATHAN, M. 1990. *Middle managements in schools, a survival guide*. England: Basil Blackwell Ltd.
- KERLINGER, F.N. 1986. *Foundations of behavioural research*. Sydney: Holt Rinehart and Winston, Inc.
- KREITNER, R. & KINICKI, A. 1995. *Organisational behaviour*. London: Richard D. Irwin Inc.
- KRUGER, L.M. 1997. *The influence of gender stereotypes and roles on the managerial performance of women education leaders*. Unpublished thesis, philosophy doctorate, Bloemfontein: UOFS.
- KYRIACOU, C. 1991. *Essential teaching skills*. Great Britain: Simon & Schuster Education.
- LABOUR INFO. 1998. *Teacher appraisal as a policy union, Eastern Cape Province*: SADTU, 1(2) : 1-16.
- LAM.J. 1988. *External environmental constraints and job-related stress on school administrators*. Journal of Educational Administration, 26(2) : 242-247.

- LARSON, D.H. June/July 1996. *Making school change*. The high school magazine, 3(4): pp. 36-37.
- LEACH, D.J. 1984. *A model of teacher stress and its implications for management*. Journal of Educational Administration, 22(2) : 157-171.
- LEEDY, P.D. 1989. *Practical research planning and design*. New York: McMillan Publishing Co.
- LOUIS, K.S. & SMITH, B. in Reyes, P. (Ed.) 1990. *Teachers and their workplace, commitments, performance, and productivity*. London: Sage Publications Incorporated.
- MABANDLA, B. 1998. *In the year of science and technology: Calendar 1998*, RSA. Pretoria: Department of Arts, Culture, Science and Technology.
- MAMPURU, C. & SPOELSTRA, M. 1994. *Negotiation skills in education management*. Kenwyn: Juta & Co. Ltd.
- MARSHALL, C. 1992. *The assistant principal: Leadership choices and challenges*. California: Corwin Press, Inc.
- MAYATHULA, S. 1998. *Budget policy speech*. Bisho: Eastern Cape Province Department of Education and Training.
- MDA, Z. *On small screen*. Sunday Times. Johannesburg: August 1998, 23 p. 24.
- MEICHANBAUM, D., & FITZPATRICK, D., 1991. *A constructivist narrative perspective on stress and coping: Stress inoculation applications*. In Goldberger, L. & Breznitz, S (Eds.) 1993. *Handbook of stress: Theoretical and clinical aspect*. New York: The Free Press.
- MILSTEIN, M. & FARKAS, J. 1988. *The over-stated case of educator stress*. Journal of Educational Administration, 26(2) : 232-249.

- MILSTEIN, M.M., GOLASZEWSKI, J.J. & DUQUETTE, R.D. 1984. *Organisational based stress: What bothers teachers.* Journal of Educational Research, 77(5) : 293-296.
- MONAT, A. & LAZARUS, R. 1945. *Stress and coping an authology.* New York: Columbia University Press.
- MURPHY, J.S. & BECK, L.G. 1995. *School-based management as school reform – taking stock.* California: Crown Press Inc.
- NATHAN, M. 1991. *Senior management in schools, a survival guide.* England. Basil Blackwell Ltd.
- NEWTON, C. & TARRANT, T. 1992. *Managing change in schools, a practical handbook.* London: Roulledge.
- NGUBENTOMBI, S.V.S. 1989. *Education in the Republic of Transkei, some origins, issues, trends and challenges.* Pretoria: Academica.
- NICOLSON, R. 1989. *School management: The role of the secondary headteacher.* London: Kogan Page Ltd.
- O' HAIR, M.J. & ODELL, S.J. (ED.) 1995. *Educating teachers for leadership and change.* London: SAGE Publications Ltd.
- OOSTHUIZEN, I.J. & VAN DER WESTHUIZEN, P.C. (EDS.) 1998. *Aspect of educational law.* Pretoria: Van Schaik Publishers.
- ORLICH, D.C. 1989. *Staff development, enhancing human potential.* London: Allyn & Bacon.
- OZGA, J. (ED.) 1993. *Women in Educational Management.* Philadelphia: Open University Press.
- PAISEY, A. 1987. *Organisation and management: A perspective for practising teachers.* London: Longman Group Ltd.

