

**TEACHER STRESS**

**A STUDY OF HIGH SCHOOL TEACHERS IN THE NORTHERN CAPE**

**BY**

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**DECLARATION OF ORIGINALITY**

I hereby declare that the whole dissertation is my own original work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references; and the opinions expressed or conclusions arrived at are those of the writer.

.....  
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.....  
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DURBAN

(iv)

## DEDICATION

I dedicate this work to my mother and father

**Elizabeth Mpho and Richard Hudson Gaborone**

in whom I have always found unconditional love.

## ACKNOWLEDGEMENTS

My greatest appreciation goes to my husband, Ditiro, who always believed in me and knew that I can do it. There have been times when I realized that he believed in me even more than I believed in myself. It is this belief in me that he had that has made it possible for me to pursue my studies up to this stage. It has not been easy for him but I think he will agree that his persuasion has paid dividends.

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## ABSTRACT

The purpose of this research was to establish what the major stressors of black High school teachers in the Kimberley Area, Northern Cape, were. At the same time the research had to establish whether gender and number of years teaching made any difference to the stress experienced. A list of 16 stressors had to be rank ordered, too. Finally, the researcher wanted to know why, if teaching is so stressful, were the teachers still doing it. This information would then be used to advise education administrators as to what to attend to in order to reduce the stressful effect of these stressors, thereby enabling the teacher to do a better job.

The literature confirms the need for stress, saying that a life without stress is death. We need an amount of stress that will motivate us to achieve. When this amount becomes too much, and the stressed person feels that he/she is being stressed beyond his/her ability to cope, then distress takes over. If the person cannot cope then the person is at risk. This would be manifested physiologically, psychologically or emotionally. It is critical that coping skills are given to teachers to enable them to handle their stress well. It is very important to remember that any stressor is neutral - it depends on how the person perceives the stress. This gives rise to the fact that the same stressor will affect different people differently at different times of their life. However, stress is manageable!

A survey was conducted wherein questionnaires were sent to High Schools in the Kimberley Area, some were mailed and others were hand delivered, depending on the school's geographic proximity to the researcher. The returns were analysed question by question, separating the responses of the male from the female teachers as well as the responses from each experience group. An average per question combining all experience groups but separating the male and female groups, was computed. Rank ordering of the stressors was made taking the average responses per group of questions per stressor. Finally, the main reasons for staying in teaching were also rank ordered.

The key findings, guided by the research questions, were the following:

- (a) the top ranking stressors were not significantly different between the genders nor between the groups of experience in teaching;
- (b) teachers are still teaching because they "love to teach".

Some suspected stressors investigated were found not to be stressors at all. The areas that will need to be addressed by the authorities so as to reduce the harmful stress effects on the teachers are: teacher unions, students' involvement in politics, time management, class composition, parent/teacher relations and promotions. When these are addressed, the teachers will be less stressed and thus able to do a good job.

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## CHAPTER 1

### ORIENTATION TO THE PROBLEM

#### 1.1 INTRODUCTION

It often sounds cliché when the problems in the education of black people in South Africa is blamed on the past. However, the history we have is to blame for the problems we have. The legacy of the past plays a fundamental role in the problems in education in this country. Moltano (1988) quotes D.D.T. Jabavu who, in 1920, said "The present condition of Native Education ... is one of chaos." (p 69) Suffice it to say that this is an observation made in 1920!

Tabata (1980) in his book *Education for Barbarism* describes the whole engineering of Bantu Education and the accumulation of resentment and disenchantment that accompanied it from the side of the African people and concludes by saying that "It is obvious, then, that a system of education so completely unacceptable to the people, a system that has to bolster itself up with police pick-up vans and sten-guns, mass arrests and deportation, is doomed to fail." (p 52)

This clearly has happened, true to the prediction and observations of the two men. Because the education of the children of a people is concerned, regardless of the political realities, the education of their children had to be continued. It was a bad and difficult job, but someone had to and wanted to do it well. Clearly, this must have brought with it a lot of stress and, since "we are not infinitely resilient" (Toffler 1970 p 311) something must be done about the stress of the African teacher.

#### 1.2 BACKGROUND OF THE STUDY

The black South African teacher is currently faced with a host of stressors emanating from within the school and from outside the school. To mention but a few, teachers are faced

with students who are highly politicised, who belong to and are actively involved in organisations that make demands for the long overdue need for social change. The local community as well as the national community was constantly participating in one or another call for justice and equality. The student had lost faith in the teacher as a change agent in the political sphere and had taken over what should otherwise be an adult concern.

School disruptions, particularly in black high schools have to a great extent been the rule of the day. The severity thereof differed from area to area and from issue to issue (Samuel 1990). However, when schools were faced with full scale disruptions, the role of the teacher became very difficult to explain as he/she would be conversant with the cause of the disruption but would still think like the adult who says "education first... ". The student would be in control and the teacher would virtually teach or not teach as per the instruction/permission of the militant student at that time engaged in one or another action programme. This existence has demotivated and stressed the teacher very much because he/she knows the importance of education for a disenfranchised youth.

Other stressors like lack of resources coupled with very large classes of 50 students on average with class sizes growing to anything up to 100 or more students, only added to the stress the teacher was exposed to. These stressors and many others faced the teacher from day to day. However, in the midst of all this, the teacher has to perform because it is quite likely that end-of-year exams will be written and the students need to be prepared for them.

### 1.2.1 HISTORICAL BACKGROUND TO THE STATE OF EDUCATION

The education system in South Africa has been shaped by two distinguishable but interrelated processes: apartheid and under development. This resulted in two sectors developing side by side, one advantaged and the other grossly underdeveloped. (Hofmeyr and Buckland 1992) The disparities so created resulted in shortages in every thing to the extent that Dlomo, as quoted by Hofmeyer and Buckland, was right when he said "African education is short of everything except pupils." (p 23) The history of the education of black people in S.A. is embedded in the policies of racial segregation and separate development, unique to South Africa. Each government that came into power, before and after Union in 1910, perpetuated

this apartheid grounding of politics in South Africa. This policy of separate development continued and was ensured success by Dr. H.F. Verwoerd as Minister of Native Affairs from 1950 - 1956 and as Prime Minister from 1958 -1966. (Behr 1978, Malherbe 1977, Samuel 1990, Hofmeyer and Buckland 1992)

The education was run by the provinces but a big responsibility was borne by the missionaries who ran many schools.

In the report of the Interdepartmental Committee on Native Education of 1935 -36, there is a report of a school where they found the most appalling overcrowding where they found about 400 children all bundled together in a poorly lit wood and iron room, with four teachers each trying to do something with the children, all at the same time. The walls were bare and there was no space for anything. (Behr 1988)

Molteno (1988) quotes an article in "Inkundla ya Bantu" of 1943 where the writer said "This Native Education seems today to mean a special type of inferior education which is meant to lull the Native into the old sheep that has weighed him down already ... The African does not want Native Education and he is determined to wage a ruthless struggle to give to his child that education which will make him the equal of any other South African." (p 85)

Dr. Verwoerd made it a personal mission to see to it that this "Native" child got an education specially made for her, without raising any hopes and aspirations. In his speech in the Senate Debates of 7 - 11 June 1954 Dr Verwoerd said, in what Tabata (1980) called "Verwoerdian logic" said "There is no place for (the bantu) in the European community above the level of certain forms of labour. Within his own community, however, all doors are open. For that reason it is of no avail for him to receive a training which has as its aim absorption in the European community while he cannot and will not be absorbed there." (Behr 1988 p31)

In 1951 The Eiselen Committee gave its report. They had been asked to come up with recommendations as to how the education system for blacks could be more culturally specific so that the education of blacks prepares them for what they are meant to be and not create hopes in the minds of the children. (Samuel 1990, Molteno 1988, Behr 1988). The report of

this committee gave the blue print for the Bantu Education Act of 1954. Despite the finding that they observed that the African people had “an extreme aversion to any education specially adapted for the Bantu (Behr 1988 p 33) they still recommended the separate education.

FINANCING of the education of blacks was found to be unsatisfactory in the report of 1935. The Committee pointed out that the government contribution per pupil for the education of whites was ten times as large as that for the education of blacks, and over forty times as much per head of the white population as per head of the black population. (Behr 1988, Molteno 1988, Samuel 1990) The implications of this are very clear in that once there are such discrepancies with funding, facilities have to also be 40 times worse.

**Per capita expenditure on education in South Africa**

Year	African	Coloured	Indian	White
1953-4	R17	R40	R40	R128
1969-70	17	73	81	282
1975-6	42	140	190	591
1977-8	54	185	276	657
1980-1	139	253	513	913
1982-3	146	498	711	1 211
1984-5	227	639	1 112	1 702
1986-7	369	887	1 714	2 299
1988-9	656	1221	2 067	2 882

(Christie 1991, quoting Blignaut and SAIRR Surveys)

These funding statistics must be looked at together with the population statistics, e.g. in 1989 the figures were:

GROUP	NUMBERS	% OF TOTAL POPULATION
African	21 105 000	69,9
Coloured	3 168 000	10,5
Indian	941 000	3,1
White	4 979 000	16,5
<b>Total</b>	<b>30 193 000</b>	<b>100,0 (Ibid)</b>

Because of the differences in number between the blacks and the whites and the difference in the funding over decades, there is a call for black schools to be as equipped as the white schools but the government cannot meet the call because of the financial implications of bringing black education up to the level of white schools.

The following table of statistics, as given by Hofmeyer and Buckland (1992) gives an idea for comparative discussion.

#### COMPARATIVE EDUCATION STATISTICS 1989

	White	Indian	Coloured	Black
Pupil-teacher ratio	17.1	20.1	23.1	38.1
Underqualified teachers	0%	2%	45%	52%
Per capita expenditure including capital expenditure	R3 082	R2 227	R1 359	R764

Std 10 pass rate	96%	93.6%	72.7%	40.7%
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These disparities caused a great deal of pressure of African communities and schools became terrains. All the demands for social change had with them a change in the education system, especially for blacks

## POST 1953

Once Bantu Education was passed as law, activities around the social injustices mounted. The boycott of bantu schools boards by parents, students and teachers who rejected the new syllabuses gained momentum. Many teachers of CATA, TATA, and TLSA were summarily dismissed. (Jaffe 1994)

It is important to remember that mission schools were phased out by the government when they reduced and finally withdrew all financial subsidies of mission schools and greater control measures were enforced. All this was because it was felt that the missionaries gave the "Bantu" wrong education as it made him aspire for the white world. Jaffe call this the "Retardation scheme of Eiselen".

## QUALITY OF SCHOOLING

Lodge (1988) notes that the teachers were so badly paid that teaching was not an attractive profession. "By 1953 ... classrooms were crowded, teachers overworked, and parents desperate to get their children into schools filled beyond capacity" (Lodge 1988 p 266), calling for a desperate form of public intervention.

## POST 1976

1976 was a turning point for education and the country where a national outcry against Bantu Education was raised to fever pitch, initiated by the revolt against Afrikaans instruction on June 16. There was a subsequent gradual change but it was not significant. The students took

to the streets and there was general chaos and violence until the election of the interim government in 1995.

Black education is riddled with these problems and they weigh down heavily on the teacher who is a key person in the possibility of any social change. Clearly this has to be a stressful environment for the teacher.

### **1.3 STATEMENT OF THE PROBLEM**

#### **RESEARCH QUESTIONS**

1.3.1 What do black teachers in the Northern Cape identify as the main stressors in their work situation?

1.3.2 If teaching is this stressful, why are teachers still doing it?

1.3.3 Is there a difference in the way men and women perceive the stressors?

1.3.4 Is there any difference in the stress experience of teachers of different years of teaching experience?

### **1.4 SIGNIFICANCE OF THE STUDY**

It thus becomes essential that all those interested in the education of black children - be it at school level, administration level or at community level, know the stressors that the teacher is exposed to and which of these the teacher finds to be the most stressful. With that type of information it becomes easier to help the teacher and give him/her appropriate skills for coping with these stressors. It will also help principals if they know the main stressors and consciously endeavour to assist the teacher in absorbing and deflecting as many of these stressors as can be so that they impact less on the teacher and so affect him/her less in the major task of teaching the child..

Only the teachers themselves can give this kind of information, that is why a survey was decided upon. The survey would also enable the researcher to draw more participants from a geographically widely spaced distribution of schools.

It is perceived that this study will add to the body of knowledge in the country on the situation in black schools and also inform as to what can be done to reduce the stress of the teacher and so enable the teacher to do a better job in the education of the children.

## 1.5 LIMITATIONS OF THE STUDY

1.5.1 It would seem that the teacher in the secondary school is directly and personally affected by some of the major stressors in black schools, which stressors often come to the primary school teacher indirectly. For this reason, this study was limited to the high school teacher.

1.5.2 Only teachers in African schools were surveyed (i.e. only the ex-D.E.T. Schools). The reason is that these schools are affected differently than the so-called white, coloured or Indian schools in terms of their being traditionally disadvantaged and have a unique situation. Any person who is not him/herself black but is teaching in a black school would have been surveyed because the investigation was focused on how the teachers in these schools were affected by their environment.

1.5.3 Only schools in the Kimberley Area were surveyed, taking in the high schools in the Department of Education and Training (D.E.T.) in the following areas: Kimberley, Barkly West, Ritchie, Colesberg, De Aar, Upington, Prieska, Hanover, Griekwastad, Britstown, Douglas, Richmond, Phillipstown, Hopetown, Noupoot and Petrusville.

## 1.6 DEFINITION OF TERMS

The following definitions are given for clarity in the ensuing discussion.

### 1.6.1 STRESS

The definition of stress, as given by Fontana and Abousserie, explains that stress is "a physical, mental or emotional reaction resulting from an individual's response to environmental tensions, conflicts, pressures and similar stimuli ... A demand made upon the adaptive capacities of the mind and body, a demand which, if continued beyond the ability of these capacities to respond, leads to physical and psychological exhaustion and possibly ultimate collapse." (p 261)

### 1.6.2 KIMBERLEY AREA

The Kimberley Area comprises all the towns around Kimberley where there are high schools that were under the jurisdiction of the Department of Education and training which had the responsibility for schools that were historically black schools, as different from those of the other cultural groups in South Africa,

## 1.7 ORGANIZATION OF THIS DISSERTATION

The dissertation is subdivided into 5 chapters.

CHAPTER 1 focuses on the orientation to the problem. This chapter gives the significance of the study, the statement of the problem and the sequence of the research questions. The limitations of the study are detailed and the definitions are given. The last part of it gives the organisation of the dissertation.

CHAPTER 2 focuses on the existing literature, related to the research.

CHAPTER 3 discusses the methodology used. Here the focus is on how the sample is arrived at, selected and the process involved in accumulating the information. The instrument used is justified and explanations are given as to how the data was analysed and reported.

CHAPTER 4 discusses the responses of the people surveyed. Each response was tallied and an average per response and per years of experience was computed so as to arrive at

percentages which can be compared and interpreted. A further processing was done to arrive at scores per category stressor so that major stressors can be identified and arranged in hierarchical order for interpretation. Lastly the responses for teachers staying in teaching was collated and identified as per gender and experience in teaching.

CHAPTER 5 focuses on the correlation between the literature reviewed (Chapter 2) and the responses of the survey (Chapter 4). Observations are made and recommendations are given as per the study's discoveries.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### 2.1 INTRODUCTION

When one takes Selye's definition of stress which says that "stress is the non-specific response of the body to any demand made on it" (Cedoline 1982 p 90) one would have to accept that stress is an inherent part of life and one would have to agree with Cedoline (1982) when he says that any expectation that life could be stress-free would be suggesting death and he finally says "Life is stress" (p 1).

Once you have accepted that stress is an integral part of life, i.e. acknowledging its existence, you should also know that you are fully capable of controlling it (Greenberg 1984; Daly and Moor 1980; Wangberg 1982). The teacher's life is riddled with stressors and teachers find themselves experiencing tensions of all sorts affecting their well-being which is so critical if the children are to learn (McDonald and van der Linde 1993; Kukulka 1987, citing Alschuler as well as Woodhouse; Stroebel 1993).

#### 2.2 THE CONCEPT STRESS

##### 2.2.1 ETYMOLOGY OF "STRESS"

The root of the word "stress" is taken from Latin "stringere" which means to bind tightly or to compress. (McDonald and van der Linde 1993, citing Humphrey; Daly and Moore 1980)

## 2.2.2 DEFINITION

In reviewing the literature, one is confronted by a host of different definitions of stress, differing both in length and in focus. It becomes evident that one will have to agree with McDonald and van der Linde (1993) as well as Cecil (1987) who say that the definition the researcher gives will be determined largely by his/her point of view.

The following are some of the definitions found in the literature.

2.2.2.1 "Anything out of the ordinary to which an adjustment must be made" (Moracco and McFadden 1981 p 42).

2.2.2.2. "Stress can best be described as part of a complex and dynamic system of transaction between the person and his environment." (Galloway 1982, quoting Cox)

2.2.2.3 "Stress is the physical, mental or emotional reaction resulting from an individual's response to environmental tensions, conflicts, pressures and other stimuli." (Greenberg 1982, p 2, quoting McNerney).

2.2.2.4 Cedoline, citing Mclean, gives the following definition: "Stress is neither stimulus, response nor intervening variable. It is, rather, a collective term for an area of study - one which, in its broadest sense, is differentiated from other problem areas in that it deals with any demands that tax the system, whether the system be physiological, social or psychological, and the responses of the system to the taxing demands. " (p 12).

2.2.2.5 The following definition, given by Fontana and Abouserie (1993) is, in the view of this researcher, most comprehensive definition of stress. They say "stress is a physical, mental or emotional reaction resulting from an individual's response to environmental tensions, conflicts, pressures and similar stimuli. A demand made upon the adaptive capabilities of the mind and body, a demand which, if continued beyond the ability of these capacities to respond, leads to physical and psychological exhaustion and possibly ultimate collapse." (p 261)

### 2.2.3 WHAT STRESS IS NOT

Selye says that stress is neither nervous tension nor just nervous exhaustion or intense emotional arousal, perhaps opposing Jacobson who looked at stress as "muscle tension" (Cedoline 1982)

### 2.2.4 NATURE OF STRESS

Inherent in the nature of stress, are , inter alia;

#### 2.2.4.1 STRESS IS A PART OF EVERYDAY LIFE

We require a regular presence of it for us to be able to go about our daily activities and to stay interested/ motivated with life. (Moracco and McFadden, 1981)

#### 2.2.4.2 YOU CANNOT IGNORE STRESS.

You must attend to it and not allow it to ruin your life. Whether you use a "fight" or a "flee" approach to it, you must take cognisance of your stress. Those with whom you come into contact with will also see the stress. There must be cognitive perception of the stressor, be it negative or positive. (Daly and Moore 1980)

Greenberg (1984) concurs and says that "A person's reaction to stressors and the effects of stressors may have an impact on daily functioning to such a degree that coping with everyday activities becomes impossible.