- PARKAY, F.W. & STANFORD, B.H. 1991. *Becoming a teacher, accepting the challenge of a profession*. USA: Allyn & Bacon.
- PASCH, M., SPARK-LANGER, G., GARDNER, T.G., STARKO, A.J. & MOODY, C.D. 1991. *Teaching as decision making, instructional practice for the successful teacher*. London: Longman.
- PETTEGREW, L.S. & WOLF, G.W. 1982. *Validating measures of teacher stress*. American Journal Research, 19(13) : 373-376.
- POLLARD, A. & TANN, S. 1993. *Reflecting teaching in the primary school, a handbook for the classroom*. Great Britain: The Open University.
- POTGIETER, J.M., VISSER, P.J., VAN DER BANK, A.J., MOTHATA, M.S. & SQUELCH, J.M. 1997. *Understanding the South African Schools Act; what the public school governors need to know*. Pretoria: National Department of Education.
- POWELL, M. & SOLITY, J. 1990. *Teachers in control, cracking the code*. Great Britain: Routledge.
- PRINSLOO, N.P. & DE VRIES, E.S. in Sonnekus, D. (Ed.) 1999. *Admission course for B.Ed. Manual*. University of Stellenbosch in collaboration with Lyceum College and Success Private National Colleges.
- REBER, A.J. 1985. *The Penguin dictionary of psychology*. London and New York: Penguin Groups.
- REID, C. & YOUNG, J. 1992. *Innecity teacher's work and the assessment, placement and ongoing education of immigrant children*. Journal of Educational Administration, 30(2) 1991 : 43.
- REIGELUTH, C.M. & GARFINKLE, R.J. (Eds.) 1994. *Systematic change in education*. USA: Educational Technology Publications.

- REPORT OF TASK TEAM. 1996. *December, changing management to manage change in education*. South Africa: Department of Education.
- REYES, P. (Ed.). 1990. *Teachers in their workplace, commitments, performance and productivity*. London: Sage Publishing Inc.
- RICHARDSON, E. 1975. *Authority and Organisation in the secondary school*. Great Britain: McMillan. Education Ltd.
- RICHARDSON, C.E. & SHUJAA, M. in Reyes, P. (Ed.). 1990. *Teachers in their workplace, commitments, performance and productivity*. London: Sage Publishing Inc.
- ROBERT, M. 1992. *The principal – Leadership for the effective and productive school*. Illinois, USA: Bookbinder, Charles C. Thomas Publishers.
- ROBERTSON, I.T. & COOPER, C.L. 1987. *Human behaviour in organisations*. London: MacDonald & Evans Ltd.
- ROWLAND, V & BIRKETT, K. 1992. *Personal effectiveness for teachers*. Great Britain: Simon & Schuster Education.
- SALLIS, E. 1994. *Total quality management in education*. London: Kogan Page Limited.
- SHAKESHAFT, C. . 1990. *Women in educational administration*, London: SAGE Publications.
- SHARMAM, S. in Tunica, M. (Ed).. 1995. *Leading the way, strategies for managing the school*. South Melbourne: Macmillan.
- SHARPLEY C.F., REYNOLDS R., ACOSTA, A., & DAU, J.K. 1996. *The presence, nature and effects of job stress on physical and psychological health at a large Australian University*. Journal of Educational Administration, 34(4) : 73-86. MCB University Press.

- SMILANSKY, J. 1984. *External and internal correlates of teachers satisfaction and willingness to report stress.* British Journal of Developmental Psychology, 2 : 84-92.
- SMITH, C.J. & LASLETT, R. 1993. *Effective classroom management: A teacher's guide.* London: Routledge.
- SNYDER, C.R. & FORD, C.E. (EDS.) 1987. *Coping with negative life events, clinical and social psychological perspectives.* New York: Plenum Press.
- SOLMAN, R. & FELD, M. 1989. *Occupational stress: Perception of teachers in Catholic schools.* Journal of Educational Administration, 34(4) : 55-85.
- SOWETAN. Education crisis. March 24, 1999. P. 25.
- SYBOUTS, W. & WENDEL, F.C. 1994. *The training and development of school principals, a handbook.* London: Greenwood Press.
- TATTUM, D. (EDS). 1993. *Understanding and managing bullying.* London: Heinemann Educational Books Ltd.
- THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA. 1996. Act 108 OF 1996.
- THE EDUCATOR'S VOICE. 1998. February. *Teachers stunned by cutbacks in education.* 2(1) : 1-20..
- THE NATIONAL EDUCATION POLICY ACT OF 1998. Pretoria: Department of Education and Training.
- THE SOUTH AFRICAN SCHOOL ACT OF 1996. Pretoria: Department of Education and Training.
- TIMMS, P.R. 1987. *Successful self management.* California: Crisp Publications Inc. In Van Der Bank, A.J. 1997. Education management 401, Study Guide, University of Pretoria in collaboration with Success College.

TRANSKEI EDUCATION ACT OF 1983. Government notice no. 81, 11(35) : 145-287.

TUETTEMANN, E. & PUNCH, K.F. 1992. *Psychological distress in secondary teachers: Research findings and their implications.* Journal of Educational Administration, 30(1) : 42-54.

UNTERHALTER, E., WOLPE, H. & BOTHA, T. 1991. *Education in a future South Africa, policy issues for transformation.* Houghton: Heinemann Educational Books Incorporate.

VAN DEN AARDWEG, E.M. & VAN DEN AARDWEG, E.D. 1993. *Dictionary of psychology of education.* Pretoria: E&E Enterprises.

VAN DER BANK, A.J. 1997. *Educational management.* 401 Study Guide, University of Pretoria in collaboration with Success College and Lyceum Private National Colleges.

VAN DER WESTHUIZEN, P.C. (ED.) 1994. *Effective educational management.* Pretoria: HAUM Tertiary.

VAN ZYL, E.S. & VAN DER WALT, H.S. 1991. *Manual for the experience of work and life circumstances questionnaire.* Pretoria: Human Science Research Council.

VAN ZYL, E.S., VAN DER WALT, H.S. & BRAND, H.E. 1994. *The development of an instrument for work stress.* Journal of Industrial Psychology, 20(4) : 22-28.

WALLACE, M. & MCMAHON, M. 1994. *Planning for change in turbulent times, the case of multi-racial primary schools.* London & New York: Cassell.

WALTERS, S. & Manicom, L., (EDS.) 1996. *Gender in popular education methods of empowerment.* Bellville: CACE publications.

WALTERS, R. 1991. *School management in teaching practice.* Cape Town: Maskew Miller Longman.

WALTON, C.C. & BOLMAN, F. deW. 1979. *Disorders in higher education*. New Jersey: Prentice Hall Inc., A spectrum book.

WHITAKER, K.S. 1996. *Exploring causes of principal burnout*. Journal of Educational Administration, 34(1) : 60-71.

WOODHOUSE, D.A., HALL, E. & WOOSTER, A.D. 1985. *Taking control of stress in teaching*. Journal of Educational Psychology, 55 : 119-123.

YOUNGMAN, M.B. 1973. *Analysing social and educational research data*. London & New York: McGraw-Hill Book Company (UK) Ltd.

ZALTMAN, G, FLORIO, D. & SIKORSKI, L. 1977. *Dynamic educational change, models, strategies, tactics and management*. New York: The Free Press.

ZIMBLER, A., SOLOMON, C., TOV, C.Y. & GRUZD, C. 1985. *Conquering corporate stress*. Johannesburg: Divaris Stein Publishers.

ZYNOE, P. 1995. Conference Report: National Conference on teacher development: Perspective in education. 16(2) : 379-386.

Makalalakeng Village
PO Box 73
PALMIETFONTEIN
9767

23 March 1998

The Permanent Secretary
Dept. of Education and Training
Private Bag X0032
BISHO 5605
South Africa

Sir/Madam

**RE: APPLICATION TO CONDUCT RESEARCH PROJECT ON
STRESS AMONGST EDUCATORS IN THE HERSCHEL DISTRICT**

I, the undersigned hereby beg to apply to be permitted to conduct a research project on stress amongst educators in the schools at Herschel district.

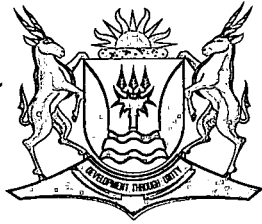
This research project is part of the requirements for the M.Ed. degree in the Faculty of Education and Humanities, Department of Educational Psychology at the University of the Orange Free State.

Currently I am employed as a district co-ordinator designated at Sterkspruit district office.

Your usual prompt consideration will be highly appreciated.

Yours faithfully

V.G. DUKA



Province of the Eastern Cape

MINISTRY OF EDUCATION AND TRAINING
UMPHATHISWA WEZEMFUNDO NOQEQESHO
MINISTERIE VAN ONDERWYS EN OPLEIDING

Private Bag X0032, BISHO 5605, SOUTH AFRICA
 Tel: 0401-9564259/92640/4 Fax: 0401-91634

March 31, 1998

Mr. V.G. Duka
 Makalaleng Village
 P.O. Box 73
 Palmietfontein
 9767

Dear Mr. Duka:

I acknowledge receipt of your letter of request dated March 23, 1998.