#### 2.2.4.3 STRESS IS CUMULATIVE

When signs of stress are visible, then the person has been experiencing the pressure over a period of time - it is rarely because of an event. There is also the common occurrence that a person experiences multiple stressors and the cumulative effect has the person suffering and

being a victim of physical "wear and tear" which becomes a lot more difficult to cure with conventional medicine, as a trigger action can be set off by this prolonged non- attendance to the stressor/s. (Cedoline 1982, Barrington 1986)

#### 2.2.4.4 EXPERIENCING STRESS IS A PERSONAL MATTER

Everyone experiences stress throughout his/her life. However, how the person is affected by the stressor will depend on the individual. The same stressor experienced by the same person at a different time will elicit a completely different response, depending on how the person perceives the stressor at that time and interprets its dynamic nature or impact.

A level of stress will keep the person who "works better under stress" on a sustained high whilst the same level could incapacitate another. The difference is in the optimal level of stress that each individual person can cope with and the resultant coping strategies. (Cedoline 1982, Greenberg 1984; Daly and Moore 1980; Wangberg 1982)

McDonald and van der Linde (1993) quote Humphrey who says that "stress does not only mean different things to people, but also is different things to different people." (p 136, my translation).

#### 2.2.4.5 EVERYBODY EXPERIENCES STRESS

There may be different stressors at different times but everyone does get his/her fair share of stress. (Greenberg 1984; Daly and Moore 1980)

#### 2.2.4.6 STRESS IS CONTROLLABLE

You cannot prevent stress from affecting you, nor would you want to as life without stress would be death! However, you can control how the stressors affect your life, meaning that your stress level is in your hands. You have a choice in the way you handle your stress. You can avoid being badly affected by stress. (Daly and Moore 1980; Barrington 1986)

### 2.2.5 STRESS OR DISTRESS

Selye said that stress is the non-specific response of the body to any demand made on it, indicating that this could be a positive or a negative response. Throughout the literature reviewed, stress is studied as the negative, unpleasant, demanding response to stressors. The working understanding is thus that of the debilitator not the motivator, thus focussing only on the undesirable, bad reactions. (Fimian 1982; Daly and Moore 1980) They also differentiate between the good stress (eustress) and the bad stress (distress).

Cedoline (1982) however, says that stress (only) (own insertion) becomes a problem when it ceases to be a healthy stimulus, but instead creates a burden the individual cannot handle without harmful type of stress "distress" (p 2). True to this definition, Cedoline continues to talk of distress, unlike the other researchers who only speak of stress, implying the negative stress.

Much as the present researcher prefers the Cedoline interpretation, the meaning of "stress" used throughout this piece of work will be that of stress meaning what Cedoline calls "distress" because this is what the bulk of the literature being reviewed uses.

### 2.2.6 INCIDENCE OF STRESS

It is suspected that stress is the main health problem faced by teachers (Stroebel 1993). Greenberg (1984) gives statistics from a study by Truch, made in England, where the following was arrived at: at the time of the study, the number of male teachers dying just before their retirement or at retirement doubled; the number of teachers being off retired due to illness had tripled. Another study revealed that the life expectancy of teachers was four years less than that of the national average.

## 2.3 APPROACHES TO THE STUDY OF STRESS

### 2.3.1 STIMULUS/ENVIRONMENTAL MODEL (also called Engineering model)

Stressors in the environment exert pressure on the person, like metals being put under pressure in engineering. When the pressure becomes too much then the metal gives in. The same happens to teachers when the stress on them becomes more than they are able to adapt to, then their work is disrupted due to health, behavioural or occupational problems. (Stroebe 1993); Galloway 1982; Cecil 1987; Mtshali 1993) The individual is seen as passively experiencing the stressor.

### 2.3.2 RESPONSE/PHYSIOLOGICAL MODEL

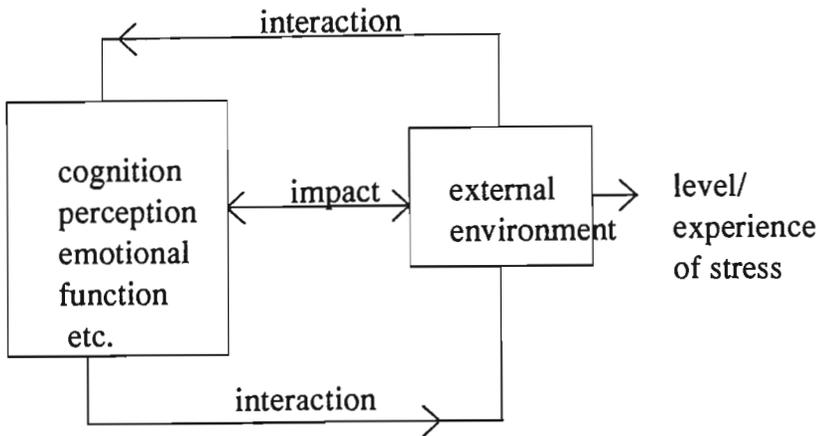
This model is based on Selye's definition of stress as a non-specific biological reaction of the body to any environmental demand. The stressors are mediated in the General Adaptation Model (GAS). The response exhibited by the person will be an indicator of his/her stress level.

If the exposure to the stressor is prolonged, the body will attempt to adapt to this new state. This may cause the body problems of "wear-and-tear" and can have disastrous effects on the body or mind. This gives rise to the deduction (due to a lack of scientific evidence) that there is a correlation between stress and health. The criticism for this model is based on its over-emphasis of the physiological nature of the response. (Stroebe 1993; Galloway 1982; Cecil 1987).

### 2.3.3 INTERACTIONAL MODEL (also called transactional)

This is a dynamic, circular model, formulated by Lazarus. There is an interaction between the individual and his/her work. The stimulus from the environment acts on the individual whose own personality, cognitive skills, stress management ability, specific idiosyncracies, etc. acts

on the stressor and result in the eventual physiological response. This can be represented diagrammatically in this manner:



The important difference between this model and the other two is that the individual's perception of the stressor enables him/her to have a say in what happens to his/her body or mind. There is interaction between the person and the environs, each affecting the other.

Because of the personal nature of this response, it explains the difference in the responses as different people will respond differently to the different stressors at different times in their lives. This then explains why one person may be stressed by one thing but another person is virtually unaffected by the same thing.

Cox and McKay, quoted by Stroebe (1993) say that this model is characterised by the following five phases:

- (1) Demands are made on the individual.
- (2) The person perceives the demands as well as his/her ability to handle/manage the demand.
- (3) The stress response is manifested, as epitomised by the psycho-physiological changes in the person.

- (4) Management strategies applied on the real and or supposed consequences.
- (5) Feedback with regard to how the stressor was experienced, the demand put on the person, his/her judgement thereof, which will determine the stress level.

Cox and Mackay see stress as a combination of the stimulus and the response, with the emphasis on the perceptual nature of the process, grounded in the psychological processes with built-in feedback opportunities.

2.3.4 Gmelch (1987) suggests the following **Four-Stage Stress Cycle** depicted below.

"Consistent with the stress cycle [he] suggest[s] the following definition of stress: one's anticipation of his or her inability to respond (**Stage III**) adequately to a perceived (**Stage II**) demand (**Stage I**), accompanied by the anticipation of negative consequences (**Stage IV**) due to an inadequate response." (p24)

**THE STRESS CYCLE**

I	II	III	IV
<b>STRESSORS</b>	<b>PERCEPTIONS</b>	<b>RESPONSES</b>	<b>CONSEQUENCES</b>
expectations lack of time salary work load job/personal progress interruptions meetings	percep tions	social physical intellectual entertainment personal managerial attitudinal	mental and physical illness

Source: Gmelch, W.H.(1987). What College and Universities can do about Faculty Stress. In P. Seldin (Ed.), Coping with Faculty Stress.

## 2.4 STRESSORS

A stressor is anything that the individual perceives as stressful, be it internal or external. As soon as the person perceives the demand from the environment to be more than he/she can handle, then the demand is a stressor. (Daly and Moore 1980; Kukulka 1987; Cecil 1987). Once a teacher perceives potential stressors in the work environment as a threat to either his/her well-being or self-esteem, then they become actual stressors (only at this point) and this subjective perception and action will determine how the stressor will be handled.

### 2.4.1 SOURCES OF STRESS

A study of the literature reveals long lists of very differing stressors. The variety of stressors indicates that virtually anything can become a stressor, it depends on what the individual does with the demand directed at him/her.

2.4.1.1 Trendal (1989) differentiates between first order stressors (those that interfere directly with the teacher's work e.g. time, student discipline, workload, resources, threat of or actual closure of school and second order stressors (those that are less direct in their effect) e.g. low salary; class size; paper work; poor management skills; poor leadership; low esteem of profession; changes in the education's organisation.

2.4.1.2 Cecil (1987) looks at organisationally based stressors and quotes Cooper and Marshal, giving the following possible sources:

- (a) work environment;
- (b) characteristics of the individual; and
- (c) outside-organisation problems.

They say that the following factors can lead thereto:

- (a) factors intrinsic to the job;
- (b) role in the organisation;
- (c) relationships at work;

(d) career development; and

(e) organisational structure and climate. (pp 8-11)

2.4.1.3 Stroebel (1993) looks at types of stressors (taken from Charlesworth and Nathan):

- emotional stressors
- family stressors
- social stressors
- chemical stressors
- occupational stressors
- phobic stressors
- physical stressors
- environmental stressors

2.4.1.4 No specific categorising or ranking is given by Kukulka (1987); Plowman and Bischoff (1985); Greenberg (1984) and Daly and Moore (1980). The following is a list of stressors given in their works: interaction with children, time, administration, parents, lack of and shortage of resources, poor quality relationships, sense of isolation, feelings of powerlessness and responsibility, role conflict, life changes and stages, public criticisms of teachers and schools, being physically unfit, paper work, ineffective communication, conflict of concurrent demands of house and job responsibilities, internal and external pressure to succeed, unrealistic expectations that disrupt class, discipline problems with students, problems with racist and sexist attitudes and actions, safety on the job.

Contrary to what one would expect, there is very little similarity in the lists given by the different researchers. The few that are repeated by a few researchers are: time management, student problems and uncooperative parents.

Prinsloo (1990) says that the main stressor for teachers will differ significantly from teacher to teacher and from school to school. He also quotes Kyriacou who says that it is naive and simplistic to want to identify sources of stress since every study must be seen in its own context.

Perhaps this is why there is such a difference in the list of stressors that each researcher gave.

## 2.5 HOW ARE WE STRESSED?

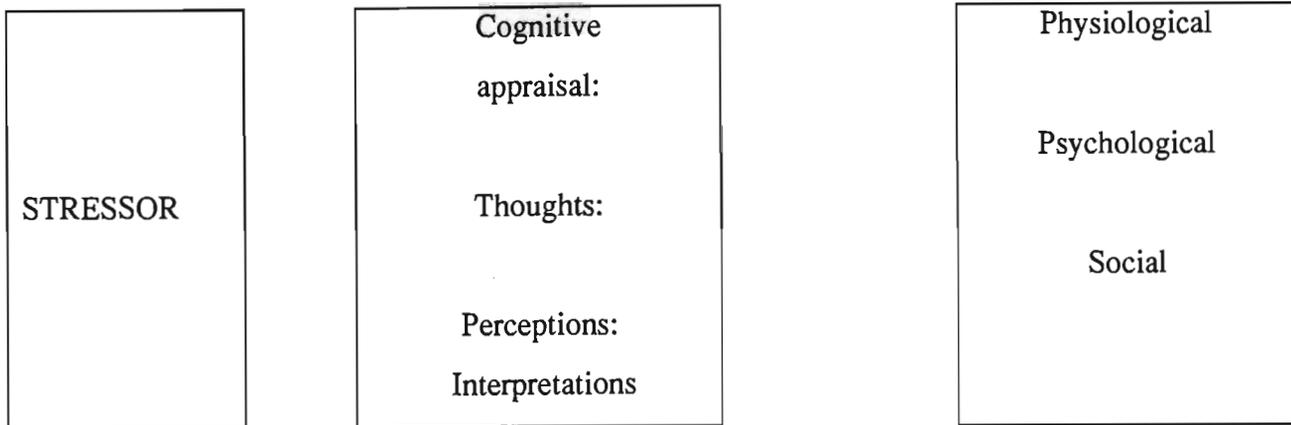
Daly and Moore (1980) give the following:

### A B C Theory of Emotional Arousal

A	B	C
activating agent/event	Belief/perception system	Emotional response

NOTE: The effect of A (i.e C) is determined by B

differently put:



It is important to remember that the stressor is neutral, or non-specific as Selye puts it.

Whether it affects us negatively or positively depends on our perceptions and how we process the stressor.

## 2.6 TYPES OF STRESS

Although three types of stress are identified, the three are really very closely related. The common factor between all three is the cognitive appraisal of the stressor. Cognitive activity is used to interpret and guide the subsequent behaviour of the individual.

### 2.6.1 PSYCHOLOGICAL STRESS

Psychological stress comes about because of the interaction between the individual and the situation. It arises from how the person appraises an event and adapts to it. How the person interprets the situation will determine whether it is a challenge, motivator or a threat and

debilitator. Here the emotions are affected and the response could be one of anger or joy. The difference will also be between different people. (Kukulka 1987; Daly and Moore 1980; Lazarus, Cohen, Folkman, Kanner and Schaefer 1980)

### 2.6.2 Physiological Stress

This is when stress is seen as a reaction that is physical e.g. headaches, heart problems, etc. (Daly and Moore 1980).

### 2.6.3 SOCIAL/BEHAVIOURAL

Social situations are, in themselves, not stressful. How the person responds to students, parents and family will create problems that could manifest in behaviours like rebellion or compliance. (Daly and Moore 1980)

### 2.6.4 Cecil distinguishes between

- (a) stress that arises from demands that cannot be met as they exceed the person's ability and skills; and
- (b) stress that is due to the inadequacy of the job in fulfilling the person's need.

## 2.7 SOURCES OF STRESS

Greenberg sees the origin of teacher stress in the perceptions and images of the teaching profession. He also sees the fault in Pre-service Training were unrealistic expectations are created in the new teacher who is being prepared for ideal classroom experiences, thereby giving inaccurate impressions of what the new teacher will be confronted with. The picture of a mythical teacher who remains consistent; loves all the students; has no prejudices nor favorites; hides his/her true feelings; to name but a few, is created only to stress the individual with the reality.

The following expositions of the sources of stress is summarized from the works of Moracco and McFadden; McDonald and van der Linde; Prinsloo; Galloway and Fimian.

### 2.7.1 SOCIAL/OUTSIDE SCHOOL PRESSURES

Amongst others, there could come the expectations and demands exerted on the teacher by the Education Department; political events in the country, the community expecting the teacher to be exemplary at all times; lack of support from the community, etc.

### 2.7.2 PRESSURES FROM WITHIN THE SCHOOL/ OCCUPATIONAL STRESS

Here the possibilities are: role conflict; supervision, especially if the people who supervise are the same as those who are responsible for staff appraisal; management of discipline; too long working hours; relationships with school publics; training before and after employment; inadequacy of resources; management styles and lack of managerial skills; physical working conditions; strained relations with colleagues; disruptive pupil behaviour, too many administrative duties; increase in school related crime and violence; change; responsibility for the future of the children; salary.

### 2.7.3 FACTORS UNRELATED TO SCHOOL/DOMESTIC

These would include all family problems; problems with accommodation; illness or death in the family; marital worries; lack of time resulting in the teacher being unprepared for class; feeling that you do not control your circumstances.

### 2.7.4 PERSONALITY/TEMPERAMENT OF CONCERNED INDIVIDUAL

Stress is a very personal experience, as a result the same pressure will elicit different responses from different people. The following will impact on the individual stress response: lifestyle, disposition towards advances in technology, perceived and actual personal competence, how comfortable the individual is with him/herself, finding yourself teaching values that conflict with your own, being a loner, setting unrealistic goals, degree of self-fulfilment derived from work, unmet ego needs, quality of relationship with students and colleagues.

## 2.7.5 MYTHS RESULTING IN POOR TEACHING

Amongst others, these are the irrational beliefs and myths about the profession: teachers know best; they have all the answers; teaching is a mystique; it's never the teacher's fault when children don't learn; reading is the only avenue for learning; learning is sequential. Other myths are about stress and result in insufficient and incorrect notions of stress, further stressing the teacher.

## 2.8 HOW DO YOU KNOW THAT YOU ARE STRESSED?

Daly and Moore (1980 p 2 ) say that you can check whether you are experiencing stress as a motivator or as a debilitator by answering these questions. A "YES" answer will mean that you are experiencing negative stress.

- Are you trying to do more and more in less and less time?
- Do little things irritate you?
- Do you feel constantly hurried or under pressure?
- Do you have trouble sleeping, and wake up tired and grouchy - Do you worry a lot?
- Do you frequently snap at those you love?
- Are you frequently sick?
- Do you find yourself too preoccupied to listen to your students and colleagues?

## 2.9 SYMPTOMS OF STRESS

Symptoms of stress can be manifested on one of three categories, i.e. emotional, behavioural or physiological. (Fimian 1982; Moracco and McFadden 1981) These three manifestations impact on each other.

### 2.9.1 PHYSIOLOGICAL CHANGES

Poor mental health, signs of being stressed, adverse emotional and physiological changes, exhaustion, being very tense, migraine and sinus headaches, hypertension, overweight, etc. can be noticed in the stressed person. Cohen, quoted by Fimian, states that there will be a release of toxins stored in the body tissue, stress-induced hormonal changes that alter the organ system in the body, cancer and insomnia.

### 2.9.2 BEHAVIOURAL CHANGES

The following would be indicators of stress: use of derogatory, demeaning and abstract vocabulary; dealing with students on a purely intellectual level; total separation of job life from personal life; hiding behind impersonal bureaucratic rules; excessive use of "sick humor"; actual physical and/or physiological abuse of others; excessive absences from work; excessive use of drugs and alcohol; poor staff-relationships and unacceptable work performance.

### 2.9.3 EMOTIONAL CHANGES

The following changes can be noticed: excessive worry, high anxiety, psychological distancing, frustration. (Fimian 1982, quoting Cohen, Block, Kyriacou and Sutcliffe) Moracco and McFadden list bouts of depression, poor self- concept, confused thinking and paranoia as things that could be noted.

When a person is stressed, priorities are likely to change. Because of increased worrying and other manifestations less and less teaching will take place, disadvantaging the children. Combinations of symptoms are also quite possible at any one time.

## 2.10 THE STRESS PROCESS

### 2.10.1 STATES OF STRESS

#### GENERAL ADAPTATION SYNDROME (GAS)

(Given by Fimian 1982, Moracco and McFadden 1981.)

Moving from the premise that stress creeps upon a person, except in the event of a tragic event, Selye has identified the following States of Stress: **Alarm Reaction, Stage of resistance and Stage of Exhaustion.**

In the **General Adaptation Syndrome (GAS)** the assumption is that despite the fact that people are able to adapt to the circumstances around them, there still is a limit to their ability to take stressful situations. If this taxing situation is prolonged, either because the person cannot remove the stressor or the person's perception of it is fixed on the negative, then the breakdown is experienced.