The Department sees no problem in granting your request to do a Research project on stress. However, three things worthy of noting are:

- if the research project has to do with teachers, it may be necessary for you to speak to local teacher structures, to get them to agree on the modus operandi
- obviously this project would not interfere with the teachers normal activity of teaching, and
- the Department would be interested, at some stage to see the results of your Research, as that might inform us on issues that may need for us to address.

Sincerely,

CH

Acting Deputy Permanent Secretary : Professional Support Services

Makalakaleng Village
PO Box 73
PALMIETFONTEIN
9767

22 September 1998

The Secretary
SADTU/CATU Herschel Branch
PO STERKSPRUIT
9762

Sir/Madam,

**RE: APPLICATION TO CONDUCT RESEARCH PROJECT IN
SCHOOLS IN THE HERSCHEL DISTRICT**

I the undersigned hereby beg to apply to be allowed to conduct a research project on stress amongst educators in the Herschel district.

This research project is part of my private studies which is one of the basic requirements for the M.Ed. degree with the University of the Orange Free State.

In addition, this research project will also help the Department of Education to address issues which effects educators.

Your co-operation will be highly appreciated.

Yours faithfully,

V.G. DUKA



SADTU HERSCHEL BRANCH
METROPOLITAN BUILDING
STERKSPRUIT
9762
24 February 1999
083 763 2203

TO WHOM IT MAY CONCERN

SUBJECT : RESEACH ON STRESS ON EDUCATORS

SIR / MADAM

This serves as to acknowlodge the receipt of a request by Mr G. Duku to conduct a research on the above stated subject as well as the responce from the Eastern cape department, of Education permanent Secretary .

We further realise the following points .

Such a reseach will enable educators to express their views in stress .

- Educators will be motivated to further their education .
- Real situations will be addressed .

Thanking your inticipation

Yours faithfully

S.S. Tindleni (Branch Secretery)

South African Democratic Teachers
Union

1999 -02- 23

Herschel Branch:

Secretary: *S.S. Tindleni*

SADTU HERSCHEL BRANCH
METROPOLITAN BUILDING
STERKSPRUIT
9762
01 - OCTOBER - 1998

DEPARTMENT OF EDUCATION
P/BAG X5026
STERKSPRUIT
9762

SIR

re: RESPONCE TO A RESEARCH PROJECT AMONGST OUR EDUCATORS
BY YOUR OFFICE .

This serves as a responce to your letter dated 22- SEP - 1998
in relation to the above stated subject .

We therefore request your DEPARTMENT to provide us with the
said QUESTIONEER before we can allow such a survey .

We further appreciate your initiative .

Thanking you in anticipation

Yours in EDUCATION for DEVELOPMENT

S.S. TINDLENI (BRANCH SECRETARY)

South African Democratic Teachers
Union

1998 -10- 01

Herschel Branch:

Secretary: *S. S. Tindleni*

Dept. of Education and Training
Provision and Co-ordination Section
Private Bag X5026
STERKSPRUIT 9762

22 September 1998

To: Principals of Schools / Adult Centre
Dept. of Education and Training
Herschel District
EASTERN CAPE PROVINCE

Sir / Madam,

RE: COMPLETION OF A QUESTIONNAIRE

As part of my studies for the M.Ed. degree in Education, I need certain information which could only be provided by both educational school managers and educators. The main objective of the survey is to find out the causes of stress among the educators during the transition dispensation.

I therefore appeal to principals to allow me to visit their schools and I also request that all educators complete the questionnaire. The information provided by you will be treated as confidential.

The results of the research will help the Education Department to alleviate these problems and to improve the conditions of service within the Department.

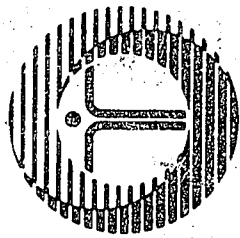
Your co-operation will be highly appreciated.

Yours faithfully,

V.G. DUKA

Vertroulik

**ERVARING VAN WERK- EN
LEWENSOMSTANDIGHED-
VRAELYS (WLV)**



GROEP: MENSlike HULPBRONNE
(waasby Ingslyf is Nasionale Instituut vir Personeelnavorsing)

Confidential

**EXPERIENCE OF WORK
AND LIFE CIRCUMSTANCES
QUESTIONNAIRE (WLV)**

GROUP: HUMAN RESOURCES
(Incorporating National Institute for Personnel Research)



APPENDIX F

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 it and indicate the first 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 the 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 on feelings that you perhaps experience in your work.

Indicate below Scale A 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

Use this scale to answer each of the questions.

Scale A

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

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) on the answer sheet.

Scale A

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

How often in your work do you feel ...

- 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?

Scale A

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

How often in your work do you feel ...

- 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 (weeping, sorrowful)?
- 40. that you have too much responsibility and too many problems?

2.2 CIRCUMSTANCES AND EXPECTATIONS

This part contains questions on the nature of your circumstances and on your expectations.

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

Scale B

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

How often do you feel in your organization 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 organization.

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) on the answer sheet.

Scale B

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

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

1. the organization as a whole does not function satisfactorily (for example owing to poor organization, 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 temperatures, odours, gases, poor lighting, crowding of people and/or any other problems that concern your physical working conditions?

Scale B

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

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

- 4. situations in which you find yourself, have a negative effect on the progress and development of your career (for example your weaknesses are over-emphasized and/or you find it difficult to progress to higher posts)?
- 5. you find it difficult to deal with social matters (such as socializing 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 ...

- 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?

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 ...

- 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 realized.

Indicate according to Scale C how often the expectations referred to in the specific questions are actually realized. 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

Scale C

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

How often do you feel in your organization 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 can talk to his 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) on the answer sheet.

Scale C

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

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

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 organization?
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?

Scale C

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

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

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, electronic 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?

- 1 = Byrna nooit
- 2 = Soms
- 3 = Redelik baie
- 4 = Baie
- 5 = Byrna altyd

Hoe dikwels voel u in u organisasie dat ...

- 31. u kollegas u as suksesvol en/of hardwerkend beskou?
- 32. u salaris voldoende is om u te motiveer om ten alle tye hard te werk?
- 33. u vooruitgang maak?
- 34. u werksioerusting (byvoorbeeld rekenaar, skryfbehoeftes en gereedskap) in 'n werkende toestand is?
- 35. personeelvoorskryfte (byvoorbeeld reëls met betrekking tot oopslasings en werksure) bydra tot u tevredenheid?
- 36. u inset regverdig beloon word?
- 37. u fisiese werksomstandighede (byvoorbeeld lig en kantoorruimte) voldoende is vir die tipe van werk wat u doen?
- 38. die aard van u byvoordele (byvoorbeeld behuising, pensioen, mediese bystand) u gelukkig maak?
- 39. u take kan verlig sonder dat tyd 'n te groot rol hierin speel?
- 40. die wyse waarop dinge georganiseer word daancoe lei dat u goed kan prestee?
- 41. die bestuur van mening is dat werknemers fluks en/of betroubaar is?
- 42. u genoeg werk het om besig te bly?
- 43. die vereistes van u pos en dit wat u kan bied ooreenstem?
- 44. die sosiale eise wat aan u gestel word, van so 'n aard is dat maklik daaraan voldoen kan word?
- 45. u goeie prestasies raakgesien word?
- 46. u ondernemingsgees kan openbaar?
- 47. u by verskillende take betrokke kan wees?
- 48. u pos noodsaaklik is en behou gaan word?
- 49. dat voorskryfte oor personeelsake (byvoorbeeld werksure, werksdrag) vir u bevredigend is?
- 50. u goeie verhoudinge met u toesighouer(s) kan handhaaf?
- 51. u potensiaal ten volle gebruik word?
- 52. u met u toesighouer kan gesels wanneer u dit wil doen?
- 53. u goeie sosiale verhoudinge met almal kan handhaaf?

- 30. How often do you feel in your organization that ...
- 31. you have good relations with your colleagues?
- 32. your colleagues consider you successful and/or hard-working?
- 33. your salary is adequate to motivate you to work hard at all times?
- 34. you are making progress?
- 35. your job equipment (for example computer, stationary and tools) is in working order?
- 36. personnel regulations (for example those regarding transfers and working hours) contribute to your satisfaction?
- 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 organized 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 requirements of your job are of a nature that you can easily satisfy them?
- 45. you find your regulations regarding staff matters working hours, working clothes) satisfactory?
- 46. you are able to maintain good relations with your supervisors?
- 47. your potential is used to the full?
- 48. you are able to talk to your supervisor whenever you want to?
- 49. you are able to maintain good social relationships with everybody?