#### 2.10.1.1 ALARM REACTION

The stressor is identified very early when the situation is perceived or the individual discovers it as he/she identifies the signs of stress in whatever form they manifest themselves, i.e. physiologically, psychologically or behaviorally.

#### 2.10.1.2 STAGE OF RESISTANCE

Depending on whether the person decides to "fight" or to "flee" then he/she will either take-on the stressor and use coping strategies on it or the person would look away and avoid attending to it, hoping it will go away. The person could also choose to attend to the symptoms and not the causes.

### 2.10.1.3 STAGE OF EXHAUSTION

After the resistance has not really worked, the person is exhausted and or breaks down.

Psychologically and physiologically the person does not have the ability to draw within him-/herself. The person could be in a state of complete neglect and breakdown.

### 2.10.2 CHAIN REACTION

Prinsloo (1990) sees the stress response as a chain reaction once the stressor intensifies its effect because of prolonged exposure. This could take the following sequence:

- a. The teacher will develop a way of handling the stress or he/she may continue with the known method.
- b. If this first step does not yield desirable results then he/she will experience a series of emotional and mental reactions, e.g. frustration, anger, anxiety, fear, poor concentration, memory lapses, etc.
- c. If the exposure to the stressor continues, then serious physical reactions take place e.g. heart attack, gland and skin disorders, etc.

Continued exposure to stressful situations without the necessary adaptation to process the source of the tension can eventually lead to exhaustion, burnout and death.

## 2.11 CONSEQUENCES OF TEACHER STRESS

When looking at the effect stress can have on the individual teacher, it is important to remember that events in themselves are neutral, it is how the individual perceives the stressor and how the person decides to act on the stressor that will determine the consequences experienced.

It is also not uncommon that several stressors impact on the teacher at one time, ending up with a mixture of effects with differing manifestations, simultaneously.

We will now look at the consequences of stress for the teacher on the personal level and how it affects the students he/she comes into contact with. (Cecil 1987)

### 2.11.1 EFFECTS ON THE INDIVIDUAL

The reaction of teachers could be under one or more of the following categories: performance, emotional, intellectual or physical effects. (Prinsloo 1990) The eventual result may be deterioration in both mental and physical health.

#### 2.11.1.1 PHYSIOLOGICAL EFFECTS

Needle, Griffin and Svendsen, quoted by Cecil 1987, found that the majority of self-reported cases include

- feeling completely worn-out at the end of the day;
- difficulty in getting up in the morning;
- feeling tense, nervous or fidgety;
- experiencing headaches;
- difficulty getting to and staying asleep;
- becoming easily fatigued; and
- suffering a fast heart rate.

Barrington (1986) says you can identify the negative effects of stress in the bad effect they have on the mental and physical health of the teacher, resulting in extensive periods of leave having to be allowed the teacher.

### 2.11.1.2 PSYCHOLOGICAL EFFECTS

Typical psychological responses displayed by teachers under stress include: frustration and anxiety, emotional exhaustion, depression, job dissatisfaction, feelings of acute loss of self-worth, feelings of being a failure, burnout (Cecil 1987, citing Dunham, Hargreaves and Maslach; Barrington 1986.)

### 2.11.1.3 BEHAVIOURAL EFFECTS

These effects are closely associated with the other two, i.e. physiological and psychological responses, almost in a causative relationship.

Most studies have focused on anxiety. "High teacher anxiety has been found to be positively correlated with low verbal support to students, hostile speech and behaviour." (Cecil citing Petrusich p17). Barrington (1986) notes that schools lose good teachers because there is then a great teacher turnover and absenteeism. Other behavioural effects are unproductivity of teachers, interpersonal conflicts and related problems at work, inability to function as an effective professional and substance abuse. (Daly and Moore 1980) This list is most definitely not exhaustive.

## 2.11.2 EFFECTS ON STUDENTS AND FAMILY

### 2.11.2.1 CLASSROOM BEHAVIOUR

Cecil (1987) quotes two studies of Petrusich where it was found that the pupils of highly anxious student teachers tended to be more disruptive in the classroom than pupils of low anxiety student teachers. Further studies corroborating the studies by Petrusich were done by Maskowitz and Hayman.

#### 2.11.2.2 STUDENT ANXIETY

Cecil quotes several studies over the effect of high anxiety teachers on their pupils. Conflicting results were arrived at by various researchers. However, Zimmerman found that the students of high anxiety teachers were inclined to suffer from high anxiety too, probably as a result of getting more criticism than praise.

#### 2.11.2.3 STUDENT ACHIEVEMENT

Several studies conducted indicate that there is a negative effect on the performance of students. (Cecil quoted Washbourne and Heil, Grimes and Allinsmith, among others.)

#### 2.11.2.4 EFFECTS ON THE FAMILY

Families and friends have to deal with and live with a person who is "grouchy and exhausted", and one who is also "unable to change from a stressful day at work to a peaceful evening at home" often contributing to the divorce rate among teachers. (Riccio 1993 p 45.)

#### 2.11.3 TENSION - STRESS - BURNOUT

A study of stress that does not mention tension nor burnout would seem to be incomplete because of the relationship between these three.

In the literature reviewed, Prinsloo (1990) was the one researcher who connected tension to stress. He sees the tension in the school especially when the evaluation of teachers is the task of the School Management Team. If there is a problem with the teachers and management must deal with it as the teachers evaluators, then tension may arise as a result of conflict avoidance. If problems are not attended to and/or people are bound to routine ways of doing things, then tension may become acute or chronic, which will then most definitely be stressful. He says (p 8) when emotions of a negative nature come to the forefront, then tension is created. If this continues then it could develop to a condition called stress. (my

translation) Mtshali (1993) sees burnout as part of a process or cycle, or the final result of cumulative stress.

## 2.12 STRESS MANAGEMENT

Once you have accepted that stress is an integral part of being alive, let alone of being a teacher, then you are ready to look at how to live with stress when it is not a motivator and not allow it to get the better of you. The premise has to be that:

1. you acknowledge that stress exists; and
2. you accept that you are fully capable of handling and controlling it. (Greenberg 1984; Prinsloo 1990; and McDonald and van der Linde 1993)

The following will be a look at how to reduce stressful occurrences or control their incidence; how to cope with stressful experiences and, lastly, how to plan for and manage stressful occurrences.

### 2.12.1 REDUCE SUSCEPTIBILITY TO STRESS

It is important to maintain control/balance between too much stress and too little stress. Vulnerability to the harmful effects of stress will differ from day to day and will be affected by: personality, adjustments to be done due to changed circumstances, age, general health, physical fitness, work experience, life experience. (Stroebe 1993) and attitude towards life in general. The implication is, if you keep the above positive then you would have given yourself a good start in the stride against stress.

Trendal (1989) says that good relationships act as a buffer by enhancing feelings of self-esteem and by reducing feelings of isolation. He further quotes Lazarus who proposes two types of strategies:

- a. the teacher could attempt to divert efforts towards limiting the actual source of stress or making relevant adjustment; or
- b. use palliative strategies which only offer temporary easing but may render the person unable to cope in the long run.

Mtshali (1993) quotes Miller who proposes a three-pronged approach to the prevention of stress:

1. examine your lifestyle;
2. increase the techniques of time management, communication and conflict management;
3. evaluate yourself and recognise your capacities.

In examining your lifestyle, you could look to your working environment and try to control it by prioritising, setting goals, checking on your time management and bringing opportunities to relax in your lifestyle. (Moracco and McFadden 1984) Ferguson (quoted by Trendal) suggests the behavioural approach encompassing the following: analyse your strengths and weaknesses, clarify goals, study the causes of the stress, recognise the symptoms as well as developing an understanding of personal coping techniques.

Moracco and McFadden propose on-going in-service training that is personalized for each school, with each individual teacher having a personalised prevention plan.

Greenberg (1994) says that the teacher could look to the school to make his/her life easier by: getting enthusiastic about education, learning effective classroom management techniques, sharing information with other teachers, seeking commercially available material to use in class, allowing students to assist, utilise networking, communicating with others. He further quotes Winters and Carnegie who give 100 ways to relax and tips to stop worrying, respectively.

To sum up, Prinsloo (1990) aptly says, " Ten slotte is dit noodsaaklik om die algemene vlak van waaksaamheid en bewustheid wat onderwysers nodig het om die verskillende potensieel

bedreigende eise te hanteer, te verhoog om sodoende die algemene voorkoms van stres en uitbranding te voorkom." (p40) (Translation: In conclusion, it is important to raise the general level of awareness and consciousness needed by teachers, to negotiate the various potentially threatening demands, in order to prevent the general occurrence of stress and burn-out.)

## 2.12.2 COPING STRATEGIES

2.12.2.1 In general, you must learn to focus on the positive, given that negative thoughts only elicit negative attitudes; put yourself first and do things for you, e.g. make time to relax, exercise, do things you like, observe sentimental occasions, etc.; have a life outside school (Wangberg 1982; Prinsloo 1990). Riccio (1983) suggests that you must separate your identity from your work; plan to do something that excites you after work and create psychological stimulants for yourself. Leave around you mementos showing that there have been better times and it will get better.

2.12.2.2 Develop support groups with fairly structured guidelines (given by Wangberg 1982 p 453). Members must be:

- a. from similar circumstances;
- b. non-competitive;
- c. willing to give and receive constructive criticism;
- d. unwilling to listen to negatives or griping; and
- e. committed to staying in the group.

Moracco and McFadden (1981) list the following benefits for such Professional Support Groups (p 44):

1. The group affords teachers the opportunity to analyse problems encountered in school and discuss how they feel about the problems, without the risk of being evaluated.
2. These groups have been found to have the effect of lowering burn-out rates.
3. They create forums for pooling of ideas and for sounding thoughts and initiatives.

4. The group enhances a sense of belonging and ownership.
5. They can provide accurate feedback about possible signs of stress.
6. The group can serve as a source of enhanced self-esteem and can also be a confirmation of values for teachers.

Riccio (1983) says that such groups offer teachers an opportunity to talk. Talking to a colleague who understands and cares is often therapeutic. These "talk-to-mates" could be extended to family and friends in a less formal structure where you create opportunities to talk about your day at school and spare them having you "grouchy and exhausted" without knowing why.

2.12.2.3 Create opportunities for professional growth. Develop programmes on stress management that have been worked through by the senior personnel first, thereby lending authenticity and worth to the program. Do not, however, impose staff development. (Wangberg)

2.12.2.4 The teacher training and the teaching practice must be realistic and be filled with real-life experiences of the real-world school, both rural and urban. (Riccio)

2.12.2.5 Be realistic about what classroom performance is. This could even be started at the teacher training colleges, training students in terms of what is actually happening in the school and not base the teachings on what should happen in the ideal school. (Riccio)

2.12.2.6 Use time effectively. Acquiring machines that make the life of the teacher easier so that time can be spent on the things that are important and more enjoyable.

2.12.2.7 Establish a fitness program. Plowman and Bischoff (1985) report that fitness programmes are established on work sites and many universities but very few, if any, in schools despite the fact that stress has been identified as a problem in schools.

Mtshali (1993 p 24), quoting Truch, says, "The main effect of a regular exercise program seems to be the protection against heart disease and hypertension. If a physically active person does have a heart attack, the chances of survival are three to four times better than their inactive counterparts. Physical exercise also reduces the incidence of other diseases and diminishes the severity of pre-existing diseases. Finally, sustained regular exercise improves self-esteem, alertness and zest for living!"

2.12.2.8 Cassel 1984) sees the solution to reducing teacher stress in the following: address

- a. negative image of present school system;
- b. inadequate teacher preparation;
- c. ineffective school management;
- d. lack of effective home (parents) cooperation; and
- e. focus that is on things other than learning or development.

2.12.2.9 Prinsloo (1990) sees the answer to reduced teacher stress to be in the hands of the management who could:

- a. give teachers more time for preparations during school hours;
- b. reduce class sizes;
- c. improve school organization and communication;
- d. create a climate conducive to social support;
- e. offer effective development programmes;
- f. give more recognition to the efforts of teachers'
- g. let job descriptions be clearly understood.

2.12.2.10 Prinsloo (1990 p 48) says that this responsibility to reduce stress is not only that of the management but, quoting Dunham, says it must be team effort. He lists 20 ways to reduce teacher stress in the secondary school. Amongst other, he proposes: equitable work distribution, effective period and timetable divisioning, availability of senior personnel, clear role definition of each staff member, flexible attitudes among staff members, good communication at all levels, good liaison between departments through the leadership of the

departmental heads, school management to be conscious of the needs of the individual staff members.

2.12.2.11 Greenberg is the only researcher amongst those reviewed by the present researcher who mentions the benefits of faith and religion for stress relief. He says that "people feel better after prayer." (p 158) He further quotes Dr Berton Kaplan who said "studies comparing people who go to church or synagogue services on a weekly basis and those who attend less frequently suggest that regular participation in religious services is good for you." (p 158) He also cites further studies on the matter that corroborate these findings.

### 2.12.3 STRUCTURED STRESS MANAGEMENT PROGRAMS

The first step in any stress management effort must be to acknowledge the existence of stress and the fact that stress can be controlled. (Prinsloo 1990; McDonald and van der Linde 1993) Greenberg says that there must be a personal commitment to manage own stress - no one can do it for another. The individual must take the initiative and must want to do it.

He proposes the following five things needed for stress management from the individual teacher:

1. commitment to the plan;
2. initiative must come from the individual;
3. the will power to pull it through must be there;
4. knowledge of what is happening and how to handle it is essential;
5. common sense.

He concurs with Norma Kinzer who said "There aint no free lunch!" Conscious effort is required from the individual for his/her own stress management. The following Stress Management Principles are recommended by Stroebel 1993 p 27 - my translation):

1. Effective stress management calls for lifestyle changes.
2. Focus on personal, rather than environmental changes.
3. Improve awareness of stress related symptoms.

4. Disciplined thought processes.
5. Express emotions.
6. Balance work and relaxation activities.
7. Build a social support network.

The management of the school has the task of administering a strain-free school, but the individual teacher also has a responsibility towards his/her own stress level management and must show a willingness to take responsibility for his/her own stress alleviation. (Greenberg 1984)

#### 2.12.3.1 STRESS MANAGEMENT PROGRAM FOR THE INDIVIDUAL

Much as programmes can be drawn for a school by the staff development team, it is still essential that the individual teacher must have a personal stress management program. This program will have to include the following:

1. Get a friend/professional to help you look at your stress factors before and now;
2. Maintain contact with people in and outside the profession.
3. Have and enjoy a variety of interests and skills.
4. Exercise.
5. Relax.
6. Sleep.
7. Eat properly.
8. Reduce intake of alcohol, caffeine and other substances.
9. Have a balanced life! (Barrington 1986)

The individual eventually has three possible ways of handling the stress:

- (a) Cope with it as it exists.
- (b) Fight against it.
- (c) Flee from it. (Greenberg 1984) Whatever the choice is, it is a personal choice.

### 2.12.3.2 STRESS INOCULATION PROCEDURE

If you are in any way able to anticipate a stressor or you can see that "this is it!", then the following procedure could be used. (Daly and Moore 1980)

1. Prepare for the stressor.
2. Confront and handle the stressor.
3. Cope with the feeling of being overwhelmed by the stressor.
4. Reinforce self-talk.

Daly and Moore recommend that since when you are stressed you draw into yourself, then positive self-talk will help you stay task oriented and draw you out of your depression and self-pity, indicating the influence of the cognitive on stress.

### 2.12.3.3 STRESS MANAGEMENT USING AVAILABLE RESOURCES

Prinsloo (1990) discusses 4 categories of resources that can be used to handle stress (as given by Dunham), as well as Greenberg.

#### (a.) PERSONAL RESOURCES

Use qualities within you to avoid stress, e.g. switching-off, positive thinking, use your body's strength to pull out of depressing moods, be up to each situation mentally and physically, express opinions and feelings, have a positive attitude.

#### (b.) INTRA-PERSONAL RESOURCES

Talk to spouse/partner about stressful incidents at work, meet people outside teaching, talk to a friend experiencing similar situations.

### (c) ORGANISATIONAL RESOURCES

Establish support groups, have a climate that makes people free and allows them to open up. McDonald and van der Linde explain that stress has the problem that it is associated with personal and professional inefficiency as a result teachers will not just open up. Acknowledging to be stressed could open you up for negative appraisal. If the right, conducive atmosphere is created then the defenses can be dropped and the organisational climate can create the needed break for each individual.

### (d) COMMUNITY RESOURCES

Being actively involved in church work, choral music and sports clubs will create a diversion enabling you to come back, refreshed, to your problem situation.

2.12.3.4 Finally, the following tips should help each teacher to handle his/her stress well (Mtshali 1993 quoting Washington, Singer and Edwards; Vanderpol)

1. When faced with a stressful situation, it is okay to "flee temporarily" - do something else.
2. Develop a support system for yourself.
3. Engage in stress reduction activities, e.g. jogging, walking or any form of manual labour you enjoy.
4. Avoid certain behaviours that can stress you further.
5. Accept that coping with stress is an individual matter. After all, "Stress is an intensely personal experience!" (Galloway 1992 p2)

### 2.12.4 OCCUPATIONAL STRESS

Cecil (1987) quotes Capland and others, as well as Behr and Newman who, respectively, define occupational stress as :

- (a) any characteristic of the work environment that threatens the individual; and

(b) a situation where job-related factors interact with the worker to change his/her psychological and/or physiological condition in such a way that normal functioning is not possible.

TEACHER STRESS, specifically, is defined by Cecil (citing Brenner, Tellenback and Walck) as a specific type of occupational stress resulting from aspects of the teacher's job and mediated by the perception that job demands are a threat and the lack of availability of adequate coping skills. Environmental data, working conditions, social atmosphere and social influence in combination with an individual's prerequisites, interact to effect mental strain, health and well being. In education, there are potential occupational stressors like: an unappreciative head, lack of clear cut goals or duties, unrealistic expectations, competition with colleagues and being given little opportunity for making inputs in decisions taken at school, time, anticipation and worry, encounters with people who are perceived to be unpleasant and/or unpredictable. (Cedoline 1982) The effects of job stress are the same as those of stress in general.

THE ROLE AND TASK OF THE TEACHER and the way the teacher goes about his/her daily duties, creates a role-conflict problem for the teacher, with its stressful effects.

Amongst other problems, the teacher often has the difficulty in separating tasks as spouse and parent at home from being a teacher because of the absence of clear margins as to how far the task of the teacher goes. (McDonald and van der Linde 1993)

Mtshali quotes Stampfer who defines role conflict as "the situation where the person has to be different things to different people, all at the same time, with several of these being mutually exclusive." (Mtshali 1993 p 25) He sums up, saying that role-conflict as a source of stress/burnout is associated with the following problems: loss of morale, loss of productivity, loss of confidence in the organisation, unfavourable attitudes towards role senders and symptoms of burnout.