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

**BIOGRAFIESE INLIGTING
BIOGRAPHICAL INFORMATION**

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

Kantoorgebruik
Office use

Van en voorletters:
Surname and initials:

Vandag se datum:
Today's date:

Jaar/Year				Maand/Month		Dag\Day	

Ouderdom:
Age:

--	--

U

Naam van organisasie:
Name of organization:

U

Naam van afdeling:
Name of division:

U

Pos (Naam):
Post (Name):

U

Pos (Mak):
Post (Level):

U

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

U

U

U

U

U

U



RGN:HSRC

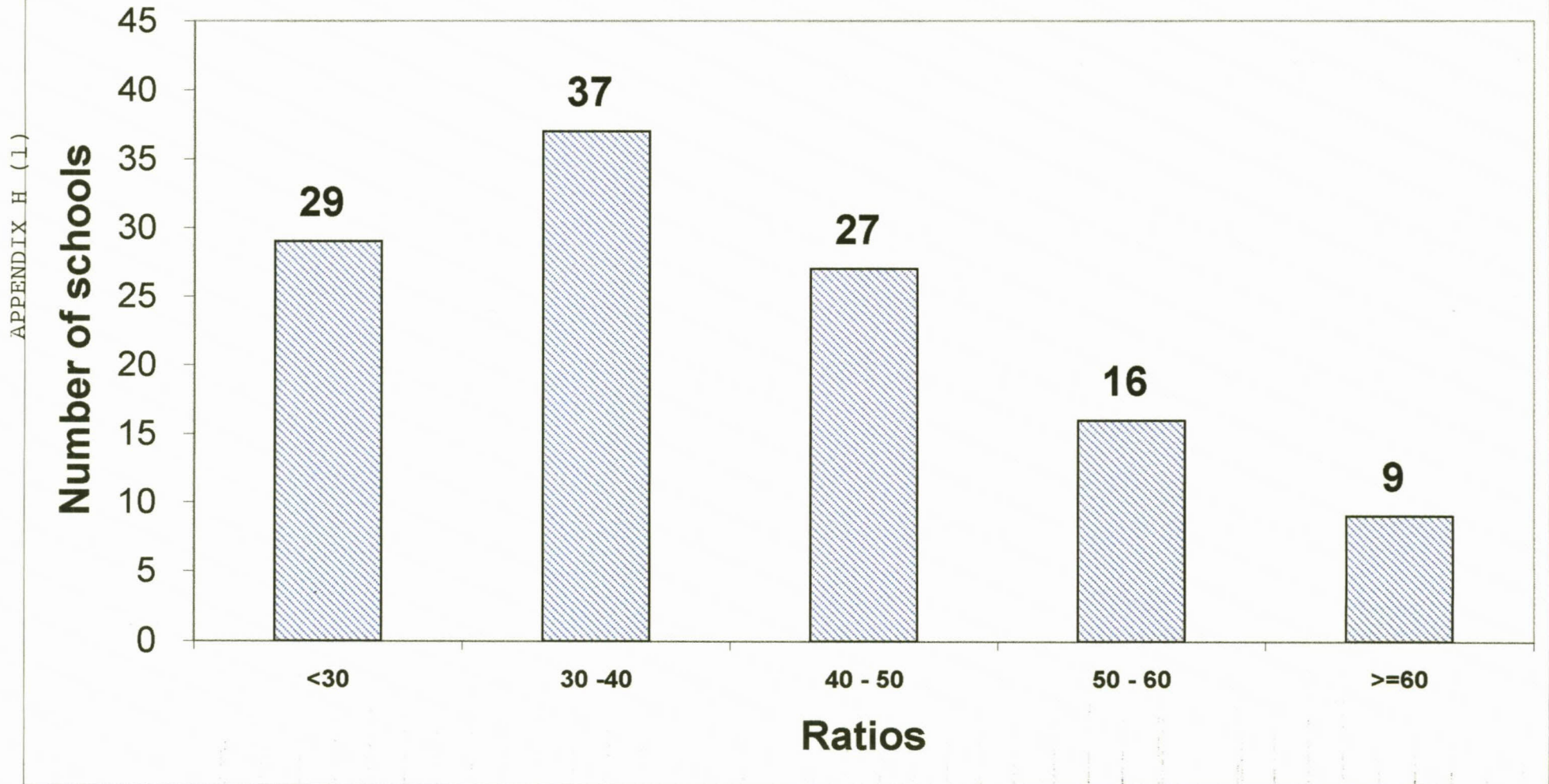
ERVARING VAN WERK- EN LEWENSOMSTANDIGHEDEVRAELYS : ANTWOORDBLAD