## 2.13 INSTRUMENTS USED TO MEASURE STRESS

To sum up, it is relevant of indicate how stress can be measured. Stress can be measured using any of the following instruments, amongst others, listed by Wangberg (1982) and Fimian (1982):

1. The Social Readjustment Rating Scale
2. The Wellness Inventory
3. NYSUT Survey on Teacher Stress
4. Dismal Dozen Checklist
5. Caretaker Survey
7. Q-Sort Stress Survey
8. Stress Inventory
9. Teacher Stress Scale
10. Maslach's Burnout Inventory.
11. Stress Profile for Teachers

## 2.14 IN CONCLUSION

Daly and Moore (1980) illustrate the need for stress, using the cello. If there isn't the right amount of stress because the strings are either too taut or too loose, then it will not make any music. Given optimal amount of stress, then a high level of performance can be expected.

The same can be said of people. For a teacher to perform optimally, an amount of stress is necessary. However, too much or too little stress can be detrimental to the person.

It is perhaps also important to know that " everyone has a physiological weakness, whether it be in one's heart, stomach, kidneys, liver, pancrease (diabetes) back or head (migraine headaches). When distress becomes apparent, the weak link begins to break down." (Cedoline 1982 p 16) unless you know how to handle your stress.

## CHAPTER 3

### METHODOLOGY

#### 3.1 INTRODUCTION

This chapter describes the steps that were taken to address the research questions, covering the issues of participants, instrumentation and procedures (Rudestam and Newton, 1992).

#### 3.2 TYPE OF STUDY

A cross-sectional survey was undertaken to establish the greatest stressors of teachers in African schools in the Kimberley Area. In this type of survey, the researcher collects information from a sample of the population which has been carefully identified and clearly described. The researcher found the issue to be researched important enough, true to the requirement for surveys that "The problem to be investigated by means of a survey should be sufficiently interesting and important enough to motivate the individuals surveyed to respond. Trivial questions usually get what they deserve - they're tossed into the nearest waste basket." (Fraenkel and Wallen 1993 p 345) The response rate will be highlighted under the discussion of the sample's demographic analysis.

A survey was used because with it you can get to describe the characteristics of a population by studying a sample that is representative and carefully selected, enabling you to make valid inference that holds for the entire population.

#### 3.3 INSTRUMENTATION AND SAMPLING PROCEDURE

##### 3.3.1 SAMPLING PROCEDURES

Teachers from African high schools in the Kimberley Area were used. This population was chosen for their accessibility and convenient availability which, according to Sekaram, as

quoted by amjuthan (1994;71) "involves collecting information from members of the population who are conveniently available to provide the information". This group was chosen because the researcher believes that they are a greatly stressed group of teachers who, different from "white", "coloured" and even African primary school teachers, are involved with African youth who are highly politicised.

The participating schools are from the following towns and cities: Kimberley, Barkly West, Ritchie, Colesberg, De Aar, Upington, Prieska, Hanover, Griekwastad, Britstown, Douglas, Richmond, Phillipstown, Hopetown, Noupoort and Petrusville. The study was limited to the teachers from this area and only high school teachers were used in the study as the target population.

### 3.3.2 SAMPLE

The list of all the schools in both the Kimberley North and Kimberley South Circuits (which form the Kimberley Area for the D.E.T.) was obtained from the Area Office. Batches of questionnaires were sent to each high school in the area. A questionnaire was provided for each teacher and a maximum of 20 was sent to each school with staff numbers in excess of 20.

### 3.3.3 INSTRUMENTATION

The questionnaire was selected because a survey using a questionnaire which is self administered has the advantage that a large number of people can be reached and costs can be kept fairly low (Fraenkel and Wallen, 1993; Rudestam and Newton, 1992).

The Stress Profile for Teachers of C.F. Wilson, as given by S. Truch (1989, pp 103 - 105) was used as a basis. As it was felt that some stressors that are of significance in the South African teacher's life were not in the questionnaire, the researcher had to "add additional questions to validate (the) instrument(s) to facilitate the purpose(s) for which the instrument is to be used (Rudestam and Newton, 1992: p 69), (Addendum A).

The questionnaire was chosen because it has the advantage that it is relatively economic, has questions that are standardized, ensures anonymity and the questions are specifically focused. (McMillan and Schumacher 1993).

Given the constraints like inability to reach people cost effectively, the questionnaire enables researchers to get valid and reliable information. The questions asked are linked to the objectives the researcher has set and are based on the research questions.

Fraenkel and Wallen (1993) give advantages and disadvantages of survey data collection methods. The mail method is especially interesting here as the questionnaires were mailed to the participants. They say that much as mail surveys have the disadvantage that the researcher cannot encourage and/or ask for cooperation nor assist and is risking a low response there are great advantages. The researcher does not need much assistance, if any, in the distribution and processing of the questionnaires. It is relatively easier to reach people you could not reach by phone or in person. Because the respondent is given the questionnaire to fill in at own convenience, it allows the participant to take all the time she/he needs to give thought-out answers.

To administer a questionnaire, nothing other than the instrument and a pen are needed. Random sampling is achievable this way because you make the selection and mail to the sample. The anonymity of the instrument allows the researcher to ask sensitive questions and still be able to get honest answers more than some other methods would.

A preliminary testing of the instrument was done with a group of teachers who happened to be together at a meeting to assess receptivity of the instrument. The researcher also needed to test whether the issue was important enough for it to be studied. A rather favourable response was got from the respondents.

There were 64 questions in 16 groups of stressors, to which the respondents had to answer by selecting a response on the Likert Scale because people feelings/opinions are often in terms of gradations - we like something "very much" or "sometimes".(McMillan and Schumacher 1993) The respondents would therefore mark the value that best represents their response on

the matter. The great advantage of the Likert-type Scale is that it makes room for the varying responses people have. "Sometimes" as a response was included because some statements would have responses that are not at either of the extremes and if this option is not there, then the respondent is forced to make a choice and give a response that is not very accurate.

The respondents were requested to rank order their responses themselves so that the researcher could get accurate valuable information from the teachers themselves.

### 3.4 RESEARCH QUESTIONS

1. A major part of this investigation is to find out which are the major stressors of teachers and couple that with the demographic data of the participants i.e. whether gender, experience or qualifications have any bearing on how the person experiences the stressors.
2. The investigation must also inform on the reason why, since teaching is so stressful, some teachers remain in the profession.
3. How do those who have been long in teaching, i.e. 11 years and more, compare to those in experience groups of 0 - 5 years and 6 - 10 years in terms of their major stressors and why they are still in teaching.

### 3.5 ETHICAL CONSIDERATIONS AND PROCEDURES

A letter of permission was got from the Kimberley Area Manager to allow teachers from schools in this area to respond to questionnaire on a "Stress Profile of Teachers". At a meeting of school principals, the researcher explained the purpose of the study and requested the co-operation of schools. The questionnaires were subsequently sent by mail or hand delivered to schools, depending on their geographic proximity to the researcher.

A covering letter (Addendum B), addressed to the Principal and Staff, accompanied the questionnaires. The Principal was requested to give the questionnaires to all the teachers or to 20 if there were more than 20 on the staff. A self-addressed and stamped envelope was

enclosed, and the principal was requested to return the completed questionnaires by mail to the sender. The Principal was used because "In school based surveys. a higher response rate can be obtained if [the] questionnaire is sent to persons in authority to administer to the potential respondents rather than to the respondents themselves." (Fraenkel and Wallen 1893 p 348)

### 3.6 DATA ANALYSIS

The data was analysed in such a way that the following be isolated:

- the genders were kept apart for each response per experience group;
- the percentage responses per response were computed to facilitate comparison across genders and experience groups;
- an average per response across the gender was computed to reach an indication of what all the teachers per gender said, ruling out the influence of experience.

Each of the stressors was then rank ordered by the researcher as the respondents had not understood the instructions of Section B and their responses could therefore not be meaningfully interpreted. The stressors were then rank ordered from the most stressful to the least stressful, given the percentage response per statement, per stressor.

Section C asked for the reason the person was still teaching. All the first choices were tallied, per group of experience, and reported on as for the reason that they are still teaching.

## CHAPTER 4

### DATA PRESENTATION

#### 4.1 DEMOGRAPHIC ANALYSIS OF RESPONDENTS

(a) The **marital status** of the respondents is as follows:

(i) 0 - 5 years' experience:

9 women and 7 men were married, whilst 17 females and 32 males were not.

(ii) 6 - 10 years' experience:

12 women and 6 men were married whilst 4 females and 6 males were single. Only 1 female was divorced.

(iii) 11 years and more experience:

All 8 men were married and 7 women were unmarried with 2 single and 1 divorced.

(b) **Position in the school:**

(i) 0 - 5 years' experience:

All 26 females were post level 1 teachers and of the men 37 were post level 1 whilst 1 was a

Head of Department and 1 was deputy/principal.

(ii) 6 - 10 years' experience:

15 female and 8 male teachers were post level 1 teachers and only 2 females were Head Of

Department whilst 2 of the men were Head of Department and 2 were deputy/principal.

(iii) 11 years and more experience:

5 of the female and 2 of the male teachers were post level 1 teachers, 3 female and 5 male were Head of

Department level and 2 women and 1 man were deputy/principal positions.

**(c) Qualifications**

**(i) Matric/Primary Teachers' Diploma:**

0 - 5 years: 4 female and 4 male teachers.

6 - 10 years: 3 female and 1 male.

11 years and more: 2 female and 1 male.

**(ii) Junior Primary Teachers' Diploma/Senior primary Teachers' Diploma/Senior Education Diploma/ Senior**

**Teachers' Diploma:**

0 - 5 years: 17 female and 22 male.

6 - 10 years: 10 female and 9 male.

11 years and more: 5 each for male and female.

**(iii) Bachelor's Degree:**

0 - 5 years: 4 female and 9 male;

6 - 10 years: 4 female and 1 male;

11 years and more: 2 female and 1 male.

**(iv) Honours Degree**

1 female and 4 male teachers in 0 - 5 years' group; only 1 male in the 6 - 10 year's experience group; and

1 each for the experience group 11 years and more.

**(d) Currently Studying** were 5 female and 9 male in the group 0 -5 years' experience; 6 female and 5 male in

the 6 - 10 years experience and 4 female and 6 male in the 11 years and more teaching experience group.

## 4.2 ANALYSIS OF RESPONSES

The following is a question by question analysis of the responses of the respondents. At the end of each of the sixteen identified stressors, a short synopsis of the impression got will be given. The analysis of the data was done in terms of the percentage responses of the different groups of teachers, comparing the genders on the one hand and the years of experience on the other.

The groups for the years of experience are:

Group A: 0 - 5 years teaching experience;

Group B: 6 - 10 years teaching experience

Group C: 11 years and more teaching experience.

Each statement is handled on its own, putting together on one table all the responses for the same question in the one table. The percentage response per group was calculated so as to facilitate comparison of responses. The average per response was also computed at the end of each column to give the overall response.

The high-lights were singled out and the high or the low responses that were of significance to the researcher were singled out and commented upon.

**KEY TO TABLES:** M = MALE

F = FEMALE

**A. STUDENT BEHAVIOUR**

**1. I HAVE DIFFICULTY CONTROLLING MY CLASS.**

**NUMBER A.1**

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	40	22	24	37	32	33		7	5	
GROUP B										
6 - 10 YRS	58	35	25	29		24			17	12
GROUP C										
11 + YRS	25	44	38	44	25	11			13	
AVERAGE %										
	41	33.7	29	36.7	19	22.7		2.3	11.7	4

Interestingly, 40% and 37% of the teachers with experience of 0-5 years said they never and seldom, respectively, have a problem with class control. Almost the same percentage (32 and 33 respectively,) said they sometimes have a problem. In contrast 58% of those in Group B said they never have this problem. The percentage is dramatically reduced with 25% of the Group C male teachers saying that they too never have the problem of class control.

The computation of the averages for the genders indicates that 41% of the male teachers never have a problem with class control whilst 36,7 of the female teachers said they seldom have this problem. It is also quite interesting to note that on the whole more men seem to have a class control problem than the women, with only 4% women as compared to 11.7% men saying that they have this problem very often.

Interestingly, 15,3% male as compared to 1,3% female teachers very often got impatient with their pupils. However, 9,7% male as compared to 8% female teachers never got angry/impatient with their pupils for this reason

### 3. LACK OF STUDENT MOTIVATION TO LEARN AFFECTS THE PROGRESS OF MY STUDENTS NEGATIVELY

#### NUMBER A.3

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	40	22	24	37	32	33		7	5	
GROUP B 6 - 10 YRS	8		17	18	33	29	25	18	17	35
GROUP C 11 + YRS			38		25	33		44	38	22
AVERAGE %	16	7.3	26. 3	18..3	30	31.7	8.3	23	20	19

Generally, there was no overwhelming majority response agreeing or disagreeing on the effects of student motivation to learn on student progress. However, 40% of the male teachers in Group A said that this problem never affects their students, whilst 44% female teachers of Group C said that this happened often. This seemingly contradictory response is also seen in the averages when 16% male teachers said this never troubled them as compared to 7,3% of the female teachers. Some kind of balancing response was found in 30% male and 31,7% female teachers saying that this was a sometimes a problem. Between sometimes, often and very often (73,7%) was the response of most women when most of the men said that it was sometimes, seldom or never (72,3%) a problem.

#### 4. MY STUDENTS MAKE MY JOB STRESSFUL

##### NUMBER A.4

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	16	11	40	26	34	34	8	15	3	4
GROUP B 6 - 10 YRS	33	12	42	35	17	41		6	8	6
GROUP C 11 + YRS	13		38	33	50	56		11		
AVERAGE %	20.7	7.7	40	31..3	33.7	43.7	2.7	10.7	3.7	3.3

It is quite noticeable that a little more than 3% of the teachers said that the students made their work stressful. The highest percentage, 33%, was that of Group B who said that this never happened. 40% of the men said that this seldom happened whilst 56% of the women in Group C felt that this sometimes was a problem.

These responses suggest that something other than the students makes the teachers' job stressful.

**SYNOPSIS: STUDENT BEHAVIOUR**

This is generally not a problem. Teachers do not find class control a problem. The women sometimes get angry with their students and the students' lack of motivation is somewhat a source of concern. They do not find the students to be making teaching stressful.

**B. TEACHER/PRINCIPAL RELATIONS**

**5. I HAVE DIFFICULTY IN MY WORKING RELATIONSHIP WITH MY PRINCIPAL**

**NUMBER B.5**

% RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	55	63	16	22	16	15	5		8	
GROUP B 6 - 10 YRS	50	41	17	29	25	18	8			12
GROUP C 11 + YRS	67	50	22	13		38			11	
AVERAGE %	57..3	51..3	18..3	21..3	13.7	22.7	4.3		6.3	4

57% and 51% of the male and female teachers, respectively, never have a working relations problem with their principal. 6% male as compared to 4% female teachers very often have a working-relations problem with their principals. 24% female as compared to 14% male teachers do have this problem from time to time. The highest percentage, 67, of the Group C male teachers never have this problem with their principals. 12% of the female teachers of this group very often have this problem.

6. MY PRINCIPAL MAKES DEMANDS OF ME THAT I CANNOT MEET

NUMBER B.6

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	63	67	21	22	8	7	5		3	4
GROUP B										
6 - 10 YRS	50	53	17	24	17	12	17	6		6
GROUP C										
11 + YRS	56	50	33			38	11	13		
AVERAGE %	56..	56.7	23.7	15..3	8.3	19	11	6.3	1	3.3
	3									

The responses indicate that 56% of the teachers do not see the demands made on them by their principals as a major stressor. About 2% of them say this as a problem very often.

65% of the teachers in Group A as compared to about 53% of the rest of the teachers never have this problem. Amongst those with this problem, 3,5% female teachers have problems with the demands of their principals as compared to 1% male teachers. No male nor female teacher with 11 and more years of teaching experience had a problem very often with the demands of the principal

7. I FEEL I CANNOT BE MYSELF WHEN I AM INTERACTING WITH MY PRINCIPAL

NUMBER B.7

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTE	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	66	63	16	22	3	11	5	4	11	
GROUP B										
6 - 10 YRS	58	59	8	18	33	12		6		6
GROUP C										
11 + YRS	56	75	22	13	11				11	13
AVERAGE %	60	65.7	15.3	17.7	15.7	7.7	1.7	3.3	7.7	6.3

About 66% female teachers and 60% male teachers do not have a problem being themselves with their principals. 75% of the female teachers in Group C do not have this problem suggesting a healthy teacher-principal relationship. The highest percentage male teachers who do not have a problem relating with their principals is 66% of the Group A teachers. Throughout the groups, the percentage decreases from 66 to 56% with the males whilst for the women the percentage increases from 59 to 75%. Only 6 to 7% of the teachers have a problem with their relationship with the principals.

8. I FEEL THAT MY PRINCIPAL DOES NOT APPROVE OF THE WORK I DO.

NUMBER B.8

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTE	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	66	63	24	15	5	15	3	7	3	
GROUP B										
6 - 10 YRS	67	47	8	35	17	12	8	6		
GROUP C										
11 + YRS	44	63	11	13	22	25	11		11	
AVERAGE %	59	57.7	14..3	21	14.7	17..3	7.3	4.3	4.7	

The vast majority of teachers about 58 think their principal approves or does not complain about the work they do. The less experienced teachers, especially male (66%) never have a problem with their principals regarding the work they do. Only 3% and 11% male teachers in groups A and C, respectively, said they very often felt that their principal was not happy with their work.

The responses in this stressor B indicate that the stress coming from the relations between teachers and principals does not warrant concern, i.e. it is not a major stressor

SYNOPSIS: TEACHER/PRINCIPAL RELATIONS

There is no problem between the teachers and their principals. The responses indicated a generally healthy relationship

## C. TEACHER/TEACHER RELATIONS

### 9. I FEEL ISOLATED IN MY JOB AND ITS PROBLEMS.

#### NUMBER C.9

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTE	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	79	70	11	11	5	19	5			
GROUP B										
6 - 10 YRS	58	71		12	25	12	8		8	6
GROUP C										
11 + YRS	50	44	38	33	13	11	11			
AVERAGE %	62.3	61.7	16..3	18.7	14..3	14	8		2.7	2

62% of the teachers felt that they never have a problem of feeling isolated in their job, as compared to 2% that said that they very often felt isolated.

On average, 75% of the teachers in Group A does not experience feelings of isolation on the job, compared with 47% of those in Group C.

The responses here show a tendency of increased feelings of isolation from the least experienced to the most experienced in the groups, with 7% of those in Group B feeling isolated very often. The indication seems to be that the younger teacher has support and companionship that is becoming less and less for those teaching longer.

10. I FEEL MY FELLOW TEACHERS THINK I AM NOT DOING A GOOD JOB.

NUMBER C 10

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	68	63	16	26	11	7	5	4		
GROUP B 6 - 10 YRS	58	59	8	29	17	12	8		8	
GROUP C 11 + YRS	88	56		22	13	22				
AVERAGE %	71.3	59.3	8	25.7	13.7	13.7	4.3	1.3	2.7	

71% of the male teachers as compared to 59% of the female teachers never feel as if their colleagues think that they are not doing a good job. Only 8% (and only those in Group B) very often feel that their colleagues think that they are not doing a good job. 88% of the male teachers in Group C never feel that their colleagues think that they are not doing a good job whilst the rest (about 13%) sometimes feel so.

11. DISAGREEMENTS WITH MY FELLOW TEACHERS ARE A PROBLEM FOR ME.

NUMBER C 11

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	53	48	32	30	8	19	5	4	3	
GROUP B 6 - 10 YRS	42	59	33	18	8	18	8	6	8	
GROUP C 11 + YRS	50	56	38	11	13	38				
AVERAGE %	48.3	54..3	34..3	19.7	9.7	25	4.3	3.3	3.7	

About 50% of the respondents never have a problem with this. On average 22% of the teachers either seldom or sometimes have disagreements being a problem. For those in Group C this is not a worse problem than a "sometimes" occurrence. None of these respondents have disagreements as an often/very often occurrence.

12. I GET TOO LITTLE SUPPORT FROM THE TEACHERS WITH WHOM I WORK.

NUMBER: C 12

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	55	59	16	33	16	4	13	4		
GROUP B 6 - 10 YRS	50	47	25	27	8	18	8		8	6
GROUP C 11 + YRS	25	33	38	44	38	22				
AVERAGE %	43.3	46.3	26.3	34.7	20.7	14.7	7	1.3	2.7	2

45% of the teachers do not feel that they get too little support from their colleagues. Again you will notice that this is a feeling more common with the teachers of Group A and it drops from a 59% response from the women to 25% for the men in Group C. The latter group also has 76% saying seldom or sometimes to getting too little support from colleagues. 66% of the women in this group also think so.

Only 7% very often feel they get too little support. These respondents were all from Group B.

The indication is that, on the whole, teachers relate well with each other and that they support each other, saying that the relationship between teachers is good.

**SYNOPSIS: TEACHER/TEACHER RELATIONS**

The relationship between teachers is very good - in fact it was not rated a stressor at all. They generally do not have a problem feeling isolated, having disagreements amongst themselves nor with having support from colleagues.

**D. PARENT/TEACHER RELATIONS**

**13. THE PARENTS OF MY PUPILS ARE A SOURCE OF CONCERN FOR ME.**

NUMBER : D 13

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTE	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	13	7	16	37	24	33	29	11	18	11
GROUP B										
6 - 10 YRS	8	12	25	18	8	18	25	24	33	29
GROUP C										
11 + YRS			25	22	13	44	50	11	13	
AVERAGE %	7	6.3	22	25.7	15	31.7	34.7	15..3	21.3	13..

21% men and 13% women very often find the parents of pupils to be a concern to them. 31% of the teachers in Group B very often have this problem, compared to about 15% of the teachers in Group A. 50% of the male teachers in Group C as compared to only 11% of the female teachers in Group C often find the parents to be a concern. 44% of the men in Group C sometimes have this concern. As distinct from Groups A and B, Group C did not have any respondents who were never concerned about the parents of their pupils when, on average, 20% of both groups A and B never had this problem

14. PARENTS' DISINTEREST IN THEIR CHILDREN'S PERFORMANCE AT SCHOOL CONCERNS ME.

NUMBER : D 14

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	5	4	8	19	30	16	24	26	47	22
GROUP B										
6 - 10 YRS			8	18	8	12	25	18	53	58
GROUP C										
11 + YRS				22	25	22	38	33	38	22
AVERAGE %	1.7	1.3	5.3	19.7	21	16.7	29	25.7	47.3	34

Only Group A had as many as about 4% who were never concerned by the lack of parents' interest in their children. (The reason could be the difference from school to school in that perhaps in some of the school/s included in the research, there were those where this issue was not a problem.) However, as much as 47% of the men in Group A said that they were very often concerned by this. In fact, 74% of the men and 64% of the women in Group A were "sometimes to very often" concerned about this. The highest percentage of people very concerned was 53% male and 58% female teachers in Group B. On average, only 10% of all the respondents were never concerned about the problem.

97% of the male teachers and 76% of the female teachers were concerned about the parents' disinterest in their children's performance. About 20% of the women seldom have this concern. 22% of those in Group C seldom have this concern.

15. I FEEL THAT MY STUDENTS' PARENTS THINK THAT I AM NOT DOING A SATISFACTORY JOB OF TEACHING THEIR CHILDREN.

NUMBER : D 15

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	47	41	29	33	16	15	5	4	3	7
GROUP B 6 - 10 YRS	58	53	8	29	25	18			8	
GROUP C 11 + YRS	50	44	38	22	13	33				
AVERAGE %	51.7	46	25	28	18	22	1.7	1.3	3.7	2.3

Only 3% of the teachers feel that the parents very often think that they are not doing a satisfactory job. 52% of the male and 46% of the female teachers never think that this is a problem. 20% of the teachers do sometimes think that this is a problem. Group B, followed by Group C and A ( from most to least) are quite confident that the parents don't feel unhappy about them.

16. THE HOME ENVIRONMENT OF MY STUDENTS WORRIES ME

NUMBER : D 16

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS			13	22	26	15	21	41	40	22
GROUP B 6 - 10 YRS		6	8	12	25	6	8	29	58	47
GROUP C 11 + YRS			13	22	13	33	38	22	38	22
AVERAGE %		2	11..3	18.7	21..3	18	22..3	30.7	45..3	30..3

Only 6% of the female teachers in Group B are not worried by the home environment of their pupils. 68% of the male and 61% of the female teachers are either often or very often worried by the home environments of their students. 58% of the male and 47% of the female teachers of Group B are very often worried by this problem.

The responses for this category of questions reflect the problems that exist between the home and the school. These also indicate that this parent-teacher relation is to be looked at as it is amongst those areas stressing the teacher.

**SYNOPSIS: PARENT/TEACHER RELATIONS**

There are serious concerns on the part of the teacher in relation to parent/teacher relations. Teachers are concerned about the interest parents show in their children as well as the home environment the children come from. The teachers, however, feel that the parents are approving of what they do with their children

## E. TIME MANAGEMENT

17. I HAVE TOO MUCH TO DO AND NOT ENOUGH TIME TO DO IT.

NUMBER : E 17

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	8	19	16	11	50	30	5	19	21	22
GROUP B										
6 - 10 YRS	8	6	8	12	17	12	8	35	58	35
GROUP C										
11 + YRS	13		13	22	38	44	25	11	13	22
AVERAGE %	9.7	8.3	12..3	15	35	28.7	12.7	21.7	30.7	26..3

About 9% of the teachers said they never had too much work to do in the time they have, with 19% of the female teachers in Group A thinking so. Of the male teachers, 50% in Group A said they sometimes have this problem and 58% of those in Group B said they very often have this problem. 44% of the women in Group C as compared to 12% of those in Group B, sometimes have this problem. 44% men and 48% women very often have too much to do and do not have enough time for it.

18. I OFTEN HAVE TO TAKE WORK HOME TO FINISH IT.

NUMBER : E 18

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	5	4	8	11	34	30	29	22	24	33
GROUP B 6 - 10 YRS	8	6	8	12	17	12	8	35	58	35
GROUP C 11 + YRS	13	11	13	11	25	11	25	11	25	56
AVERAGE %	8.7	7	9.7	11.3	25.3	17.7	20.7	22.7	35.7	41.3

41% female and 36% male teachers very often have to take work home. 58% of the men in Group B and 56% of the women in Group C very often have this problem. About 8% of the teachers never have to take work home, with 13% of Group C being in the group. In Group a, 32% sometimes take work home whilst 29% very often do so

19. I CANNOT KEEP UP WITH THE DEMANDS OF MY WORK.

NUMBER : E 19

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	18	22	24	26	45	41	8		5	11
GROUP B 6 - 10 YRS	50	35	25	24	17	29		6	8	6
GROUP C 11 + YRS		22		33	75	44	25			
AVERAGE %	22.7	26.3	6.3	27.7	45.7	38	11	2	4.3	5.7

About 25% of the respondents never have a problem with keeping up with the demands of their work, whilst only 5% said they have this problem very often. 11% of the female group A teachers very often have this problem. 46% of the male and 38% of the female teachers sometimes cannot keep up with these demands. 75% of the teachers with 11 years and more experience male sometimes have this problem whilst the remaining 25% often have it too. 17% of the Group B teachers also sometimes have this problem. 50% of the men in Group B never have the problem

20. I HAVE DIFFICULTY ORGANIZING MY TIME IN ORDER TO COMPLETE TASKS

NUMBER : E 20

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	18	22	24	26	45	41	8		5	11
GROUP B 6 - 10 YRS	17	35	42	18	33	35		6	8	6
GROUP C 11 + YRS		22	13	66	75		13	11		
AVERAGE %	11.7	26..3	26..3	36.7	51	25..3	7	5.7	4.3	5.7

Completion of tasks is neither never (11,7%) nor very often 4,3 a problem for the male teachers. 26% of the women said they never had a problem completing tasks and only 6% very often did. 51% of all the men, 75% of which is from Group C, sometimes have a problem organising their time. 11% of the women in Group A very often have difficulty organizing their time. 66% of the women in Group C seldom have this problem.

Time management does seem to be a general problem although certain manifestations of the problem are less of a problem than others. However, time does create reasons for stress for the teachers.

**SYNOPSIS: TIME MANAGEMENT**

Teachers feel that they do have too much to do in the time available to them, as a result about 75% of time they take work home. The numerous demands made on them is not really a problem and time organisation sometimes becomes a problem.

**F. INTRAPERSONAL CONFLICTS**

**21. I PUT SELF-IMPOSED DEMANDS ON MYSELF TO MEET SCHEDULED DEADLINES.**

NUMBER : F 21

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	16	7	11	19	16	33	32	30	26	11
GROUP B										
6 - 10 YRS		18	17	6	42	12	17	12	25	53
GROUP C										
11 + YRS				11		33	50	33	50	22
AVERAGE %	5.3	8.3	9.3	12	19.3	26	33	25	33.7	28.7

67% of the male and 54% of the female teachers often or very often put self imposed demands on themselves to meet scheduled deadlines. about 7% never do this to themselves. In Group C, 50% indicated that they often imposed demands on themselves and the other 50% said they did this very often. 42% of the men in Group B and only 12% of the same group of the women said they sometimes had the problem. The 11 years and more experienced clearly put these demands on themselves as there were neither men nor women who said they never put demands on themselves and then 11% of the women said they seldom had the problem.

22. I THINK BADLY OF MYSELF FOR NOT MEETING THE DEMANDS OF MY JOB.

NUMBER : F 22

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	13	19	11	15	24	15	26	26	26	26
GROUP B 6 - 10 YRS		6	25	29	33	35	17	12	25	18
GROUP C 11 + YRS				56	38		50	33	13	11
AVERAGE %	4.3	8.3	12	33.3	31.7	16.7	31	23.7	21.3	18.3

On average, about 6% of the teachers never thought badly of themselves for not meeting the demands of their job, as compared to 21% male and 18% female teachers who have this problem very often. 56% of the women in Group C and only 1% of the men in Group A seldom have this problem. 50% of the Group C men often have this problem.

23. I AM UNABLE TO EXPRESS MY STRESS TO THOSE WHO PLACE DEMANDS ON ME.

NUMBER : F 23

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	24	30	24	15	32	33	16	15	5	7
GROUP B 6 - 10 YRS	25	18	33	12	17	41	17	24	8	6
GROUP C 11 + YRS	25	22		22	50	33	13	11	13	11
AVERAGE %	24.7	23.3	19	16.3	33	35.7	15.3	16.7	8.7	8

A little less than 25% of the teachers were never unable to express their stress to those who made demands on them whilst only 8% very often had this problem. 50% male teachers of Group C and 41% female teachers of Group B sometimes have this problem. 30% of the women of Group A never have this problem as compared to 13% male teachers of Group C who very often have this problem.

24. TEACHING IS STRESSFUL FOR ME.

NUMBER : F 24

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	29	19	18	22	37	41	13	15	3	4
GROUP B 6 - 10 YRS	8	6	42	29	33	35	8	24	8	6
GROUP C 11 + YRS	38	11		44	38	22	25	22		
AVERAGE %	25	12	20	31.7	36	32.7	15..3	20..3	3.7	3.3

3% of teachers very often find teaching stressful; whilst 25% male and 12% female teachers never find it stressful. 38% of the men in Group C never find teaching stressful. 24% women in Group B often find teaching stressful. 44% of the female teachers in Group C and 42% of the male teachers in Group B seldom find teaching stressful. 41% of the women in Group A sometimes find teaching stressful too. None of those teaching for 11 years and more found teaching to be stressful very often.

There is an amount of intrapersonal conflict, although one cannot say that this conflict is of such an extent that it could be considered a major stressor.

**SYNOPSIS: INTRA-PERSONAL CONFLICTS**

Teachers do have a problem with the expectations they have of themselves, causing them to sometimes think badly of themselves. They do sometimes find teaching stressful but can express their stress to those who cause it.

## G. PHYSICAL SYMPTOMS OF STRESS

25. I EXPERIENCE THE FOLLOWING AILMENTS; STOMACH-ACHES, BACKACHES, HIGH BLOOD PRESSURE, STIFF NECK AND SHOULDERS.

NUMBER : G 25

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	42	19	24	19	26	37	5	19	3	7
GROUP B										
6 - 10 YRS	50	6	33	18	8	35		18	8	24
GROUP C										
11 + YRS	13	11	13	22	25	33	38	11	13	22
AVERAGE %	35	12	23.3	19.7	19.7	35	14.3	16	8	17.7

35 of the men and 12 % of the women never suffered these ailment whilst 8% and 18% male and female teachers, respectively, very often had the problem. Generally both the men and women seldom or sometimes had the ailments (43% male and 55% female teachers). 50% of the men in Group B and 42% of those in Group A, compared with only 13% of those in Group C and never had these ailments. In all three groups, more women than men said they very often suffered these ailments.

26. I FIND THAT MY JOB TIRES ME OUT.

NUMBER : G 26

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A						26				
0 - 5 YRS	16	11	32	37	45		5	22	3	4
GROUP B										
6 - 10 YRS	17	12	33	24	33	41	8	6	8	18
GROUP C										
11 + YRS	13	11		33	38	33	25	22	25	
AVERAGE %	15.3	11.3	21.7	31.3	38.7	33.3	12.7	16.7	12	7.3

Generally, the teachers did not find their job tiring. 61% of the men and 64% of the women found the job to seldom tire them, at most - sometimes. 15% and 11% of the male and female teachers, respectively, found the job never tiring, whilst 12% men and 7% women found it to be so very often. 26% of the women as compared to 45 % men in Group A sometimes found the job tired them out. None of the women found the job very often tired them out.

27. I AM TENSE BY THE END OF THE DAY.

NUMBER : G 27

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	18	7	26	26	37	56	18	7		4
GROUP B 6 - 10 YRS	25	12	25	24	50	35		24		6
GROUP C 11 + YRS		11	13	22	50	56	25	11	13	
AVERAGE %	14.3	10	21.3	24	45.7	49	14.3	14	4.3	3.3

The majority of the responses were between seldom and sometimes, with 67% of the men and 73% of the women in this group. This says that much as it is not always that most are tense by the end of the day, one can also not say that no one is tense by the end of the day.

Approximately 50% of the teachers said they were sometimes tense by the end of the day. 4% was very often tense as compared to 12% that say that they are never tense by the end of the day.

4

28. I EXPERIENCE HEADACHES.

NUMBER : G 28

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	32	4	34	22	29	37		22	5	15
GROUP B										
6 - 10 YRS	50	12	33	12	8	47		24	8	6
GROUP C										
11 + YRS	13	11	25	44	25	22	38	11		11
AVERAGE %										
	31.7	9	30.7	26	20.7	35.3	12.7	19	4.3	10.7

4% men and 11% women said they very often experienced headaches. 31% of the men and only 9% of the women say they never have the problem. 50% of the men in Group B and only 4% of the women in Group A never suffered headaches. However, 15% of the women in Group A very often experienced headaches whilst none of the men in Group C experienced these very often. 47% of the women in Group B and only 8% of the men in the same group said they sometimes experienced the problem.

Generally these physical symptom of stress were not commonly experienced by the respondents.

SYNOPSIS: PHYSICAL SYMPTOMS OF STRESS

There is generally no physical evidence of stress in these teachers. The job does sometimes tire them but they do not really suffer any ailments or serious tenseness at the end of the day.

## H. PSYCHOLOGICAL/EMOTIONAL SYMPTOMS OF STRESS

### 29. I FIND MYSELF COMPLAINING TO OTHERS.

NUMBER : H 29

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	18	19	45	22	26	37	8	19	3	4
GROUP B 6 - 10 YRS	50	12	25	41	17	41	8	6		
GROUP C 11 + YRS	13		13	33	50	33	25	11		22
AVERAGE %	27	10.3	27.7	32	31	37	13.7	12	1	8.7

27% of the male and 10% of the female teachers said they seldom or sometimes complained to others. 1% of the males, compared to 9% of the female, very often found themselves complaining to others. In the C Group, none of the respondents said that they never complained whilst 22% of them said they very often, and 11% said they often, complain to others

In Group B, no teacher said they complained very often whilst 50% of the male teachers in this group said they never complain and 41% of the women in the same group said they seldom complain.

30. I AM FRUSTRATED AND/OR FEEL ANGRY

NUMBER : H 30

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	32	26	40	37	18	22	8	11	3	4
GROUP B 6 - 10 YRS	42	12	42	29	8	53	8	6		
GROUP C 11 + YRS	25	22	25	44	50	22		11		
AVERAGE %	33	20	35.7	36.7	25.3	32.3	5.3	9.3	1	1.3

The responses varied between never and sometimes, on the whole 94% of the male teachers and 89% of the female teachers responded in this way. Only 1 of all the teachers felt that they very often were angry and frustrated. 36% men and 37% women said that this seldom happened with them.

31. I WORRY ABOUT MY JOB.

NUMBER : H 31

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	29		26	33	24	11	16	41	5	15
GROUP B 6 - 10 YRS	17	12	26	18	17	41	25	12	17	18
GROUP C 11 + YRS			13	22	50	22	25	33	13	22
AVERAGE %	4	4	21.3	24	30.3	24.7	22	28.7	11.7	18.3

About 50% of the teachers do worry about their work. The men in Group C of whom 50% sometimes worry about their job. 40% females and 15% males said they never worry about their jobs, as compared to 11,7% men and as many as 18% of the women who said they very often worry about their jobs.

30% men and 25% women said they sometimes do worry about their jobs. None of the group C teachers "never" worry about their job. As many as 22% of the women said they very often worried about their jobs too

32. I FEEL DEPRESSED ABOUT MY WORK.

NUMBER : H 32

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	32	22	29	30	26	41	11		3	7
GROUP B										
6 - 10 YRS	33	12	33	41	17	29	17	18		
GROUP C										
11 + YRS	25	11	13	33	38	44	25	11		
AVERAGE %	30	15	25	34.7	27	38	17.7	9.7	1	2.3

The general responses are that the teachers did not find the job of teaching to be depressing. 30% of the male teachers never felt that teaching was depressing and 35% of the women seldom felt so too.