EXPERIENCE OF WORK AND LIFE CIRCUMSTANCES QUESTIONNAIRE : ANSWER SHEET

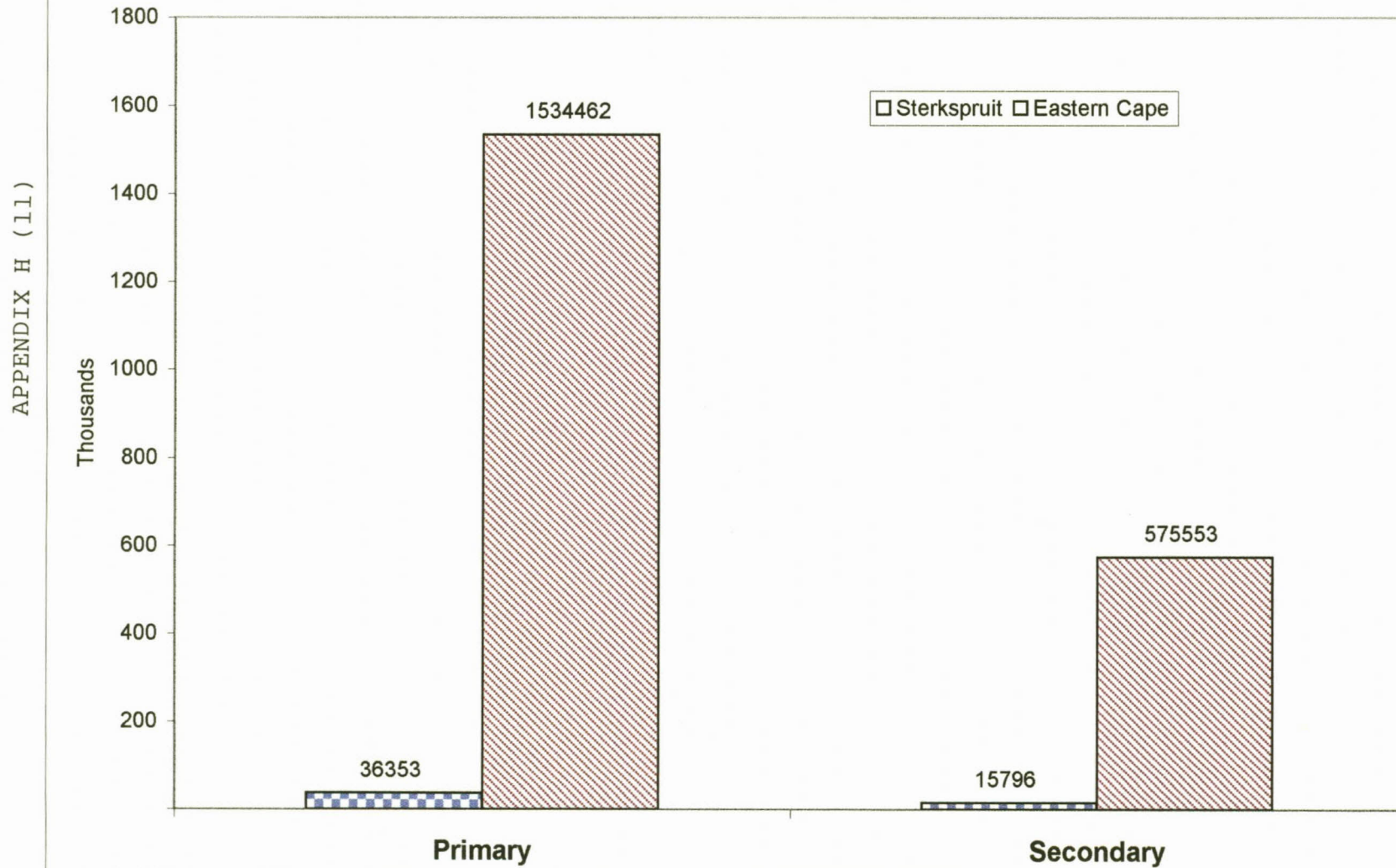
Skaal A / Scale A		Skaal B / Scale B		Skaal C / Scale C		Skaal C / Scale C	
1		1		1		28	
2		2		2		29	
3		3		3		30	
4		4		4		31	
5		5		5		32	
6		6		6		33	
7		7		7		34	
8		8		8		35	
9		9		9		36	
10		10		10		37	
11		11		11		38	
12		12		12		39	
13		13		13		40	
14		14		14		41	
15		15		15		42	
16		16		16		43	
17		17		17		44	
18		18		18		45	
19		19		19		46	
20		20		20		47	
21		21		21		48	
22		22		22		49	
23		23		23		50	
24				24		51	
25				25		52	
26				26		53	
27				27			
28							
29							
30							
31							
32							
33							
34							
35							
36							
37							
38							
39							
40							