Only 3% and 7% female teachers in Group A felt that they very often found teaching to be depressing. 41% of the women in Group B seldom had this problem, and 44% of the Group C women sometimes had this problem. 25% of the Group C men and 18% of the Group B women had this feeling often. Of those who felt the job to be never depressing, the lowest percentage response, 11%, and the highest, 35%, was from the Group C women and the Group B men, respectively.

**SYNOPSIS: PSYCHOLOGICAL/EMOTIONAL SYMPTOMS OF STRESS**

Generally, the incidence of these symptoms is minimal. Teacher do not really find themselves complaining to others nor are they really frustrated by their work. Much as they do worry about their work, they are not depressed by it.

**I. STRESS MANAGEMENT TECHNIQUES**

**33. I AM UNABLE TO USE AN EFFECTIVE METHOD TO MANAGE MY STRESS**

(e.g. exercise, relaxation techniques, etc).

NUMBER : I 33

% RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	45	26	21	26	18	22	11	15	5	11
GROUP B 6 - 10 YRS	42	12	42	29	8	41	8	12		6
GROUP C 11 + YRS	13	22	13	44	38	22	13		25	11
AVERAGE %	33.3	20	25.3	33	21.3	28.3	10.7	9	10	9.3

33 of the male and 20 % of the female teachers felt that they always were able to use effective methods to manage their stress. 25% of the male teachers in Group C said they very often cannot use effective stress management techniques. In Group B, 42% male and only 12% female teachers said they never are unable to use effective stress management methods. 42%

of the male teachers in Group B and 44% of the female teachers in Group C said they seldom had this problem. Another 41% of the female teachers in Group B said they sometimes had the problem

34. STRESS MANAGEMENT TECHNIQUES WOULD BE USEFUL IN HELPING ME COPE WITH THE DEMANDS OF MY JOB.

NUMBER : I 34

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	8	4	21	11	40	33	24	22	8	30
GROUP B										
6 - 10 YRS	17	12	33	12	33	18	8	47	8	12
GROUP C										
11 + YRS			38	11	25	67	25	22	13	
AVERAGE %	8.3	5.3	30.7	11.3	32.7	39.3	19	30.3	9.7	14

8% male and 5% female teachers felt that stress management techniques would never be useful to them whilst only 10% male and 14% female teachers felt that these techniques would very often be useful. However, of the female teachers, 39% said these would sometimes help and another 30% felt that the technique would often be useful. On the other hand, 31% of the male teachers said the techniques would seldom be useful whilst 33% said these would sometimes be useful.

Interestingly, none of the teachers in Group C thought the techniques would never be useful. 30% of the female teachers in Group A felt that the techniques would very often be useful and 47% of the women in Group B said the techniques would often be useful.

35. I AM PRESENTLY USING ONE OR MORE OF THE FOLLOWING TO RELIEVE MY STRESS: ALCOHOL, DRUGS, YELLING, BLAMING, WITHDRAWING, EATING.

NUMBER : I 35

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	63	43	16	15		16	3	4	3	11
GROUP B										
6 - 10 YRS	58	29	33	29	8	35				6
GROUP C										
11 + YRS	38	44	13	22	38	22	13	11		
AVERAGE %	53	38.7	20.7	22	20.7	26.3	5.3	5	1	5.7

53% of the male and 39% of the female teachers said they never used any of the items mentioned to relieve stress. No one in Group C said they use these things "very often". 11% and 6% of the women in Groups A and B , respectively, said they very often use the items mentioned to relieve stress. Of all the male teachers, only 3 % of those in Group A said they very often make use of the items mentioned.

36. I FEEL POWERLESS TO SOLVE MY DIFFICULTIES.

NUMBER : I 36

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	53	26	21	33	21	30	3	7	3	4
GROUP B 6 - 10 YRS	67	35	8	35	17	24		6	8	8
GROUP C 11 + YRS	25	44	13	22	63	11		22		
AVERAGE %	48.3	35	14	30	33.7	21.7	1	11.7	3.7	3.3

48% of the male and 35% of all the female teachers said they never felt powerless to solve their problems. About 5% of the men and 15% of the women said they often or very often felt powerless. 67% of the men in Group B and 53% of those in Group A said they never felt powerless over their problems. The percentage responses for the same group and for the same response are significantly smaller for the women than for the men. However, there is no difference in the percentage responses in the other end of the responses, i.e. you do not find more women saying "very often" at the other end of the response continuum. In Group C, 63% of the male teachers as compared to 11% of the female teachers in the same group said they sometimes felt powerless to solve their difficulties.

## SYNOPSIS: STRESS MANAGEMENT TECHNIQUES

Though the teachers could use techniques to handle stress, they feel that they do not really need training in stress management techniques. They do not feel powerless over their difficulties and say that they are not abusing any substance or having behavioural problems.

### J. STUDENT POLITICS

37. I THINK THE STUDENTS ARE TOO INVOLVED IN THE POLITICAL ISSUES OF THE COUNTRY.

NUMBER : J 37

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	8	7	13	7	18	33	32	19	29	33
GROUP B										
6 - 10 YRS	17	12	17	18	42	18	8	18	17	35
GROUP C										
11 + YRS						22	13	33	88	44
AVERAGE %	8.3	6.3	10	8.3	20	24.3	17.7	23.3	44.7	37.3

45% male and 37% female teachers felt that the students were very often too involved in political issues of the country. 88% of the males in Group C and only 17% of those in Group B felt that this was often the case. 44% of the women in Group C felt that this was very often a problem. Unlike those in groups A and B, those teachers in Group C all felt that the involvement of the students in politics is at least sometimes a problem. In Group B 34% male and 30% female teachers and, in Group A 21% male and 14% female teachers felt that this

involvement of the students in politics is either never or seldom an issue of concern. (The possibility is that they think that these children are not involved at all or the level of involvement does not warrant too much of concern.)

**38. STUDENT ORGANISATIONS AND THEIR PROGRAMMES OF ACTION ARE RESPONSIBLE FOR THE LOSS OF TIME I COULD HAVE BEEN TEACHING IN.**

NUMBER : J 38

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	8	7	21	19	21	26	24	19	26	30
GROUP B 6 - 10 YRS	17	24	17	6	25	24	17	6	25	41
GROUP C 11 + YRS			13		13	56	13	22	63	22
AVERAGE %	8.3	10.3	17	8.3	19.7	35.3	18	15.7	38	31

38% of the male teachers and 31% of the female teachers blamed loss of teaching time on the action programmes of student organisations. None of the teachers in Group C felt that this could never be said. 8% of the male teachers and 10% of the female teachers (from groups A and B), however, felt that this was never a cause of lost teaching time.

35% of the women said they sometimes found this to be the case. 63% of the men in Group C felt that this was very often the case. In this same group, 56% of the women, compared to 13% of the men felt that this was sometimes the problem.

39. I THINK THAT THE HIGH-PROFILE ROLE STUDENT ORGANISATIONS PLAY IN POLITICS SHOULD BE REDUCED.

NUMBER : J 39

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS		15	16	22	26	19	34	15	24	30
GROUP B 6 - 10 YRS	8	12	25	24	25	35	25	12	17	18
GROUP C 11 + YRS					13	44	38	22	50	33
AVERAGE %	2.8	9	13.7	15.3	21.3	32.7	32.3	16.3	30.3	27

30% and 27% of the male and female respondents, respectively felt that the student organisations very often play too high-profile a role in politics. 50% of the male teachers in Group C felt that this was the problem very often and 38% of the same group felt that it was often a problem. 30% of the Group A female teachers felt that this was very often a problem and 34% if the same groups's male teachers felt that this was often the case. The only male group that felt that this never was a problem (8%) came from Group B.

40. THE POLITICAL EVENTS OF THE COUNTRY IMPACT TOO HEAVILY ON THE TEACHING THAT I CAN DO IN CLASS.

NUMBER : J 40

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	3	11	26	26	26	30	26	15	18	19
GROUP B 6 - 10 YRS	17	12	8	12	58	29		24	17	24
GROUP C 11 + YRS	13		11		25	56	38	33	25	
AVERAGE %	11	7.7	15	12.7	36.3	38.3	21.3	24	20	14.3

11% of the male teachers and 8% of the females felt that political events in the country never impacted on their classroom practice. However, 20% of the male teachers and 14% of the female teachers experienced this very often. 36% males and 38% females felt that this was sometimes the case. 21% male and 24% female teachers felt that this happened often.

In Group B, 58% male teachers felt that this sometimes happened whilst 24% of the women felt that this was very often the case.

**SYNOPSIS: STUDENT POLITICS**

There is great consensus among the teachers that the students are too involved in politics. A lot of teaching time has been lost because of this.

## K. CLASS COMPOSITION

41. THE TEACHER-PUPIL RATIO OF MY CLASS MADE ME LESS EFFECTIVE THAN I CAN BE.

NUMBER : K 41

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	5	7	11	33	16	19	11	7	58	33
GROUP B 6 - 10 YRS	17	35	25	12	17	18	25	18	17	18
GROUP C 11 + YRS		11		33	38		25	22	38	33
AVERAGE %	7.3	17.7	12	26	23.7	12.3	20.3	15.7	37.7	28

Only 7% male and 18% female teachers said they never had this problem, as compared to 38% male and 28% female teachers who said they very often had problems because of the teacher-pupil ratios.

In Group C, none of the respondents never or seldom and 25% and 38% said they often and very often, respectively, experienced this problem. On the whole, 58% male and 44% of the female teachers, respectively, found that the teacher pupil ratio rendered them less effective than they might have been.

42. THE AGES OF THE STUDENTS I TEACH CREATE PROBLEMS FOR ME AS MANY ARE MUCH OLDER THAN THEY SHOULD BE FOR THE CLASSES THEY ARE IN.

NUMBER : K 42

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	11	30	24	11	16	19	7	22	32	19
GROUP B 6 - 10 YRS	25	47	25	12	25	12	8	6	17	24
GROUP C 11 + YRS		22	38	11		44	38	22	25	
AVERAGE %	12	33	28	11.3	13.7	25	17.7	16.7	24.7	14.3

25% of the male teachers experienced this very often to be a problem, compared the 14% of the female teachers who felt the same way. However, 33% of the women said they never had this problem (only 12% of the men said they never had this problem). 29% of the men said they seldom had the problem whilst 18% of them said they often had the problem.

43. IT IS DIFFICULT FOR ME TO ARRANGE MY STUDENTS IN WAYS THAT MAKE IT POSSIBLE FOR A VARIETY OF LESSONS.

NUMBER : K 43

% RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	5		24	15	37	41	16	37	18	7
GROUP B 6 - 10 YRS	25		25	29	33	35	8	35	8	
GROUP C 11 + YRS		11	25	22	50	22	25	33		11
AVERAGE %	10	3.7	24.7	22	40	32.7	16.3	40	8.6	6

5% of the male teachers in Group A and 25% of those in Group B felt that they never have this problem, as compared to 18% and 8% of the same groups, respectively, saying that they very often have this problem. 25% of the male teachers said they seldom have this problem as compared to 40% of the female teachers who said they often had the problem. 50% of the males in Group C said they sometimes have the problem.

44. I CANNOT GET THE BOYS AND GIRLS IN MY CLASS TO PARTICIPATE EQUALLY AND ACTIVELY.

NUMBER : K 44

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	5	7	16	26	37	30	21	30	21	7
GROUP B 6 - 10 YRS		12	17	18	42	35	25	24	17	12
GROUP C 11 + YRS		33	13	11	50	33	25	11	13	11
AVERAGE %	1.7	17.3	15.3	18.3	43	32.7	23.7	21.7	17	10

17% of all the women never have a problem getting active participation from both boys and girls, whilst less than 2% of the men never have this problem, too. On the other hand, 17% male and 10% female teachers very often have the problem. The problem is also often experienced by 24% male and 22% female teachers. In Group C, 33% of the female teachers never have this problem as compared to none of the men saying they never have the problem, whilst 50% of the same group's men only sometimes have this problem. 43% of all the men said they sometimes had the problem.

**SYNOPSIS: CLASS COMPOSITION**

The teachers feel that the large number of children in their classes make them less effective. The differences in the ages of the students do create problems. These two factors make it sometimes difficult for them to creatively do things differently nor be able to get all students to participate actively.

**L. EXTRA - CURRICULAR ACTIVITIES**

45. I WANT TO HAVE NOTHING TO DO WITH SCHOOL ACTIVITIES AFTER 14:00

NUMBER L 45

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	55	33	21	26	18	33		7	5	
GROUP B 6 - 10 YRS	67	18	8	18	8	47	8	6	8	12
GROUP C 11 + YRS	25	33	25	33	38	22	13			11
AVERAGE %	49	28	18	25.7	21.3	34	7	4.3	4.3	7.7

49% men and 28% women said they never felt that they must have nothing to do with school activities after 14:00. Perhaps the same 5% male teachers in Group A that said they found extra-curricular activities burdensome said they very often want to have nothing to do with school after 2 p.m. 67% of the men as compared to 18% of the female teachers in Group B said this is never the case with them. In Group A, 55% male and 33% female teachers said this never was the case. Group C had the smallest percentage response saying that they never had this problem, i.e. 25% male and 33% female. 11% of the women in this group said this was very often the problem. At the worst, this seems to be "sometimes" a problem as the response in the often/very often categories was only 6% of the total responses, on average.

46. EXTRA-CURRICULAR ACTIVITIES ARE A BURDEN TO BOTH THE TEACHER AND THE PUPIL.

NUMBER L 46

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	45	37	21	15	26	26	3	15	5	7
GROUP B										
6 - 10 YRS	17	29	42	24	25	41	8	6	17	
GROUP C										
11 + YRS	38	22	25	22	13	33	25	22		
AVERAGE %										
	33.8	29.3	29.3	20.3	21.3	33.3	12	14.3	7.3	2.3

The general response is that teachers do not find extra-curricular activities to be a burden. 63% of the men and 50% of the women said that these were either seldom or never a burden, the majority saying the latter. In Group A, 5% men and 7% women as well as 17% of the men in Group B felt that this was very often a problem. The same number of teachers in group B, 45% male and 37% female teachers in Group a found that extra curricula activities were never a problem. 42% of the men in group B said that this seldom was the case.

47. VERY FEW TEACHERS AT MY SCHOOL PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES.

NUMBER L 47

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	16		3	26	26	19	34	26	21	30
GROUP B 6 - 10 YRS	17	12	8	24	25	18	8	41	42	6
GROUP C 11 + YRS		22	13	44	38	11	38	11	13	11
AVERAGE %	11	11	8	31.3	29.7	16	26.7	26	25.3	15.7

25% male and 16% female teachers agreed that very few teachers participate in extra-curricular activities. However, 11% of both male and female teachers disagreed, saying that this never was a problem. 44% of the Group C women said that this seldom was a problem. 30% of the women in Group A and 42% of the men in group B said this is very often the problem.

48. I THINK THAT IF ONLY MY PRINCIPAL WOULD BE INTERESTED IN EXTRA-CURRICULAR ACTIVITIES WE WILL BE ABLE TO MOTIVATE MORE TEACHERS TO PARTICIPATE IN SPORTS AND CULTURAL ACTIVITIES.

NUMBER: L 48

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	11	15	13	15	34	33	13	19	30	19
GROUP B										
6 - 10 YRS	17	18	17	6	17	41	17	24	33	12
GROUP C										
11 + YRS	13	33		11	50	11	13	22	25	22
AVERAGE %	13.7	22	10	10.7	33.7	28.3	14.3	21.7	29.3	17.7

29% of the male teachers felt that the Principal's increased interest in sports and cultural activities would very often make a difference, whilst 22% of the female teachers felt that this would never motivate more teachers. (Does this suggest that the teachers are already active enough or that not even the principal's increased interest would change the situation?). However, 22% of the women did feel that the Principal's interest in these activities would often motivate others. Close the number who felt that this would very often change things (29%), there were 38% of the men who felt that this would sometimes work whilst the largest number of women (28%) also thought so.

## SYNOPSIS: EXTRA-CURRICULAR ACTIVITIES

There is agreement that teacher do not generally participate in these activities and that the principal's involvement would encourage many to get involved. However, teachers to not really have a problem with working after 14:00 nor do they find extra-curricular activities a burden.

### M. TEACHER'S UNIONS

#### 49. I FEEL THAT THE TEACHERS' UNION ACTIVITIES ARE PROFESSIONAL.

NUMBER: M 49

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	13	11	8	15	16	33	18	22	45	19
GROUP B										
6 - 10 YRS	25	6	8	18	17	29	25	24	25	24
GROUP C										
11 + YRS					25	22	25	22	50	56
AVERAGE %	12.7	5.7	5.3	11	19.3	28	22.7	22.7	40	33

40% of the male teachers and 33% of the female teachers felt that the teachers' union activities were very often professional. A further 23% both male and female teachers felt that this was often the case. 13% male and 6% female teachers felt that the unions were never professional. For either extreme, the men were always in the majority. A very clear opinion on the matter can be seen in group C, where not a single teacher ever thought that the activities of union were not professional, except for 25% male and 22% female teachers who thought that this

might sometimes be so. 50% male and 56% females are convinced that the activities of the teachers' union are always professional. The younger groups of teachers both have fairly different opinions on the matter except for the male teachers in Group A, 45%, who agree that the activities of the Unions are always professional. In Group B, 25% of the male teachers as well as 11% of the women in Group A felt that union activities are never professional.

50. I THINK THAT CHALKDOWNS SHOULD NOT BE ENTERTAINED BY TEACHERS.

NUMBER: M 50

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	18	19	11	30	47	22	8	11	16	19
GROUP B										
6 - 10 YRS	33	24	8	12	33	29		6	25	25
GROUP C										
11 + YRS		11	25			44	25		50	44
AVERAGE %	17	18	14.7	14	26.7	31.7	11	5.7	30.3	29.3

30% male and 29% female teachers felt that chalkdowns should very often not be entertained by teachers. The younger teachers, however, disagreed with the statement. In Group B, 33% of the male teachers and 24% of the female teachers felt that it should never be said that chalkdowns should not be entertained by teachers.

Of the male teachers in both Groups A and B, 47% and 33%, respectively, felt that this can be said sometimes. an interesting split is found in the female teachers of Group C who had an equal number saying that chalkdowns should not be entertained by teachers at all and those who said it sometimes should be.

51. I THINK THAT THE TEACHERS SHOULD PRESENT THEIR DISSATISFACTIONS IN CONFERENCE SITUATIONS

NUMBER: M 51

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	16		8	15	13	11	30	44	34	30
GROUP B 6 - 10 YRS	8	6		18	17	35	25	24	50	18
GROUP C 11 + YRS		11			25	11		56	75	22
AVERAGE %	8	5.7	2.7	11	18.3	19	18.3	41.3	53	23.3

On the whole, 53% of the men and 23% of the women felt that teachers should very often present their dissatisfactions in conference situations and only 8% of the men and 6% of the women said that should never be. 41% of the women said that this should often be the case.