VLAK / LEVEL	
OBUW / COW	
OBIW / CIW	
Veld 1 (Org) / Field 1 (Org)	
Veld 2 (Ta) / Field 2 (Ta)	
Veld 3 (Fis) / Field 3 (Phy)	
Veld 4 (Loo) / Field 4 (Car)	
Veld 5 (So) / Field 5 (So)	
Veld 6 (Ver) / Field 6 (Rem)	

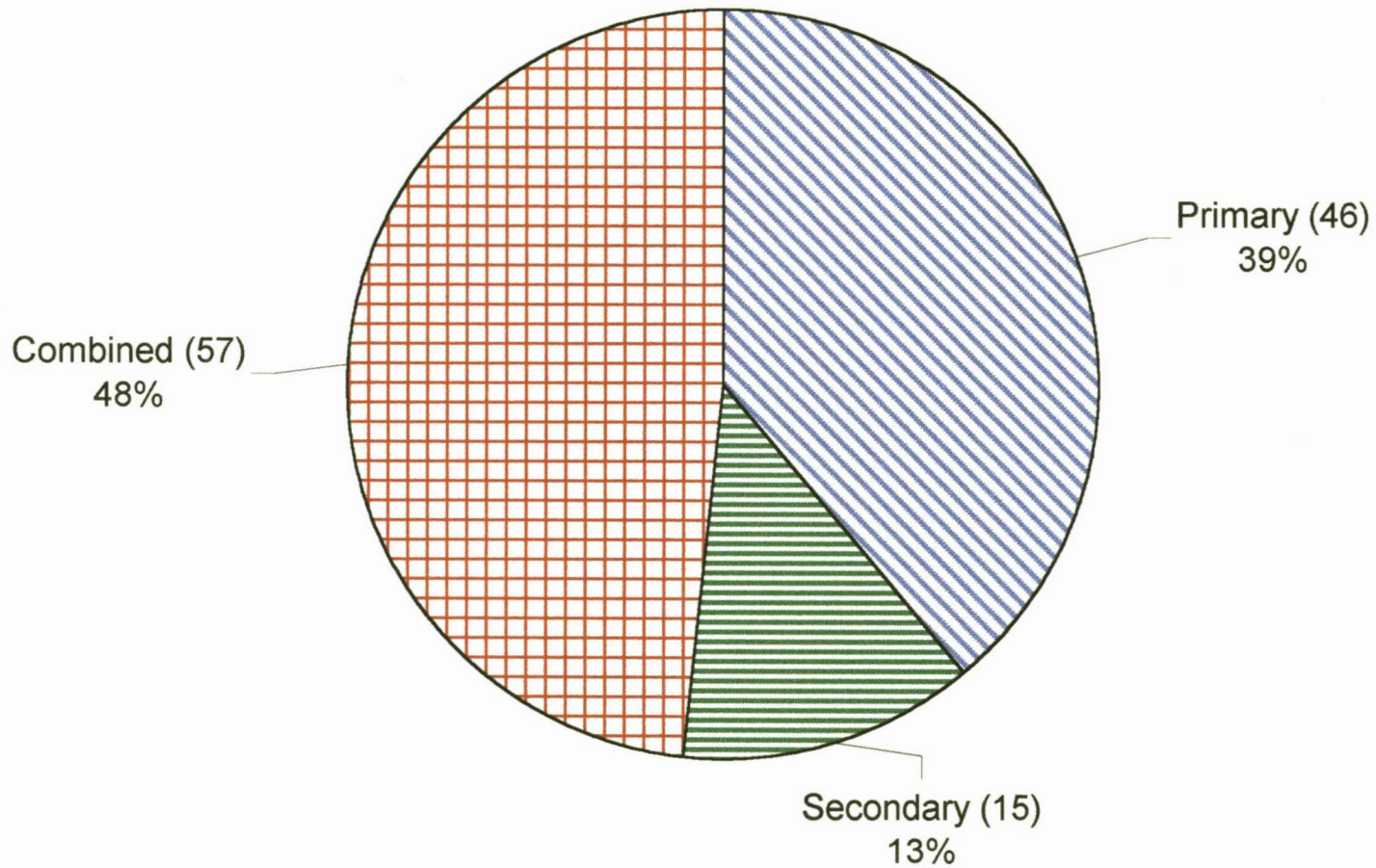
Learner:educator ratios in schools in the Sterkspruit school district, 1997



Comparisons between learners in the Sterkspruit school district and in the Eastern Cape, 1997



Number of primary, secondary and combined schools in the Sterkspruit school district, 1997



EASTERN CAPE

Primary, secondary and combined schools



Department of Education



Produced by the Research Institute for Education Planning in collaboration with the Education Foundation and the HSRC. Reproduction without acknowledgement is prohibited.