Interestingly, in all the groups, more men felt that teachers should present their dissatisfactions in conference situations very often in contrast to the clearly smaller number of women who agreed that it should be done very often. The opinion of most of the women in

all three groups was that this should often be the case, making room for a smaller percentage of other forms of grievance presentation.

52. I BELIEVE THAT I AM A WORKER AND MUST BELONG TO A UNION.

NUMBER: M 52

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	11	7	8	4	13	22	11	22	58	44
GROUP B										
6 - 10 YRS	17	6		24	8	12	8	12	67	47
GROUP C										
11 + YRS		22			13	11	13	44	75	22
AVERAGE %										
	9.3	11.7	2.7	9.3	11.3	15	10.7	26	66.7	37.7

There seems to be great consensus on the matter amongst the men where 67% agree that they definitely are workers and must belong to a union, whilst 38% of the women share this strong feeling. Generally, for the women the opinions are varied and spread throughout all responses, with an increase from sometimes to very often. A specific case is that of Group C where 75% of the men and only 22% of the women feel that they very often think that as workers they must belong to a union.

None of the men in Group C felt they never thought they did not need to belong to a union. As many as 17% of the men in Group C said they never thought that they need to belong to a union.

## SYNOPSIS: TEACHER UNIONS

Teachers feel that the activities of the union are professional and that teachers must present their issues in conference situations. However much the teacher is a worker too, there is generally not much consensus on the right to strike.

### N. ON THE JOB SAFETY

#### 53. I DO NOT FEEL SAFE AT SCHOOL.

NUMBER: N 53

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	45	33	21	22	13	30	5	11	16	
GROUP B 6 - 10 YRS	25	29	17	29	33	35	8		17	6
GROUP C 11 + YRS			13		50	22	13	22	25	56
AVERAGE %	23.3	20.7	17	17	32	29	8.7	11	19.3	22

19% of the male and 22% of the female teachers said they very often did not feel safe at school. 23% male and 21% female teachers, on the other hand, said they never did not feel safe at school. The largest group of respondents said that they sometimes did not feel safe at school (i.e. 32% male and 29% female teachers).

In Group a, 45% males and 33% females said they never felt unsafe at school. 16% of the males said they very often did not feel safe whilst 11% of the females said they sometimes felt

unsafe. In Group C, 56% of the females said they very often did not feel safe whilst 50% of the males said they sometimes did not feel safe at school.

54. I CARRY A WEAPON TO WORK.

NUMBER: N 54

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	87	85		7	11	4	3			
GROUP B										
6 - 10 YRS	92	88				6	8	6		
GROUP C										
11 + YRS	88	11			13	44				44
AVERAGE %										
	89	61.3		2.3	8	18	3.7	2		16

This statement elicited very interesting responses. Over all responses had 89% male teachers and 61% female teachers said they never carry a weapon to work and 16% women (only respondents in this category) said they very often carried a weapon.

In Group B, 92% of the male and 88% of the female teachers said they never carry weapons to school.

The responses here are almost directly opposite to those from the previous statement.

55. I GO ABOUT MY DUTIES WITH THE KNOWLEDGE THAT WHEN CONFRONTED BY A STUDENT OR STUDENTS I WILL BE ABLE TO PUT UP A FIGHT.

NUMBER: N 55

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	45	33	21	22	13	30	5	12	16	4
GROUP B										
6 - 10 YRS	50	76	17	18	8		8		17	6
GROUP C										
11 + YRS	63	11	13		13	11		56	13	22
AVERAGE %										
	52.7	40	17	13.3	11.3	13.7	4.3	22.3	15.3	10.7

An overwhelming majority of teachers never go about their duties with the security that they'll successfully put up a fight. 53% of all the male and 40% of all the female teachers responded so. On the other extreme, 15% male and 11% female teachers said they very often had the thought in mind. 22% of the women also said that they often had the thought too.

From the individual groups, there were varied, very strong responses. 76% female teachers in Group B, 63%, 50% and 45% male teachers from Groups C, B and A respectively, said they never went about their duties with such thoughts. Significantly smaller numbers said they very often went around with this in mind, i.e 16% and 17% male teachers in Groups A and B respectively and 22% female teachers in Group C.

56. ON THE WHOLE I DO NOT THINK THAT ANYTHING WILL HAPPEN TO ME.

NUMBER: N 56

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	34	19	16	11	26	37	11	22	13	11
GROUP B										
6 - 10 YRS	17	24	25	24	8	18	17	18	33	18
GROUP C										
11 + YRS	13	11	25	22.7	24	33	9.3	17	23.7	9.7
AVERAGE %	23.3	20.7	17	17	32	29	8.7	11	19.3	22

24% of the male and 10% of the female teachers said that they very often do not think that anything will happen to them. On the other hand, 21% male and 18% female teachers said that they always think that nothing will happen to them.

As compared to the 24% male teachers who very often do not think that anything will happen to them, only 9% of them said that they often do not think anything will happen. With the female teachers, 17% often thought so whilst only 10% thought so very often.

A fairly large number of the teachers(20% +) varied between sometimes, seldom and never.

From the individual group responses, the following can be picked up. In group A 34% males said they always think that something will happen to them whilst 37% of the women in the group sometimes think so, with 22% saying that they often do not think that anything will happen to them. As directly opposite to how the largest group of males felt in Group A, 33% of those in Group B said that they very often did not think anything will happen to them. 48%

of the women in Group B varied between the responses Seldom and Never. In Group C, two groups of 25% said that they each seldom and another very often did not think that anything would happen to them. 44% of the women in this group only sometimes did not think so.

#### SYNOPSIS: ON THE JOB SAFETY

Teachers sometimes do not feel safe at work. They generally say that they never carry a weapon to work. Generally they do not walk around fearing that anything will happen to them or that they might be called upon to put up a fight.

#### O. PROMOTION

57. I WILL BE ELIGIBLE FOR PROMOTION IN THE FORESEEABLE FUTURE.

NUMBER: O 57

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	24	19	5	19	29	44	21	7	21	11
GROUP B										
6 - 10 YRS	42	12		18	35	41	8	12	17	18
GROUP C										
11 + YRS	13	11	13		13	44	25	11	38	33
AVERAGE %	26.3	14	6	12.3	25.7	43	18	10	25.7	20.7

24% and 42% of the male teachers in Group A and B respectively did not see themselves ever being eligible for promotion, at least in the foreseeable future. However, 21% and 17% of them, respectively, thought they were eligible for promotion soon. In Group C, i.e. teachers

of 11 years and more experience, 13% male and 11% female teachers did not see themselves ever being eligible for promotion. However, 38% male and 33% female teachers in this group did see themselves qualifying for promotion soon. Significantly lower number than these, amongst the younger teachers, considered themselves for promotion soon. Most of the female teachers, 44% in group A, 41% in Group B and 44% in Group C thought they might be eligible for promotion, as their response was "sometimes".

**58. THE MANAGEMENT TEAM OF OUR SCHOOL DESERVES TO BE IN THOSE POSITIONS.**

NUMBER: 0 58

% RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	26	13	32	20	15	22	17	12	32	11
GROUP B 6 - 10 YRS	24	21	13	39		33	21	15	25	35
GROUP C 11 + YRS	22	21	13	39		33	21	15	25	11
AVERAGE %	24	17	29	23	11	32	17	9	19	19

24% and 17% of the male teachers and female teachers, respectively felt that their management team deserved to be there. However, 19% each male and female teachers felt that they did not deserve those positions. However, one could say that 53% of the men felt that these people were seldom if ever not deserving whilst 40 of the women felt the same. Generally, a response that indicates that there is cause for stress.

59. I FEEL I HAVE BEEN OVERLOOKED FOR PROMOTION.

NUMBER: O 59

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	24	30	13	4	29	44	21	7	13	15
GROUP B 6 - 10 YRS	33	35	25		17	59	8		17	6
GROUP C 11 + YRS		22	13		13	33	38	33	38	11
AVERAGE %	19	29	17	1.3	19.7	45.3	22.3	13.3	13.3	10.6

45% of the female teachers said they sometimes felt this way, when only 20% of the men share this feeling. 13% male and 11% female teachers said that they very often felt they have been overlooked. On the other hand, 19% male and 29% female teachers never felt this way. The majority of the male teachers in Group C i.e. 38% each said they either often or very often felt that they have been overlooked for promotion

60. ON THE WHOLE I THINK THAT THE HEADS OF DEPARTMENTS ARE BEING PAID EXTRA MONEY FOR DOING NOTHING.

NUMBER: O 60

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	32	30	13	19	32	30	11	4	13	19
GROUP B 6 - 10 YRS	50	24	8	24	25	24	8	12	8	18
GROUP C 11 + YRS	63	22	25		13	33		33		11
AVERAGE %	48.3	25.3	15.3	14.3	23.3	29	6.3	16.3	7	16

The longer experienced teachers, i.e. 63% male and 22% female said that they never think that the Heads of Departments are paid for doing nothing. 50% and 32% of the male teachers in Groups B and A and 24% and 30% of the female teachers in the same groups, respectively, said they never thought that these people get money for nothing. On the whole, 48% of the male teachers and 25% of the female teachers never think that Heads of Departments earn for doing nothing. Only 7% male and 16% female teachers think so very often.

#### SYNOPSIS: PROMOTION

There is a dubiousness about the deserving nature of the people in promotion posts, There was great consensus that teachers in senior posts do not earn allowances for nothing. Some felt that they would be eligible for promotion soon whilst some felt that they had been overlooked for promotion.

**P. RESOURCES**

61. I HAVE ENOUGH OF THE MATERIALS I NEED TO PRESENT MY LESSONS.

NUMBER: P 61

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	47	26	13	30	21	33	13	11	5	
GROUP B										
6 - 10 YRS	17	18	25	41	33	18	8	24	17	
GROUP C										
11 + YRS	38	22	25	13		22			25	11
AVERAGE %	34	22	21	38.3	22.3	24.3	7	11.3	15.3	3.7

16% of the male and only 4% of the female teachers said that they very often had all they required to teach, whilst 34% male and 22% female teachers said they never had anything they need to teach. In Group C, 44% of the female teachers as well as 41% of the women in Group B, said they seldom had all they needed for this. 47% of the men in Group A said they never have all they need for their lessons. None of the female teachers in **Groups**, indicated they often had enough of the things they needed to present their lessons. 25% of the men in Group C said they very often had all they needed in order to present their lessons.

62. ALL MY STUDENTS HAVE THE NECESSARY BOOKS FOR MY SUBJECTS.

NUMBER: P 62

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	42	22	21	37	21	19	13	11	3	11
GROUP B 6 - 10 YRS	25	29	8	12	25	18	17	24	25	18
GROUP C 11 + YRS		11	50	22	50	44		11	11	
AVERAGE %	22.3	20.7	26.3	23.7	32	27	10	15.3	13	9.7

About 23% male and 25% female teachers said that their pupils often or very often have the books they need for their subjects. 49% males and 44% females said their pupils never or seldom have all the books they need. A large number, 32% male and 27% female, said they sometimes have all the books needed. Almost half (42%) of the male teachers in Group A said their pupils never have all the required books. In Group C, 50% of all the men said their pupils seldom had any books and the other 50% said this happened "sometimes".

63. IT IS RELATIVELY EASY FOR ME TO GET FUNDS TO BUY THE MATERIAL I NEED TO MAKE MY LESSONS INTERESTING.

NUMBER: P 63

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A 0 - 5 YRS	63	52	24	19	8	7		15	5	7
GROUP B 6 - 10 YRS	83	77	8	12			8	12		
GROUP C 11 + YRS	50	56	25	22	13		13			22
AVERAGE %	65	61.7	19	17.7	7	2.3	7	9	1.7	9.7

A large number of teachers do not have access to funds for the buying of teaching aids. 65% of the male and 62% of the female teachers said they never have money and 19% male and 18% female said this was often the case with them too. This makes it 84% of the men and 79% of the women who said they never or seldom have the funds to buy teaching aids.

At least 7% male and 9% female teachers said they often have access to funds to buy material whilst another 7% male and 2% female said they sometimes had some money for this. Only 9% male and 19% female teachers said they often or very often had funds to buy aids.

64. OUR SCHOOL DOES NOT HAVE A SCHOOL FUND.

NUMBER: P 64

%										
RESPONSE										
EXPERIENCE	NEVER		SELDOM		SOMETIMES		OFTEN		VERY OFTEN	
	M	F	M	F	M	F	M	F	M	F
GROUP A										
0 - 5 YRS	8	11	8	19	18	4	21	33	45	33
GROUP B										
6 - 10 YRS	8	12	17	29	8	18	17	24	50	18
GROUP C										
11 + YRS	13	22				11	38	22	50	44
AVERAGE %	9.7	15	8.3	16.3	8.7	11	25.3	26.3	48.3	31.7

48% of the men and 32% of the women said that their school very often does not have a school fund. The next large number is that of those who say that their schools often do not have a school fund. These two groups make up 74% of the men and 58% of the women. The rest of the responses are generally from the group that says that they sometimes have a fund.

10% and 15% of the male and female teachers, respectively, said that they are never without a school fund. 8% and 16% of the male and female groups, respectively said they seldom are without a school fund.

The general indication is that schools are without funds.

## SYNOPSIS: RESOURCES

Generally there is consensus that the materials are not enough for lessons and that not all the children have books. Most schools do not have a school fund and can also not get money for equipment easily.

### 4.3 SECTION C OF QUESTIONNAIRE: RANK ORDER STRESSORS

Participants were requested to rank order the stressors from 1 to 16, having the greatest stressor as 1 and least stressor of the 16 as 16. However, this section was misunderstood resulting in a variety of interpretations. As a result, the researcher resorted to computing the averages of the responses and rank-ordering them in terms of the number of respondents whose responses were in the "very often" box. This gave rise to the following rank ordering of stressors, each list being from the main stressor to the least stressor.

#### 4.3.1 0 - 5 YEARS TEACHING EXPERIENCE

##### MALE TEACHERS

1. Teachers' union.
2. Class composition.
3. Parent/teacher relations.
4. Student politics and education.
5. Extra-curricular activities.  
Intrapersonal conflicts.  
Resources.
8. Time management.
9. Promotion.
10. On the job safety.
11. Teacher/principal relations.
12. Student behaviour.  
Stress management techniques.

14. Psychological/emotional symptoms of stress.
15. Physical symptoms of stress.
16. Teacher/teacher relations.

#### FEMALE TEACHERS 0 -5 YEARS EXPERIENCE

1. Teachers' union.
2. Student politics and education.
3. Time management.
4. Class composition.
5. Parent/teacher relations.
6. Stress management techniques.  
Extra-curricular activities.
8. Resources.
9. Intrapersonal conflicts.
10. Promotion.
11. Physical symptoms of stress.  
Psychological/emotional symptoms of stress.
13. On the job safety.
14. Student behaviour.
15. Teacher/principal relations.
16. Teacher/teacher relations. (This was not valued as a stressor at all.)

A study of this list reveals a disparity that is very interesting. It is difficult to draw lines to show similarities, except for the first stressor which is common. Class composition is the second stressor for the males and only the fourth for the women. Student politics and education are the second important stressor for the women and only the fourth for the male teachers, etc. However, the first five stressors are the same for both men and women, the difference being only the position of each when rank ordered, effectively saying that both men and women are stressed by the same stressors, equally.

#### 4.3.2 6 - 10 YEARS TEACHING EXPERIENCE

##### MALE TEACHERS

1. Teachers union.
2. Parent/teacher relations.
3. Time management.
4. Extra-curricular activities.
5. Resources.
6. Student politics and education.
7. Intrapersonal conflicts.  
On the job safety.
9. Class composition.
10. Student behaviour.
11. Promotion.
12. Physical symptoms of stress.
13. Psychological symptoms of stress.  
Stress management techniques.
15. Teacher/principal relations.  
Teacher/teacher relations. (None of these two had a value given it as a stressor, suggesting that these teachers have no problem in this area.)

##### FEMALE TEACHERS 6 - 10 YEARS TEACHING EXPERIENCE

1. Parent/teacher relations.
2. student politics and education.
3. Teachers' union.
4. Time management.  
Intrapersonal conflicts.
6. Class composition.  
Physical symptoms of stress.
8. Student behaviour.

9. Promotion.
10. Resources.
11. Extra-curricular activities.
  - On the job safety.
  - Stress management techniques.
14. Teacher/principal relations.
15. Psychological/emotional symptoms of stress.
16. Teacher/teacher relations.

This group's female teachers are the only ones with a significant number seeing something other than teachers' union as the main stressor. For them, Parent/teacher relations are the most stressful issue at school, and this is the second most important stressor for the men in this group. Student Politics and education are the second most important stressor for the female teachers and it is only ranked 6th for the male teachers.

There are great differences between the male and female teachers' ranking of the stressors, in this group.

#### 4. 3.3 11 YEARS AND MORE TEACHING EXPERIENCE

##### FEMALE TEACHERS

1. Teachers' union.
2. On the job safety.
  - Teacher/principal relations.
4. Student politics.
5. Time management.
6. Resources.
7. Promotion.
8. Class composition.
9. Extra-curricular activities.
  - Psychological/emotional symptoms.
  - Intrapersonal conflicts.

12. Physical symptoms of stress.
13. Student behaviour.
14. Parent/teacher relations.
15. Stress management techniques.
16. Teacher/teacher relations. (None of the teachers felt that this was a stressor at all.)

#### MALE TEACHERS - 11 YEARS AND MORE EXPERIENCE

1. Teachers' union.
2. Student politics and education.
3. Parent/teacher relations.
  - Resources
5. Intrapersonal conflict
  - Class composition.
  - Promotion.
8. On the job safety.
  - Student behaviour.
10. Teacher/principal relations
11. Physical symptoms of stress.
12. Time management.
  - Stress management techniques.
  - Extra-curricular activities.
15. Psychological/emotional symptoms of stress.
16. Teacher/teacher relations. (None of the teachers identified this as a stressor at all.)

Except for the first stressor, there is not much similarity in the experience of the stressors by the male and female teachers in this group. Student politics and education is the second stressor for the male and ranks third for the female teachers. Resources are ranked 3rd place by the male and 5th by the female. The 2nd most important stressor for the females is on the job safety whilst the same stressor is ranked 7th by the male teachers. The two groups do concur that Teacher/teacher relations are not a stressor at all.

### 4.3 . 4 OVERALL RANKING BY ALL THE TEACHERS

#### FEMALE TEACHERS

1. Teachers' union.
2. Student politics and education.
3. Time management.
4. Parent/teacher relations.
5. Promotion.
6. On the job safety.
7. Class composition.
8. Intrapersonal conflicts.
9. Extra-curricular activities.
10. Resources.
11. Physical symptoms of stress.
12. Stress management techniques.
13. Psychological/emotional symptoms of stress.
14. Student behaviour.
15. Teacher/principal relations.
16. Teacher/teacher relations.

#### MALE TEACHERS

1. Teachers' union.
2. Student politics and education.
3. Class composition.
4. Parent/teacher relations.
5. Promotion.
6. Time management.
7. Intra-personal conflicts.
8. Extra-curricular activities.
9. Stress management techniques.
10. On the job safety.
11. Student behaviour.

12. Resources.
13. Physical symptoms of stress.
14. Teacher/principal relations.
15. Psychological/emotional symptoms of stress.
16. Teacher/teacher relations.

For both male and female teachers, on the whole, you find the same major first 6 stressors, The only difference is that Class composition is stressor number 3 for the male teachers and at number 3 for the women is Time management. Class composition, is ranked 7th by the women. On the job safety is ranked 6th by the females and 10th by the male teachers. Student involvement in politics ranked second as a stressor for both male and female teachers, after Teachers' union.

The least stressor is Teacher/teacher relations which says that teacher collegiality is, on the whole, not bad. Student behaviour ranks 14th for the female teachers and 11th for the male teachers. Resources were ranked 12th by the males and 10th by the female teachers, suggesting that the shortage of resources is not the greatest stressor as one would have expected, given the poor resourcing of the D.E.T. schools.

#### 4.4 WHY ARE YOU STILL DOING IT?

Section D of the questionnaire enquired of the respondent why, if teaching is so stressful, are they still doing it. The responses for all the male and female teachers for each of the given responses were as follows:

	MALE	FEMALE
1. I love to teach	30	34
2. I could not find a better job.	5	3
3. I have been unable to find alternative employment	2	2
4. Teaching offers more security than the private sector	1	1
5. I like the holidays and short working day.		
6. I like the power and authority a teacher has		
7. The education of my people is important to me	5	6
8. I see teaching as my contribution to the liberation of African people in South Africa		4
9. I enjoy the status a teacher has in the community	1	
10. Shaping and moulding young people is important to me.	5	13

61% (30 out of 49) of the male teachers are teaching because they love to teach and 54% (34 out of 63) women are doing it for the same reason. A further 21% of the women are still teaching

because shaping and moulding young people is important to them.

None of the male teachers nor female teachers are still teaching because they like the holidays and the short working days nor because they like the power and authority a teacher has.

The following table gives a complete tallying of the responses of the teachers from the different groups. The reason most of them are in teaching is because they **love to teach**, i.e. 71% of the males in Group A, 62% in Group B, 76% females in Group B and 100% females in Group C. The distribution of responses amongst the women in Group A and the men in Group C is almost the same with 32% and 25% respectively. In Group A, 27% of the female

teachers said they are teaching because **the shaping and moulding of young people is important to them.**

A space was left at the end of the list of possibilities for COMMENTS, IF ANY. Amongst others, the following comments were offered by the respondents:

1. Stress is also caused by the curriculum as teachers are not involved with its formulation when they should be.
2. Another stressor covers the area of religion.
3. The teacher never intended to be a teacher.
4. Physical building can be a frustration.
5. The money could be better.
6. The school system must encourage initiative

### WHY ARE YOU STILL DOING IT?

	A		B		C	
	0 - 5		6 - 10		11 +	
	M	F	M	F	M	F
1. I love to teach	20	12	8	13	2	9
2. I could not find a better job	1	3	2		2	
3. I have been unable to find alternative employment	2	2				
4. Teaching offers more security than the private sector		1			1	
5. I like the holidays and short working day						
6. I like the power and authority a teacher has						
7. The education of my people is very important to me	2	5	2	1	1	
8. I see teaching as my contribution to the liberation of African people in South Africa		4				
9. I enjoy the status a teacher has in the community	1					
10. Shaping and moulding young people is important to me	2	10	1	3	2	
TOTALS	28	37	13	17	8	9
GRAND TOTAL	49	63				

## 4.5 SUMMARY OF KEY FINDINGS

The research questions posed in section 1.4 of Chapter 1 have reference.

### 4.5.1 What are the major stressors experienced by these teachers in the Kimberley Area of the Northern Cape?

A summary of the finding indicates that the teachers, both male and female, identified the following top 6 stressors:

1. Teachers's unions
2. Student politics and education
3. Time management
4. Class composition.
5. Parent/teacher relations.
6. Promotion.

4.5.2 **If teaching is so stressful, why are they still doing it?** The vast majority of teachers are still teaching simply because they love to teach.

4.5.3 **Does experience in teaching help with the experience of stress?** There is no significant difference between how the beginning teacher and the more experienced teacher handles the stressor. The list of stressors in the top 5 stressors is not significantly different except that the position of the different stressors in the ranking varies slightly.

### 4.5.4 Is there a difference between men and women?

The analysis of the responses did not indicate any noteworthy difference between the genders.

## 4.6 CONCLUSION

The stressors as identified and the reasons for continuing to teach should make it easier for people in key positions to make a meaningful difference in the teachers' life and enable the teacher to do a good job.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

At this stage, the questions to be investigated have been posed, the literature was reviewed, the responses have been analysed, and conclusions were arrived at.

#### 5.2 CONCLUSIONS

##### 5.2.1

From the review of the literature, it was evident that there are numerous stressors and the list of one researcher was not similar to that of the next researcher. The conclusion arrived at was that virtually anything can be a stressor, what matters is how the individual perceives it and how he/she handles the stressor. The final experience is a very personal one.

##### 5.2.2

The investigation which was inspired by a keen interest of the researcher in the major stressors that face the teacher in the area brought revelations like:

- (a) the lack of resources in the ex-D.E.T. schools is less of a problem than was anticipated. The cause may be that the schools surveyed are themselves not too badly equipped or that other things are more stressful than the lack or shortage of resources.
- (b) The relationship between teachers is rather healthy. Teachers do not feel alone and isolated or criticised by their peers or even by the parents. The teacher/principal relationship is rather good too.

- (c) The teacher seems to find the behaviour of students manageable and they do not find the student to be a worrying source of stress.
- (d) Parents are a source of concern to the teacher. The greatest concern being the parents' lack of concern and interest in their children's education.
- (e) The physical and psychological symptoms of stress do not seem to be a problem. There is little report of substance abuse or incidence of ailments. Teachers do not see the need for being coached on stress management.
- (f) There is great consensus amongst the teachers that the students are too involved in political issues of the country and that this must be reduced.
- (g) The class size, composition and participation of pupils is a problem.
- (h) Teachers do not mind extra-curricular activities. They would, however, appreciate greater involvement of the principal.
- (i) Teacher unions are a stressor in a positive sense - eustress. The teachers feel that there is a strong need for unions and that as workers they have to be organised. However, there are things like chalkdowns and how issues are resolved that need to be addressed.

### 5.3 RECOMMENDATIONS

Given the major stressor rank ordering, the following recommendations are made. Because "the self image and morale of people in large part determine the degree to which they are able to be productive" (Cassel 1984) administrators need to heed the opinions of the teachers and make it possible for their life to be easier and more productive. Calabresse (1987) says that there is evidence that when the stress levels of teachers are low then there is noticeable improvement in teaching effectiveness.

### **5.3.1 Teacher Unions**

The need for teachers to be organised in a union will always be there. The teachers feel very strongly that they are workers and must have a union. There are disagreements and therefore a need to talk about teachers and strike action. The unions per se are not a negative stressor, except that the teachers felt strongly about the need for unions.

### **5.3.2 Student politics and education**

The consensus here is that the students are rather too involved in issues political and this affects their performance in school. The new dispensation may be the beginning of an era of toned down student involvement in politics.

### **5.3.3 Time management**

The teacher needs to be coached in ways of improving the time they have for their work. Time must also be made available to the teacher to work during school hours and find creative ways of getting a good job done within the available time.

### **5.3.4 Class composition**

The situation of large classes with their accompanying effect of handicapping the teacher in terms of ability to reach many children is a serious problem and must be addressed for the teacher to perform well.

### **5.3.5 Parent/teacher relations**

There are many causes for the lack of involvement of the parent in the school, many of them rooted in our recent past. The teacher now more so calls on the parents to be close partners with the school and play their role on that frontier.

### 5.3.6 Promotion

The problems here are varied and the call is that clear and transparent mechanisms of filling promotion posts be used which will leave everyone happy, understanding why certain people get the positions and what the positions really required.

## 5.4 SUGGESTIONS FOR FUTURE RESEARCH

(a) The population for the study was defined as teachers in black schools. It would be good to know if there are differences or even different stressors for teachers who come from communities other than black who are teaching in African schools.

(b) The effect of student politics on schooling is likely to take a different position now that there has been a change of social order. How this will impact on teaching would be worth investigating.

(c) The situations in schools is also likely to change given the political developments. Will this affect the ranking of the stressors and will new stressors come into the picture would make for interesting research.

## 5.5 CONCLUSION

From the literature it is clear that life without stress is death, and " the elimination of all stress may not help teachers, students or the instructional process." (Calabresse 1987 p 67) How the life of the teacher could be made less stressful and benefit the child may lie in the effect administrators will have on the identified major stressor.

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**ADDENDUM A**

11 Scott Street  
Kirstenhof  
KIMBERLEY  
8301

The Principal and Staff

Dear Sir/Madam

**PARTICIPATION IN A STRESS SURVEY**

I am currently doing research on the stressors affecting teachers in African High School in the Northern Cape.

The purpose of the investigation is to find out from the teachers on the ground what their greatest stressors are. It is accepted that being a teacher in a black high school is a very stressful occupation but we do not know exactly which of the multiple stressors in fact stress the teachers most.

The value of this investigation will be to come up with the information that could be used to alleviate the stress the teacher experiences, particularly with regard to the greatest stressors. I am also interested in finding out why, when teaching is such a stressful occupation, are teachers still doing it.

Your participation in this questionnaire is a contribution to the body of knowledge being gathered in the country and is highly appreciated.

Thanking you

Yours faithfully

K.J. SESENYAMOTSE

**ADDENDUM B**

11 Scott Street  
Kirstenhof  
KIMBERLEY  
8301

The Area Manager  
Kimberley Area Office  
Private Bag X5029  
KIMBERLEY 8301

Sir

**REQUEST PERMISSION TO CONDUCT STRESS SURVEY IN HIGH SCHOOLS**

I hereby request your permission to conduct a survey in the High Schools. I am presently studying for a Master's Degree with the University of Durban Westville. I need to have teachers in the High Schools respond to the enclosed questionnaire so that they are the people who identify the main stressors in their work situation.

It is hoped that one can use the information so received to address the main stressors of the teachers so as to assist in making this so important job easier for the dedicated teacher.

I also find it interesting that so many good teachers are still in teaching and would like to know what is keeping them in the job still. This information, Sir, I hope to have available for policy makers who will use it in their planning of Education.

Hoping that my request will be favorably received  
Yours faithfully

**K.J. SESENYAMOTSE**

**ADDENDUM C**

**STRESS PROFILE FOR TEACHERS**

Please complete this questionnaire on teacher stress for return to the researcher.

DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE.

A. Complete this section of the questionnaire by:

- (a) placing an X in the appropriate space, or
- (b) writing the information requested in the space provided.

Gender:  M  F

Married  Single  Divorced  Widowed

Number of years teaching:

Position in school: Teacher  H.O.D  Principal/Deputy

Number of students in your school:

Qualifications:

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Current Studies:

**B.** The following questions are designed to help the researcher more clearly define the areas and frequency of your stress . Indicate how often the source of stress occurs by circling the number that corresponds to the frequency of occurrence.

**KEY:** 1 = never, 2 = seldom, 3 = sometimes 4 = often and 5 = very often.

**A** STUDENT BEHAVIOUR

- 1. I have difficulty controlling my class..... 1 2 3 4 5
- 2. I become impatient/angry when my students do not do what I ask them to do..... 1 2 3 4 5
- 3. Lack of student motivation to learn affects the progress of my students negatively..... 1 2 3 4 5
- 4. My students make my job stressful ..... 1 2 3 4 5

**B** TEACHER/PRINCIPAL RELATIONS

- 5. I have difficulty in my working relationship with my principal. .... 1 2 3 4 5

6. My principal makes demands of me that I cannot meet. .... 1 2 3 4 5
7. I feel I cannot be myself when I am interacting with my principal. .... 1 2 3 4 5
8. I feel that my principal does not approve of the work I do. .... 1 2 3 4 5

**C** TEACHER/TEACHER RELATIONS

9. I feel isolated in my job (and its problems)..... 1 2 3 4 5
10. I feel fellow teachers think I am not doing a good job. .... 1 2 3 4 5
11. Disagreements with my fellow teachers are a problem for me. .... 1 2 3 4 5
12. I get too little support from the teachers with whom I work. .... 1 2 3 4 5

**D** PARENT/TEACHER RELATIONS

13. The parents of my students are a source of concern for me. .... 1 2 3 4 5
14. Parents' disinterest in their childrens' performance at school concerns me. .... 1 2 3 4 5
15. I feel that my students' parents think that I am not doing a satisfactory job of teaching their children. .... 1 2 3 4 5
16. The home environment of my students worries me. .... 1 2 3 4 5

**E** TIME MANAGEMENT

- 17. I have too much to do and not enough time ..... 1 2 3 4 5
- 18. I often have to take work home to finish it. .... 1 2 3 4 5
- 19. I cannot keep up with my school work ..... 1 2 3 4 5
- 20. I have difficulty organizing my time in order to  
complete tasks. .... 1 2 3 4 5

**F** INTERPERSONAL CONFLICTS

- 21. I put self-imposed demands on myself to meet  
scheduled deadlines. .... 1 2 3 4 5
- 22. I think badly of myself for not meeting the demands  
of my job. .... 1 2 3 4 5
- 23. I am unable to express my stress to those who place  
demands on me. .... 1 2 3 4 5
- 24. Teaching is stressful for me. .... 1 2 3 4 5

**G** PHYSICAL SYMPTOMS OF STRESS

- 25. I experience the following ailments:  
stomach-aches, backaches, high blood pressure,  
stiff neck and shoulders. .... 1 2 3 4 5
- 26. I find my job tires me out. .... 1 2 3 4 5
- 27. I am tense by the end of the day. .... 1 2 3 4 5
- 28. I experience headaches. .... 1 2 3 4 5

**H** PSYCHOLOGICAL/EMOTIONAL SYMPTOMS OF STRESS

- 29. I find myself complaining to others. ...., 1 2 3 4 5
- 30. I am frustrated and/or feel angry. .... 1 2 3 4 5
- 31. I worry about my job. .... 1 2 3 4 5
- 32. I feel depressed about my job. .... 1 2 3 4 5

**I** STRESS MANAGEMENT TECHNIQUES

- 33. I am unable to use an effective method to manage my stress (e.g. exercise, relaxation techniques, etc.). ..... .. 1 2 3 4 5
- 34. Stress management techniques would be useful in helping me cope with the demands of my job.....1 2 3 4 5
- 35. I am presently using one or more of the following to relieve my stress: alcohol, drugs, yelling, blaming, withdrawing, eating. 1 2 3 4 5
- 36. I feel powerless to solve my difficulties..... 1 2 3 4 5

**J** STUDENT POLITICS AND EDUCATION

- 37. I think the students are too involved in political issues of the country. .... 1 2 3 4 5
- 38. Student organisations and their programmes of action are responsible for the loss of time I could have been teaching in..... 1 2 3 4 5
- 39. I think that the high profile role student organisations play should be reduced. .... 1 2 3 4 5
- 40. The political events of the country impact too heavily on the teaching

that I can do in my class. .... 1 2 3 4 5

**K** CLASS COMPOSITION

41. The teacher-pupil ratio of my class makes me less effective than I can be. .... 1 2 3 4 5

42. The ages of the students I teach create problems for me as many are much older than they should be for the classes they are in..... 1 2 3 4 5

43. It is difficult for me to arrange my students in ways that make it possible for a variety of lessons. .... 1 2 3 4 5

44. I cannot get the boys and girls in my class to participate equally and actively ..... 1 2 3 4 5

**L** EXTRA - CURRICULAR ACTIVITIES

45. I want to have nothing to do with school activities after 14h00. .... 1 2 3 4 5

46. Extra-curricular activities are a burden to both the teacher and the student. .... 1 2 3 4 5

47. Very few teachers at my school participate in extra-curricular activities. .... 1 2 3 4 5

48. If only my principal would be interested in activities we will be able to motivate more teachers to participate in sports and cultural activities ..... 1 2 3 4 5

**M** TEACHER'S UNION

- 49. I feel that the teachers' union activities are professional..... 1 2 3 4 5
- 50. I think that chalkdowns should not be entertained by teachers 1 2 3 4 5
- 51. I think that the teachers should present their dissatisfaction in  
conference situations.....1 2 3 4 5
- 52. I believe that I am a worker and must belong to a union..... 1 2 3 4 5

**N** ON THE JOB SAFETY

- 53. I do not feel safe at school. .... 1 2 3 4 5
- 54. I carry a weapon to work. .... 1 2 3 4 5
- 55. I go about my duties with the knowledge that when confronted by a student  
or  
students I will be able to put up a fight 1 2 3 4 5
- 56. On the whole I do not think that anything will happen to me  
..... 1 2 3 4 5

**O** PROMOTION

- 57. I will be eligible for promotion in the fore seeable future.  
..... 1 2 3 4 5
- 58. The management team of our school deserves to be in those positions.  
.....1 2 3 4 5
- 59. I feel I have been overlooked for promotion.  
.....1 2 3 4 5
- 60. On the whole I think that the H.O.D's are being paid extra money for doing

nothing. ....1 2 3 4 5

P RESOURCES

61. I have enough of the material I need to present my lessons.  
..... 1 2 3 4 5

62. All my students have the necessary books for my subjects.  
..... 1 2 3 4 5

63. It is relatively easy to get funds for me to buy material I need  
to make my lessons interesting. .... 1 2 3 4 5

64. Our school does have a school fund. .... 1 2 3 4 5

C. NOW THAT YOU HAVE COMPLETED THE SCORING

**Rank order** the stress category in the box next to each stressor. Use the numbers 1 - 16 where 1 is your most stressful, and 16 the least stressful source of stress.

Student behaviour

Teacher/principal relations

Teacher/teacher relations

Parent/teacher relations

- Intrapersonal conflicts
- Physical symptoms of stress
- Psychological/emotional symptoms of stress
- Stress management techniques
- Student politics and education
- Class composition
- Extra-curricular activities
- Teachers' union
- On the job safety
- Promotion
- Resources
- Time management

**D. Given all the stressors that affect you in your work daily, why are you doing it?**

Please tick the main reason for your continued stay in the teaching profession.

If you have more than 1, please rank them, starting with 1 for the most important, 2 for the next important, etc.

- I love to teach
- I could not find a better job
- I have been unable to find alternative employment
- Teaching offers more security than the private sector
- I like the holidays and short working day
- I like the power and authority a teacher has
  
- The education of my people is very important to me

I see teaching as my contribution to the liberation of African people in South Africa

I enjoy the status a teacher has in the community

Shaping and moulding young people is important to me

Other. Explain. -----

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COMMENTS (if any) -----

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Thank you, once more, for your time!